

Country Report

Preschool Teachers' Perspectives on Nurturing Resilience for Young Children in Thailand

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Abstract

Social and emotional skills are crucial to be promoted at a young age. These soft skills lay the foundation for building resilience, which is a protective factor for healthy child development. This research investigates preschool teachers' understanding of the terms "social emotional skills" and "resilience" and practices implemented at ECEC facilities in order to nurture resilience for children aged four to six years. Using snowball sampling, eleven preschool teachers in Thailand were selected for an online in-depth interview with semi-structured questions. Verbatim transcription followed by the content analysis method was used to create the answer to the research questions. The answers reveal that Thai preschool teachers value social and emotional skills as well as resilience as important skills for children to be happy and successful people. Two out of eleven preschool teachers had never heard of the term "resilience", but all of them were familiar with "social and emotional skills", which are related to emotional and social development and are written in the Thai national early childhood curriculum B.E. 2560 which is the second revised version. Practices to promote social and emotional skills and resilience comprise 3 aspects: 1) *the physical environment*, such as a cozy and homelike environment, and a large playroom; 2) *activities*, includes aesthetics activities; mindfulness practice; 7 habits; executive functions; emotional related stories; free play; music and movement; cooking; emotional check-in and check-out with emotional cards; emotions diary; Thai traditional games and board games; self-assessment worksheet; and 3) *teacher guidance*, includes being a role model; using positive discipline; setting up classroom rules; assigning appropriate tasks; teaching how to identify emotions; assigning individual, pair, or group work; and using the buddy strategy.

Keywords: preschool teacher, perspectives, resilience, young children

Introduction

The quality of future citizens is determined by the quality of child rearing and early childhood education and care (ECEC) for young children between 0-8 years. According to the Thailand Early Childhood Development Plan B.E.2564-2570 (2021-2027), the vision of Early Childhood Education and Care (ECEC) is that every child will be nurtured to reach their full potential and become a quality citizen. Seven strategies proposed to achieve the plan includes services providing for young children; strengthening families' capability in nurturing young children; improving quality of childcare centers; developing an early childhood information system and integration for the beneficial; improving early childhood related acts, regulations, or laws; conducting research and development; administrating, developing mechanism of procedure and monitoring assessment. Thus, the image of Thai young children is a well-balanced child in all domains of development, including physical, emotional, discipline, social, and intellectual. Therefore, wellbeing, education, and social welfare are the focus of ECEC for 0-6 years-old before entering the primary level (Office of the Education Council [OEC], 2021).

In 2017, the Health Systems Research Institute (HSRI) reported that 30% of children aged 2–7 have delayed executive functions (EF). This condition can lead to behavioral problems such as lack of self-regulation, easily distracted, low concentration, impulsiveness, and impatience. Social emotional skills are known to be associated with EF, meaning that these skills involve brain functions and lead to thinking processes (HSRI, 2017 as cited in Phromkat, 2023). EF is a set of mental processes, as a result, to achieve in learning or working. The ability to think rationally, inhibit control, emotionally regulate and control our behaviors, plan, pay attention, remember instructions, and work sequentially all depend on EF. Hence, EF is a brain capacity that regulates our thinking, feelings, and actions to achieve our goals (Pokam, 2020). As a result, the Thai Ministry of Education (MOE) places a strong emphasis on EF in order to improve the efficacy of ECEC programs to address the situation of young children's delayed development.

Since 2020, the Thai MOE announced the ECE policy focusing on well-rounded development for all 0-8 years old, including physical, emotional, social, and intellectual development plus additional characteristics: self-development and EF. The expected outcomes for ECEC program are nurturing young children to build up self-esteem, self-confidence, self-efficiency, and self-regulation (MOE, 2020).

Thailand OEC (2022) reported that all level of learners were affected by the COVID-19 pandemic because online learning created stress, anxiety, low concentration, lack of focus or motivation in learning, and social skills. Measures to recover learning loss in young children are redesigning the learning process, empowering teachers and principals to develop potential of children, collaborating effective learning with stakeholders including schools, families, communities, and related sectors, valuing positive attitudes and well-being both physically and mentally, etc. In February 2024, the Thai Ministry of Education proposed a new campaign “3 promote, 3 reduce, 3 increase” to nurture young children due to the increasing hours of using screen time. It is in line with the measures of OEC to promote healthy young children. The 3 promote includes enhancing the right understanding to parents, teachers, and communities, amandmenting the appropriate child welfare, and empowering local government agencies and communities; the 3 reduce include cutting down screen time in half, reducing stress by bringing happiness back to children, reducing violence against children both physically and mentally; the 3 increases include arranging more play-based activities for young children such as music, sports, and exercise, more story time, and improving quality family time (MOE 360, 2024).

