

# 1 - 1 Background and Purpose

## Objectives of this Report

Since its establishment in 2016, CRNA (Child Research Network Asia) has held various collaborative activities to achieve the well-being of children, with researchers from eight Asian countries and regions. As the COVID-19 pandemic swept across the world, CRNA initiated a survey focusing on the resilience of children. Resilience is an essential ability needed to overcome the adversity of being restricted from a normal social life due to the COVID-19 pandemic, and to navigate through uncertain and unpredictable times even after the pandemic subsides, and to bounce back from and move forward through the everyday challenges and conflicts. CRNA has continued its research consistently focusing on the theme "Nurturing Children's Resilience."

Resilience is said to be one of the social-emotional skills (non-cognitive skills). While there are various definitions, the core concept is "the ability to adapt successfully despite adversity/difficulty" and "the ability to bounce back from adversities and difficulties" (Masten, 1990; Oshio et al., 2021).

In 2021, CRNA conducted the "Survey on Children's Daily Life among 8 Asian Countries 2021" on mothers in eight countries and regions, and found that a child's resilience was strongly associated with their well-being in the midst of the COVID-19 pandemic. Results also showed that support from parents and childcare facilities (ECEC teachers) was an important factor associated with children's resilience.

As a follow-up study, CRNA then conducted an interview survey on ECEC teachers titled "Survey on Childcare Practices Nurturing Resilience in Children 2024" in eight countries and regions in 2023-2024 to identify how children's resilience is nurtured in childcare facilities. Results showed that there are countries that recognize the importance of the concept of resilience and consciously implement activities to nurture it, while some countries implement efforts to nurture resilience inherent in their practices, even if the teachers are not quite familiar with the term. It was also found that understanding of the concept of resilience and approaches varied among ECEC teachers, even within the same country.

This report presents the results of the "Survey on Childcare Practices Nurturing Resilience in Children 2024." We aim to offer insights on how to interact with children effectively. Our research findings will benefit not only educational practitioners working with young children in early childhood education and childcare settings but also parents and educators in elementary schools and beyond.

- Please see [p.3](#) for a detailed explanation on the concept of resilience.

(References)

Masten, A. S., Best, K. M., & Garmezy, N. (1990). Resilience and development: Contributions from the study of children who overcome adversity. *Development and Psychopathology*, 2(4), 425-444. <https://doi.org/10.1017/S0954579400005812>  
 Oshio, S., Hirano, M., & Ueno, Y. (Eds.). (2021). *Rejiriensu no shinrigaku* [The Psychology of Resilience]. Kaneko Shobo.

## Researches Conducted by CRNA

Research Theme	Nurturing Children's Resilience	
	2021	2023-24
Name of Survey	Survey on Children's Daily Life among 8 Asian Countries 2021	Survey on Childcare Practices Nurturing Resilience in Children 2024
Subjects and Number of Valid Response	Mothers with children aged 5: 1,973 Mothers with children aged 7: 1,372	Preliminary Survey: 45 Principals and senior teachers Main Survey: 82 ECEC teachers mainly in charge of 4 to 6-year-olds
Survey Method	Questionnaire survey	Interview survey
Survey Period	Aug. to Nov. 2021	Preliminary Survey: Sept. to Oct. 2023 Main Survey: Dec. 2023 to Feb. 2024

This report presents the results of the survey conducted in 2024.

- Please see the following webpage for details on the survey conducted in 2021. <https://www.childresearch.net/crna-research-activities-2021.html>
- In this report, references, citations, and analyses are made based on the country reports and case reports provided by the collaborative researchers from the eight countries/regions.



# 1 - 2 Outline of the Survey



## What is Resilience?

The "operational definition" of resilience differs according to researchers and is studied from various perspectives. In this study, resilience is defined as follows and the diagram below was shown during the interview.

