

Resilience Assessment Study in Preschoolers of Bangkok Metropolitan Administration Kindergartens

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Abstract

This study aimed to investigate the level of resilience among preschoolers in kindergartens under the Bangkok Metropolitan Administration and to examine the differences in resilience levels among children from diverse backgrounds. The sample consisted of 381 preschoolers selected through convenience sampling, with assessments conducted by their parents. The research instrument was a resilience assessment scale for preschoolers, which encompassed two main factors: (1) Individual factors, including self-esteem, communication skills, optimism, problem-solving skills, empathy, and self-regulation; and (2) Environmental factors, including positive discipline, autonomy encouragement, role model, close-relationships, effective schools, and well-functioning communities. Data were analyzed using descriptive statistics—mean, standard deviation, percentage, and frequency distribution—and inferential statistics to test differences based on children's backgrounds. The findings revealed that preschoolers exhibited a moderate to high level of resilience. Notably, environmental factors such as strong relationships and well-functioning communities were particularly prominent, reflecting the foundational role of family relationships in supporting emotional and psychological development among young children in Bangkok. In addition, the study found statistically significant differences in resilience levels among children from different backgrounds, particularly regarding parents' occupations, such as government officers, full-time parents, and employees. The study highlights the importance of fostering resilience in early childhood through systematic parental engagement and designing development programs tailored to the children's backgrounds.

Introduction

Resilience is a key psychological process that enables individuals to cope with adversity and adapt to challenges in life. In today's world, marked by severe economic, social, and mental health crises, resilience has become more important than ever. Research has shown that resilience developed during early childhood is strongly linked to academic success, a sense of

belonging at school, and long-term social participation (Masten & Barnes, 2018). It can be nurtured through both personal characteristics and supportive environments, which serve as parallel protective factors (American Psychological Association, 2023). In Thailand, mental health issues among children and youth have become a growing concern. In 2022, around 1.3 million children and adolescents were at

risk of depression, and the suicide rate among children under 15 had risen worryingly (Department of Mental Health, 2023). These issues often stem from a lack of resilience and inadequate support systems, which ultimately affect the sustainable development of the nation's human capital. Strengthening resilience in preschoolers is therefore essential. Schools play a central role in this process as a hub that connects all key players in a child's life—from the children and their families to policymakers (Ungar, 2021).

However, achieving meaningful outcomes in child development cannot be achieved without engaging the most influential people in children's lives: their parents. Nevertheless, in many cases, parents' roles in schools are limited (Hong, 2011). Research confirms that children's resilience is more effectively developed when parents are actively engaged (Wolfe, 2014). As Thailand's capital, Bangkok is a highly diverse city in terms of its social, cultural, and economic landscape. Young children in the city come from varied backgrounds, which can influence their levels of resilience. Despite this, few studies have examined resilience among young children in this context, particularly in a comparative way. This study, therefore, aims to explore the levels of resilience in preschoolers attending kindergartens under the Bangkok Metropolitan Administration. It also seeks to understand whether factors such as parents' occupations are related to children's resilience. The findings are intended to provide a foundation for developing context-specific strategies to promote resilience and strengthen collaboration between schools and families to build a strong foundation for children's future well-being.

Objectives

- To examine the level of resilience among preschoolers in kindergartens under the Bangkok Metropolitan Administration.
- To investigate differences in the level of resilience among preschoolers with different backgrounds.

Literature Review

Child resilience

Historically, resilience research often emphasized individual traits, viewing resilience as a personal characteristic—called individual resilience—defined

as the ability to “bounce back” from adversity without much regard for contextual factors (UNICEF, 2021). However, contemporary perspectives have shifted towards understanding resilience as a dynamic process resulting from the interaction of multiple biological, psychological, and sociocultural systems. These systems, including a child's immune function, family relationships, school environment, and community context, are key protective factors influencing resilience development. A foundational model of child resilience was proposed by Grotberg (1995) who categorized resilience into three key sources: I HAVE (external supports such as family and community), I AM (internal strengths such as self-esteem and confidence), and I CAN (problem-solving and coping skills). These components can be cultivated through consistent interactions with the child's surrounding environment. Masten (2018), a leading scholar in resilience research, introduced the concept of parallel protective factors, including individual and environmental factors. These two dimensions are closely interrelated. Individual factors include self-regulation, critical thinking, problem-solving skills, and having a sense of purpose. Meanwhile, environmental factors—such as strong family bonds, favorable school climate, and supportive communities—help nurture and enhance these personal attributes. Ungar (2021) supports the social-ecological model of resilience, emphasizing that resilience emerges from the interaction between individuals and their environments. Resilient children often exhibit a positive self-image, communication skills, optimism, decision-making abilities, and the capacity to transform crises into opportunities for learning and growth. These characteristics require sustained support from families, schools, and communities. The Department of Mental Health (2020) in Thailand also highlights the importance of environmental protective factors. Positive family relationships, having someone to talk to, understanding teachers, and child-friendly communities are all crucial in fostering resilience—especially during early childhood, a critical period for emotional and behavioral development. Additionally, The Psychology Foundation of Canada (n.d.) states that while parents cannot give their children resilience, they can foster it through five core