According to the research findings, quality of life or life satisfaction has an impact on resilience as well as positive emotion (Cohn et al., 2009), in line with Yoleri (2020) concluding that adults play a significant role in nurturing young children's resilience which the age of children, perseverance and temperament are found to be predictors of resilience. According to the study, older children have higher resilience than the younger ones (Miljević-Riđički et al., 2017; Yoleri, 2020)

Pengping and Khayankij (2022) studied the role of preschool teachers in promoting resilience of preschoolers in Bangkok; it was found that preschool teachers promoted resilience at a high level. In terms of “creating a learning atmosphere”, the average score was higher than learning management, meaning they practiced modelling (teachers being gentle, mild, smiling, humorous, etc. as a role model), classroom interactions and classroom management more than teaching social skills, promoting play, and support learning. However, they still lacked knowledge and practices in terms of resilience promotion. They should also develop their own skills to be resilient and have guidelines for supporting children's resilience. The recommendation of this research is that an in-depth study related to resilience based on best practices should be conducted

to serve as guidelines for preschool teachers to become aware of the importance of promoting resilience in the early years, which lay the foundation of well-being in young children for later life.

Nine characteristics that predict children's resilience include; structure, consequences, parent-child connections, strong relationships, a powerful identity, sense of control, sense of belonging/ culture/ spirituality/ life purpose, rights and responsibilities, and safety and support (Ungar, 2022). Resilient children are more effective at mentally recovering from serious problems or obstacles, helping them to grow and develop safely. Resilience can be strengthened at home, in society, and school through the environment as well as proper nurturing and education. (Fenwick-Smith et al., 2018; Las Hayas et al., 2019; Pinto et al., 2021). Data from the research also found that resilience mediates the relationship between positive emotions and life satisfaction (Cohn et al., 2009).

Soft skills, or social-emotional skills, or resilience, are important in terms of essential characteristics to become a successful person in the future, and be able to live under the BANI (Brittle, Anxious, Nonlinear, and Incomprehensible) world or the unpredictable circumstances. Evidence from research suggests that strengthening children's resilience is a necessary measure to promote children's quality of life, especially during hardship such as the COVID-19 pandemic. In recent years, there are many programs or curriculums that promote resilience for young children (Fenwick-Smith et al., 2018; Las Hayas et al., 2019; Pinto et al., 2021). However, for effective implementation of a curriculum that promotes resilience, it is important that teachers have knowledge and truly understand the nature of resilience. This research aimed to study preschool teachers' perspectives and understanding of the concept of resilience, including teachers' practices in nurturing and strengthening children's resilience. The study also aimed to obtain effective guidelines for building children's resilience, which is a factor in children's wellbeing in the future.

Methodology

Snowball sampling was used in this qualitative research to recruit eleven preschool teachers as case studies from six private and four public schools. Purposive sampling was used based on criteria such as being a preschool teacher with at least five years of teaching experience, having at least one certificate in early childhood education, whether a master's or bachelor's degree, working in private schools implementing early childhood education approaches such as Waldorf, Montessori, High Scope, or Project Approach, or working in a lead or best practice public school.

The researcher explained the details of the research to the participants to obtain consent for data collection through individual interviews via online meetings. Both video and audio information were recorded during the meeting, the online meeting lasted approximately 1–1½ hours. Semi-structured interview questions were used to elicit data related to perspectives and practices in promoting preschoolers' resilience. The content validity was checked by three experts; the average score of the results was .875, which means a high level of content validity. After the interview, verbatim transcription and content analysis was done to analyze the data to answer how preschool teachers understand the term resilience and social and emotional skills. And what the practices are that preschool teachers use to promote resilience and social and emotional skills for preschool children?

Findings

Background of preschool teachers.