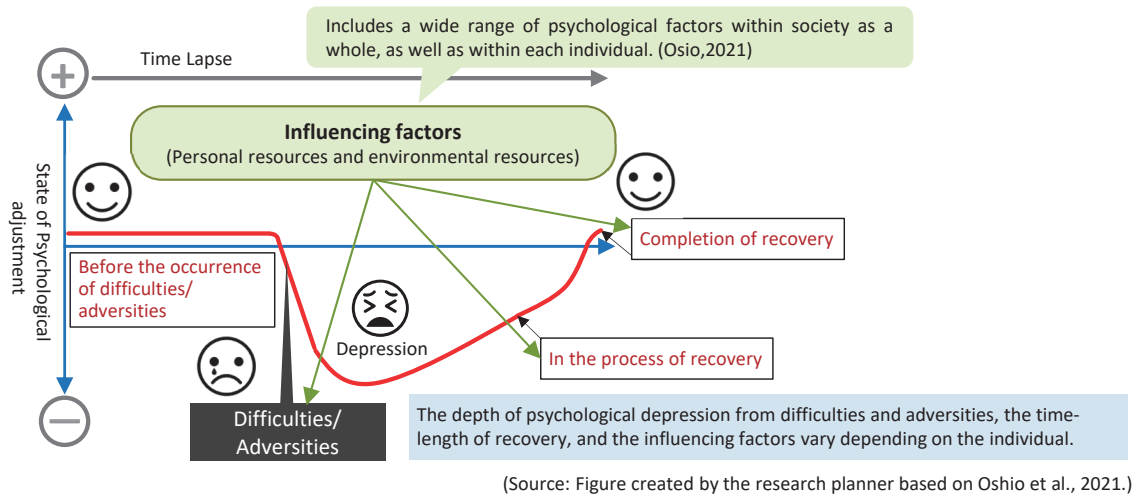
### Description of the core concept of "resilience" (Masten, 1990; Oshio et al., 2021)

- Ability to adapt successfully despite adversity/difficulty
- Ability to bounce back from adversities and difficulties

### For reference: Social-emotional skills related to the concept of resilience

Emotional regulation, self-control, engaging with others, etc.

Figure 1-2-1 A Process of Psychological Adjustment in Resilient Individuals (Example)



(Source: Figure created by the research planner based on Oshio et al., 2021.)

### When does resilience help?

- To overcome and survive adversities such as the COVID-19 pandemic
- To navigate through uncertain and unpredictable times
- To bounce back from and move forward through everyday challenges and conflicts

## Overview of Survey

<b>Survey Theme</b>	Nurturing Children's Resilience: Discussing from ECEC Teachers' Childcare Practices in Asian Countries
<b>Research Questions</b>	1. How the terms "resilience" and "social-emotional skills" are perceived and understood by ECEC teachers 2. What the efforts and practices by ECEC teachers in nurturing children's resilience are
<b>Countries/regions</b>	Japan, China, Indonesia, Malaysia, the Philippines, Singapore, Taiwan, and Thailand
<b>Survey Method</b>	Interview survey (Semi-structured online interview)
<b>Survey Period</b>	Preliminary Survey: September to October 2023 Main Survey: December 2023 to February 2024
<b>Subjects</b>	Preliminary Survey: Principals and senior teachers (4-8 per country, 45 in total) Main Survey: ECEC teachers mainly in charge of 4 to 6-year-olds (approx. 10 per country, 82 in total)
<b>Survey Items</b>	Preliminary Survey: Perception and understanding of the terms "resilience" and "social-emotional skills" / Efforts and practices implemented at the facility to nurture "resilience" and "social-emotional skills," etc. Main Survey: Perception and understanding of the terms "resilience" and "social-emotional skills" / Perception of what "difficulties" or "adversities" would be for 4-6-year-olds / Efforts and practices implemented at the facility to nurture resilience / Interaction in designated scenarios related to resilience, etc.* *Scenarios: Respondents were asked to select and respond to how he/she would interact as a childcare worker to at least two out of the four scenarios relevant to resilience. 1) A child is left out; 2) He/she had a fight with his/her friend; 3) A person in a close relationship with him/her moved away; 4) An upsetting incident occurred at home

- The "Survey on Childcare Practices Nurturing Resilience in Children 2024" includes both the Preliminary Survey and Main Survey. However, this report only presents the results of the main survey.
- The subjects of the Main Survey were "ECEC teachers mainly in charge of 4 to 6-year-olds," but the results of some countries also include administrators such as principals.