areas: strong relationships, open communication, appropriate discipline, positive outlook, and stress management. Parents who model resilience in their behavior significantly influence their children's ability to develop resilience. In summary, resilience in early childhood results from ongoing development of internal qualities, supported by continuous external influences. Early childhood is a sensitive period marked by rapid learning and vulnerability to environmental stimuli. Supportive adults—including parents, teachers, and community members—who understand their roles in nurturing resilience, are essential in helping children grow into capable, confident individuals with strong foundations for a healthy and meaningful life.

Methods

This study is part of the dissertation titled "Parental Engagement Innovation Towards Fostering Resilience in Preschoolers." A multiphase mixed methods approach was utilized, beginning with a qualitative phase to explore the needs of parents and educators regarding preschooler resilience. The findings from this exploratory phase directly informed the subsequent development of a new "Parental Engagement Innovation." Finally, a quantitative phase was conducted to statistically evaluate the innovation's impact on fostering resilience. This sequential design, moving from qualitative exploration to quantitative validation, was essential for developing a practical and evidence-based solution.

Sample

The target population comprised 37,378 preschool-aged children (4-5 years old) enrolled in kindergartens under the Bangkok Metropolitan Administration's (BMA) jurisdiction. A sample of 381 preschoolers aged 4 and 5 years was selected from this population. The respondents were the parents of the sampled children. A convenience sampling technique was employed to recruit participants. The research team distributed the survey indirectly via school administrators: approximately 80 kindergarten principals attending a professional development workshop were invited to assist in participant recruitment. After the study's objectives and procedures were explained, a QR code

linked to the questionnaire was projected during the session. Principals then shared the Google Form link with parents in their school networks.

Measure

The primary instrument used in this study was the Parent-Rated Preschoolers Resilience Assessment, adapted from the Child and Youth Resilience Measure-Revised: Person Most Knowledgeable version (PMK-CYRM-R) (Jefferies et al., 2019). The scale employed a 5-point Likert format (1=strongly disagree to 5=strongly agree). The original PMK-CYRM-R has demonstrated high internal reliability, with Cronbach's alpha value of .87 for overall resilience and .82 for the personal and caregiver/relational resilience subscales. In the current study, the internal consistency of the scale was also evaluated. The analysis of the 17 items yielded a Cronbach's Alpha coefficient of .95, indicating excellent reliability. This finding is consistent with the psychometric properties of the original instrument and confirms the scale's suitability for use in this research. The adapted instrument comprised 27 items organized into three sections:

The assessment consisted of three parts, with a total of 27 items:

- Part 1: Demographic Information (9 items)

Collected background data on respondents, including gender, age, education level, occupation, role, relationship to the child, child's school, pick-up routine, and frequency of communication with teachers. Data were analyzed descriptively using frequencies and percentages.

- Part 2: Preschoolers Resilience Assessment (17 items)

Assessed preschoolers' resilience related characteristics, rated by parents. Items were adapted from the PMK-CYRM-R to ensure developmental appropriateness for children aged 4-5. Responses were recorded on a 5-point Likert scale. This section measured two key dimensions: personal and caregiver/relational resilience. Descriptive statistics (mean and standard deviations) were calculated.

- Part 3: Open-ended Question (1 item)

Offered respondents an opportunity to provide additional comments or suggestions regarding the child's resilience. To ensure content validity, the adapted instrument was reviewed by a panel of three experts in early childhood education

and developmental psychology. Each item was evaluated for relevance, clarity, and developmental appropriateness. Based on expert feedback, minor linguistic and contextual modifications were made.

Data Collection

Data collection was approved by the Chulalongkorn University IRB. The Google Forms link was distributed through the Department of Education, Bangkok Metropolitan Administration, and the Bangkok Metropolitan Administration's new principal workshop to preschool principals, who then shared it with parents of children aged 4–5 via school communication channels (e.g., LINE Group). The first page of the survey included an information sheet and a digital informed consent form, which participants were required to complete before proceeding. Parents then filled out a three-part questionnaire online, which took approximately 5–8 minutes. The survey was open from March 10 to April 10, 2025, with a reminder sent midway to increase response rates.

Data Analysis

The data were analyzed using both quantitative and qualitative methods, corresponding to the different parts of the questionnaire.