The informants were eleven preschool teachers from ten childcare facilities. The age of preschool teachers ranged from 30-55 years old, with teaching experiences ranging from 5-32 years. Six were private and four were public schools, of which four arrange mixed-age classes. All four public schools implement the early childhood curriculum B.E. 2560 (A.D.2017); two schools implement the Waldorf approach; one school implements the literature-based and project approaches; and one school implements only the project approach. Two private schools implement Montessori method, others implement a variety of ECE teaching innovations such as project approach, seven habits, Executive Functions (EF) concept, High Scope, Reggio Emilia approach, Orff music, Montessori method, sensory integration concept, whole language, and Buddhist approach (Table 1).¹²

Table 1: Background of preschool teachers (interviewees)

No.	Age	Sex	Teaching experiences	Type of school	location	Level of placement	Teaching approach	Teaching level	T:C ratio
1	40	female	7 yrs.	private	North East	N-P6 (2-12 yrs.) mix-aged 3-6 yrs.	Montessori method	Principal	1:25
2	36	female	12 yrs.	private	East	N-S3 2-15 yrs.	Integrate National EC curriculum with Project approach, EF, competency-based curriculum, 7 habits, sensory integration	K3 Class teacher	1:25
3	43	female	12 yrs.	private	Bangkok	K 2-6 yrs. mix-aged 3-6 yrs.	Integrate National EC curriculum with High Scope, Reggio Emilia, orff music, and Montessori method	All K level (Story telling, vice principal)	3:25
4	55	female	32 yrs.	public	Bangkok	K-P6 3-12 yrs.	Integrate National EC curriculum with literacy-base and project approach	K3 Class teacher	1:25-30
5	50	female	27 yrs.	public	Central	K-P 6 4-12 yrs. mix-aged 4-6 yrs.	Integrate National EC curriculum with Waldorf approach	Class teacher	2:26

¹ The "7 Habits of Highly Effective People," authored by Stephen R. Covey, is a framework for personal and interpersonal effectiveness. These habits are designed to foster self-improvement, enhance leadership skills, and promote collaborative efforts. They are categorized into three main groups: Private Victory, Public Victory, and Renewal.

² The whole language approach (WLA) is an educational philosophy focused on teaching reading and writing by emphasizing the understanding of complete words and phrases in meaningful contexts, rather than through phonics or isolated skills. This method asserts that language should be viewed as a cohesive whole, integrating reading, writing, listening, and speaking as interconnected processes.

6	34	female	13 yrs.	private	Bangkok	K-S12 3-18 yrs.	Integrate National EC curriculum with Project approach	All K level (Play, special teacher)	1:22- 23
7	37	female	5 yrs.	private	North East	N-P3 (2-9 yrs.) mix-aged 3-6 yrs.	Montessori method	Principal	4:30
8	48	female	14 yrs.	public	North East	K-S3 4-15 yrs.	Integrate National EC curriculum with Waldorf approach	K2 Class teacher	1:13
9	31	female	5 yrs.	private	East	N-S3 2-15 yrs.	Integrate National EC curriculum with Project approach, EF, competency- based curriculum, 7 habits, sensory integration	Physical Education teacher N-K3	1:25
10	42	female	17 yrs.	private	Bangkok	N-S12 2-18 yrs.	Integrate National EC curriculum with High Scope, Reggio Emilia, Whole language, EF, and Buddhist	K3 Class teacher	2:25
11	30	female	7 yrs.	public	Bangkok	K-P6 3-12 yrs.	Integrate National EC curriculum with project approach	K3 Class teacher	1:30

Remarks: N = nursery
K = kindergarten
P = Primary
S = Secondary

Perception and understanding towards social and emotional skills and resilience.

All eleven preschool teachers were familiar with the term “social and emotional skills,” which is written in the Thai national EC curriculum, while two of them had never heard of the term “resilience”. They reflected that social and emotional skills are related to resilience.

Social and emotional skills are crucial and should be promoted and practiced as early as possible.

All preschool teachers value social and emotional skills, which are crucial for a happy and successful life, being with others in a society, and accomplishing life goals. These skills should be promoted and practiced at a very young age and are related to social and emotional development, which are mentioned in the Thai national EC curriculum. Three of preschool teachers mentioned sub skills of social and emotional skills covering 5 competencies i.e., self understanding, self management, understanding others, building relationship, and responsible decision making. Others mentioned social and emotional skills, i.e., emotional awareness, emotional regulation, emotional control, emotional management, understanding one’s own needs, being mindful, perseverance, self-confidence, problem solving, and empathy.

One preschool teacher mentioned that not only teachers but also parents are the key persons to promote these skills at home.