## 1 - 3 Introduction of CRNA / Research Representatives

### About Child Research Network Asia (CRNA)

CRNA, which conducted this research, is a network of researchers from Asian countries operated by Child Research Net (CRN). It engages in research activities aimed at solving social issues surrounding children in Asia from the perspective of "Child Science." The network consists of eight countries and regions: Japan, China, Indonesia, Malaysia, the Philippines, Singapore, Taiwan, and Thailand.

Among the members that comprise CRNA, the representatives of this research from each country and region are introduced below.

### Director of This Research



#### Yoichi Sakakihara (Japan)

Professor Emeritus of Ochanomizu University, Director of Child Research Net, Executive Advisor of Benesse Educational Research and Development Institute (BERD), President of Japanese Society of Child Science.

Specializes in pediatric neurology, developmental neurology, in particular, treatment of Attention Deficit Hyperactivity Disorder (ADHD), Asperger's syndrome and other developmental disorders, and neuroscience.

### Representatives from Asian Countries and Regions in This Research



#### Tomomi Sato (Japan)

Professor, Aichi Shukutoku University. She specializes in educational technology, early childhood education and care, communication within the family, and learning environment design.



#### Thelma Mingoa (Philippines)

Assistant professor, De La Salle University. Her research interest includes Special Education, Gifted Education, and Early Childhood Education.



#### Nianli Zhou (China)

Professor, East China Normal University. Specializes in child development, parent-child relationship, evaluation of multiple intelligence and child-rearing planning for children aged 0-3 years.



#### Christine Chen (Singapore)

President, Association for Early Childhood Educators (Singapore). She has been advocating for professional development of EC educators for the well-being of children and their families for over thirty years.



#### Sofia Hartati (Indonesia)

Professor, State University of Jakarta. She is qualified as a lecturer of Early Childhood Education, a researcher in early childhood of social skill spectrum.



#### Fu Tsai Hung (Taiwan)

Professor, National Taipei University of Education (NTUE). His research and teaching interests involve the policy and working system of ECEC in Taiwan, the well-being of early childhood professionals, along with others.



#### Mazlina Che Mustafa (Malaysia)

Associate Professor, Sultan Idris Education University (SIEU). Her research interests include children's well-being, quality early childhood care and education (ECCE), child development, along with others.



#### Sasilak Khayankij (Thailand)

Associate Professor, Chulalongkorn University. Her areas of interest include Parent Education, Special Education, aesthetic experiences, and assessment for young children.

- Japan is listed first as the lead research team, followed by China and the other countries in alphabetical order.

## 1 - 4 Attributes of Respondents



### Attributes of Respondents from Each Country or Region

	Number of Respondents	Title			Years of experience		Type of facility			Note
		ECEC teachers (Class teacher)	Leaders (Principals, Managers etc.)	Others	Less than 10 years	10 years or over	Public	Private	Others	
Japan	11	11	0	0	5	6	7	3	1	• The facility in "Others" is a national childcare facility. • Two private facilities provide inclusive childcare.
China	10	5	5	0	2	8	9	1	0	
Indonesia	9	4	5	0	3	6	2	4	3	• The facilities in "Others" are religious childcare facilities.
Malaysia	7	7	0	0	0	7	2	4	1	• The facility in "Others" is a religious childcare facility.
Philippines	15	15	0	0	8	7	5	10	0	
Singapore	9	6	3	0	2	7	5	4	0	
Taiwan	10	10	0	0	2	8	6	4	0	• 3 facilities provide Montessori education.
Thailand	11	5	2	4	2	8	4	7	0	• Title classified as "Others" are special activity teacher (play), physical education teacher, etc.

- The "Survey on Childcare Practices Nurturing Resilience in Children 2024" includes both the preliminary survey and main survey. However, this report only presents the results of the main survey.
- The table above indicates the attributes of respondents from the main survey.
- The researchers from each country were requested to interview "ECEC teachers mainly in charge of 4 to 6-year-olds," but the results of some countries also include administrators such as principals.
- In China, all case studies were conducted in county-level cities.
- In Thailand, the survey was conducted at private facilities implementing Waldorf, Montessori, High Scope, or Project Approach, etc., and public facilities working in a lead or best practice.

### Notes Regarding the Respondents

- This research used the case-study method.
- Target childcare facilities were selected using snowball sampling by the representative researchers of each country.
- The researchers from each country were asked to cover different types of facilities available in their country (such as public and private, kindergartens and daycare centers, religious-based, and so forth).