“Social-emotional skills are the foundation of one's life and are required in order to adapt to live a happy life in the new environment of a rapidly changing world.”

*Preschool teacher#10
(6.1.2024)*

“These skills are related to resilience. If they don't have these skills, they may not be able to get along with others, misbehave, or make inappropriate decisions, which may lead to unacceptance in the group or being banned.”

*Preschool teacher#11
(7.1.2024)*

Resilience is important for children to cope with the unpredictable world.

After the pandemic, the term resilience became more familiar in the field of early childhood education and care (ECEC). All preschool teachers reflected that it is very important to promote resilience in the early years. One preschool teacher said that it involves the concept of neuroscience. Resilience is a skill that humans use to effectively deal with and overcome obstacles or challenges. It works with two factors, which are the characteristics of an individual and environmental protective factors. Adults are crucial in providing an appropriate environment that promotes resilience for young children. However, resilience itself is flexible, as it can be increased or decreased throughout the life period, and it not only bounces back but also bounces forward, meaning that after overcoming the difficulties, we all move on to the next step and become stronger from every problem we face.

“Resilience helps us not to live with failure, disappointment, or negative situations for too long. To have flexible thoughts, not a fixed mindset. Being able to overcome difficulties.”

*Preschool teacher#3
(29.12.2023)*

“Nurturing children's resilience is very important, due to the unpredictable world. To be able to cope with the unpredictable world in the future, it is important for young children to be taught this skill at a very young age.”

*Preschool teacher#1
(19.12.2023)*

Resilient children are happy, joyful, pleasant, and peaceful. They are beloved and accepted among friends and adults. They are risk takers, self-directed, independent, proud of themselves, and have self-esteem. They are not too sensitive and do not easily cry with helplessness. Moreover, they can communicate their ideas, express love and compassion for others, and also solve problems by themselves.

“A highly-resilient child might be flexible, optimistic, pleasant, joyful, not too sensitive to any challenges or difficulties, and be able to solve problems.”

*Preschool teacher#8
(20.12.2023)*

Practices to promote resilience for preschoolers.

Practices to promote resilience comprise 3 aspects which are the physical environment, learning activities, and teacher guidance.

1) the physical environment: To promote social and emotional skills as well as resilience for 4-6 year olds, four teachers mentioned physical environment arrangements such as setting up a peace corner for children to calm down. In the peace corner, there are beanbags, books, flowers, and even bottles of essential oil. Whereas, an aesthetic or homelike environment is mentioned in two approaches, which are the Montessori method and Waldorf education.

“Montessori method supports resilience, due to the ultimate goal of Montessori method which is education for peace. Peace corner--cosy environment with a bean bag for children to calm down when they are in conflict...”

*Preschool teacher#4
(19.12.2023)*

“...a clean, orderly, and aesthetic environment or homelike environment is set up for children in a mix-aged group...”

*Preschool teacher#2
(29.12.2023)*

One teacher mentioned a double-sized playroom implemented with social and emotional learning concepts. Four corners are provided, i.e., calm down, loose parts play, small gym, and role play; a 50-minute session is done once a week for each classroom, with a monthly theme. Background nature sound is provided to set the calm mood in this room.

We have a playroom or creative room set up in the school which implements the concept of social and emotional learning. The room is two times bigger than the classroom; with four corners, i.e., calm down, loose parts, a small gym with a ball pit, and role play.

*Preschool teacher#3
(26.12.2023)*

2) learning activities: Two teachers from the Montessori school reflect that Montessori activities themselves promote social and emotional skills and resilience, such as practical life, flower arrangement, and grace and courtesy practice.

“...Montessori practices support social and emotional development. In a mixed-age classroom, there are 4 experiences, of which the basic is practical life for children to work on and practice how to take care of themselves and be independent as human beings.”

*Preschool teacher#11
(28.12.2023)*

For Waldorf education, two teachers mentioned that free play is the best opportunity for children to practice social and emotional skills and resilience without the interruption of teachers. Two other teachers also mentioned that free play is the most appropriate activity to promote all these skills. During free play, playing alone, in pairs, in small groups, and with the whole class is an opportunity to practice social and emotional skills. Two teachers from two

private kindergartens mentioned whole school play on a “free day”, where teachers set up different play corners or play stations for the children from different classes to play together or the children decide what to do in another classroom. One teacher mentioned a self-assessment worksheet for the children to use in order to evaluate their emotions about the tasks, such as anger, happiness, or neutrality, and also rate their performance.

“Our school designates every Friday as “Freeday”, where children can choose what they would like to do in another classroom for half a day.”

*Preschool teacher#9
(6.1.2024)*

“On a free day, all children in the school play together for half a day including snack time. Teachers organize play centers for children. Children plan which learning centers³ to join and reflect on their performance at the end of the day...”

*Preschool teacher#6
(21.12.2023)*

Aesthetics activities were mentioned to promote social and emotional skills such as music and movement, arts and crafts, cooking, board games, and Thai traditional games. All activities are organized individually, in pairs, small groups, and whole classes.

“I use stories related to social and emotional skills and provide art as tools of emotional expression according to the colors...”

*Preschool teacher#10
(7.1.2024)*

Techniques related to emotional recognition are used, such as emotional check-in and check-out with emotion cards (6 teachers) and story-telling followed by conversation (4 teachers). One teacher mentioned mindfulness practice for 30 minutes before starting the day with brain gym exercises (5-10 minutes length of activities related to physical movement that cross the midline of the body to help children get ready for learning) at the beginning of the activity. Another teacher mentioned an emotions diary (children can draw or paint on their own reflecting their feelings of the day) at the end of the day to reflect on the emotions and apply the steps of planning, doing, and reviewing for the children to share their thoughts. And two teachers from one private school who are implementing the seven habits (principles and habits empowering children to reach their full potential such as be proactive, begin with the end in mind, put first thing first, etc.) and Executive Functions (skills of the brain used in learning i.e. working memory, inhibitory control, cognitive flexibility, and attention) mentioned daily routine practiced throughout the day.

³ A learning center is a self-contained section of the classroom in which children engage in independent and self-directed learning activities.

“...I start with emotional check every morning by pairing children and letting them share their emotions during homeroom and at the end of the day, I use the emotional diary to reflect their feelings. I also use plan-do-review by asking 5 children per week to share their thoughts and feelings about their work and obstacles. Questions such as how do you get through the problems?, what are you proud of and why?, and pick one child to review his or her experience with the whole class.

*Preschool teacher#9
(6.1.2024)*

“We implement seven habits and EFs concepts into teaching and learning. The aim of seven habits is to live happily in daily life. Start with personale-- to be proactive and self controlling, to choose and be responsible for the consequences. It helps the children to recognise their feelings and respond or express according to their decision-making or teacher's prompt.

*Preschool teacher#8
(20.12.2023)*

We teach children to be proactive (habit 1), to choose, and to be responsible for their decisions. They have been taught how to reflect and learn from their teacher's feedback without being told what to do or how to improve themselves....seven habits start in nursery class as a basis, and the concept of sharing starts at the age of 5. Habit 1-3 are the basis of so called private victory, Habit 4-6 are grouped as public victory.⁴

*Preschool teacher#1
(29.12.2023)*

One teacher from a private school mentioned setting up a daily volunteer schedule for the children to practice kindness and responsibility such as cleaning and preparing the table.

3) teacher guidance: Two teachers from the Montessori school reflect that the Montessori method supports social and emotional skills as well as resilience by implementing positive discipline and role modeling for the child to respect themselves, others, and the environment. Moreover, a mixed-age classroom cultivates empathy in the children as well as the Montessori steps of working, i.e., choosing the tasks, working on the tasks, and returning them, which reflect the individual challenges of tasks according to each child's ability. Teacher assigns tasks according to the children's needs and challenges, so that they can overcome the tasks by themselves.

⁴ Private victory: Emphasizes personal mastery, defining desired outcomes and focusing efforts to lay the internal groundwork for success. Public victory: Fosters collaboration and synergy with others, building strong relationships that allow us to accomplish more together than we could alone.

“The Montessori method of teaching supports resilience through the idea of a mixed-age classroom where the younger child is supported by the older one based on so called empathy, and working according to the steps of choosing, working, and returning helps the children accomplish each task. It is like an individualized lesson plan...”

*Preschool teacher#11
(28.12.2023)*

Direct and indirect teaching are used to promote resilience, as mentioned by the teachers. For direct teaching, the age-appropriate and optimum challenges tasks are provided for young children according to the differences in each child. They also teach the names of emotions, emotional management, or anger management. Other techniques, such as conflict resolution, plan-do-review, and positive communication help them understand causes and effects. For indirect teaching, teachers use techniques such as being a role model, facilitator, and guide, showing love, compassion, and comfort. Teachers always use open-ended questions for the children to find their own solutions. Moreover, teachers mentioned buddy strategy (1 teacher), teacher feedback (5 teachers), and classroom rules setting (3 teachers).

“I use indirect and direct teaching to nurture resilience. Let them accomplish challenging tasks that are not too easy or too difficult. Teaching how to name emotions and manage anger. I recognize the individual differences of each child, give them love and compassion, and avoid comparison among the children. Moreover, conflict resolution is used according to a high-scope approach together with an emotion card.”

*Preschool teacher#5
(21.12.2023)*

“I try to make everyone successful by age-appropriate tasks. I assign tasks according to their development and age.

*Preschool teacher#4
(21.12.2023)*

“I use the buddy strategy—let's let them take care of each other and become close friends.

*Preschool teacher#10
(7.1.2024)*

Conclusion and Discussion

Thai preschool teachers are familiar with the term “social and emotional skills” rather than “resilience” because it has been written in the curriculum. After the Covid-19 pandemic, Thai young children were affected by the social distancing policy. In line with the report from HSRI in 2017, it revealed 30% of children aged 2-7 had delayed EFs. Therefore, Thai OEC recently released a new campaign “3 promote, 3 reduce, 3 increase” to bring back young children’s wellbeing and happiness as well as to recover from the learning loss.

Desired characteristics of social and emotional development are identified in the Thai national early childhood curriculum B.E.2560, such as having good mental health and happiness, expressing emotions through aesthetic activities, expressing good emotion and morality, getting along with others, and being a good member of a democratic society under a regime of

constitutional monarchy (Ministry of Education Thailand, 2017). These qualities correspond with additional qualities of young children identified in the Thai MOE plan in 2020, which are self-development and EFs. The expected learning outcomes includes self-esteem, self-confidence, self-efficiency, and self-regulation (MOE 360, 2024).

Therefore, all interviewed teachers valued skills related to social and emotional development as well as resilience because these skills lay the foundation for a successful and happy life in the future. Moreover, they have direct experiences of having bounced back from their past experiences. As mentioned in Masten and Barnes (2018), resilience is an important mental state that needs to be cultivated from a very young age. It will be a protective factor to guard them against bad experiences so they will not be harmed in the future. Thus, adults must provide the opportunity for young children to practice these skills, let them face the challenges and overcome them by themselves (Hurley, 2020).

Practices and activities that Thai preschool teachers use to promote social and emotional skills include: 1) arranging cozy, warm, and homelike environment that emphasize free play and also provide large play spaces for young children; 2) implementing aesthetic activities to promote emotion recognition and expression, such as arts, music and movement, cooking, story telling, mindfulness practices, Thai traditional games, and board games; and 3) using teacher guidance, such as being a role model on how to recognize and manage emotions, using positive discipline, setting up classroom rules, and assigning age- and ability-appropriated tasks. Thai preschool teachers' practice of promoting social and emotional skills are related to the roles of teachers in promoting resilience for young children as mentioned by Pengping and Khayankij (2022). There are two significant roles of preschool teachers in promoting resilience in young children which include arranging the learning atmosphere and providing experiences.

As mentioned by Ernst et al. (2018), resilience is dynamic, contextual and malleable; adults have to provide a variety of challenges or tasks for young children to learn how to solve or overcome them by themselves in order to foster the characteristics of a resilient person, i.e., being a risk-taker, being curious, being brave, believing in oneself, and being self-aware. Therefore, free play which is a child-initiated activity, is the most suitable way in enhancing resilience because it promotes self-regulation especially when combined with loose parts in the material for young children to play with (D'Silva, 2021).

McDonald et al. (2019) supported the idea of educating parents to be aware of their roles and factors that promote children's resilience. It is not solely their influence on their child's resilience but also influenced by multiple factors, i.e., families, schools, and communities, which corresponds to the interview from Thai preschool teachers who mentioned that parents are alliances to build protective factors of resilience for the children.

Limitations

This study was conducted with a small number of preschool teachers in an in-depth interview. However, the participants vary from both public and private schools, have different approaches to teaching, and live in many provinces of Thailand. Further research could examine perspectives on resilience from parents and preschool teachers from a wider area, such as regional, urban, and rural. Moreover, teachers' professional development and parent education related to the importance and practices of social and emotional skills as well as resilience may be conducted to enhance the knowledge and understanding of both groups.

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