Quantitative Analysis

Data from the demographic survey (Part 1) and the resilience assessment (Part 2) were analyzed using SPSS v.22. We calculated descriptive statistics (frequencies, percentages, means, and standard

deviations) to summarize the data. A one-way analysis of variance (ANOVA) was used to test for differences in resilience scores across demographic subgroups.

Qualitative Analysis

Written responses to the open-ended question (Part 3) were examined using thematic analysis. This involved a process of systematically coding the text to identify and categorize recurrent patterns and themes regarding parents' perspectives on child resilience.

Research Findings

A review of relevant literature and previous studies revealed that resilience in preschoolers comprises two main factors: individual and environmental factors. Individual factors include self-esteem, communication, optimism, problem-solving, empathy, and self-regulation. Environmental factors include positive discipline, autonomy encouragement, role models, close-relationships, effective schools, and well-functioning communities. The findings of the present study can be summarized as follows: A total of 381 parents of preschoolers participated in this study. The sample was predominantly female (89%), with a mean age of 35 years. Most respondents had less than a bachelor's degree (83.5%) and reported freelance work as their main occupation (39.6%). The majority were mothers or fathers (88.5%). Most reported communicating with teachers about their child on a weekly basis (60.9%).

1. Resilience in preschoolers comprises two key factors: individual factors and environmental factors, as described below.

Table 1: Resilience Factors

| resilience factors | \bar{x} | SD | results |
|-----------------------|-----------|------|-----------------|
| individual factors | 4.27 | 0.92 | relatively high |
| environmental factors | 4.55 | 0.78 | relatively high |

According to Table 1, the mean scores and standard deviations for preschoolers' resilience revealed that the overall level of resilience—across individual and environmental dimensions—was rated relatively high. Specifically, the individual factors had a mean score of 4.27 with a standard deviation of 0.92,

slightly lower than the environmental factors, with a mean score of 4.55 and a standard deviation of 0.78.

2. The level of resilience in preschoolers, categorized under the individual factors, consists of six subdomains: self-esteem, communication skills, optimism, problem-solving skills, empathy, and self-regulation

junior high school, and high school) as a within-participant factor. Only data from participants who attended high school were included in the analysis. To check whether the assumptions of ANOVA were

met, the homogeneity of variance and the deviation from normality were tested by Levene’s test (Levene, 1960) and the normality test (D’Agostino & Pearson, 1973), respectively.

Table 2: Mean and Standard Deviation of the Resilience Level of Preschoolers Based on Environmental Factors: Individual Factors

| Preschoolers’ Resilience | \bar{x} | SD | Results |
|--------------------------|-----------|------|-----------------|
| Self-esteem | 4.44 | 0.81 | Relatively high |
| Communication skills | 4.43 | 0.83 | Relatively high |
| Optimistic | 4.15 | 1.05 | Relatively high |
| Problem-solving skills | 4.39 | 0.80 | Relatively high |
| Empathy | 4.33 | 0.85 | Relatively high |
| Self-regulation | 3.90 | 1.00 | Moderate |

According to Table 2, which presents the mean scores and standard deviations for the level of resilience under the individual factors, the findings reveal the following: Among the six subfactors, self-esteem had the highest mean score ($\bar{x} = 4.44$, $SD = 0.81$), followed by communication skills ($\bar{x} = 4.43$, $SD = 0.83$), problem-solving skills ($\bar{x} = 4.39$, $SD = 0.80$), empathy ($\bar{x} = 4.33$, $SD = 0.85$), and optimism ($\bar{x} = 4.15$, $SD = 1.05$). The lowest mean score was found in self-regulation ($\bar{x} = 3.90$, $SD = 1.00$). These results suggest that while most individual resilience factors were rated relatively high, self-regulation appeared to be an area where children demonstrated comparatively

lower levels, indicating a potential area for further support or intervention.

3) The level of preschoolers’ resilience, as classified under environmental factors, consists of parental preparation and environmental preparation. The parental preparation domain includes four components: positive discipline, autonomy encouragement, role models, and close relationships. The environmental preparation domain includes two components: having an effective school and having a well-functioning community. The evaluation results for each component are summarized as follows.

Table 3: Mean and Standard Deviation of Preschoolers’ Resilience Level Based on Environmental Factors: Parental Preparation

| Preschoolers’ Resilience | \bar{x} | SD | Results |
|--------------------------|-----------|------|-----------------|
| Positive Discipline | 4.55 | 0.76 | Relatively High |
| Autonomy Encouragement | 4.26 | 1.01 | Relatively High |
| Role Model | 4.49 | 0.81 | Relatively High |
| Close Relationship | 4.73 | 0.67 | Relatively High |

According to Table 3, which presents the mean scores and standard deviations of preschoolers’ resilience under the environmental factors—specifically the parental preparation component—the findings

indicate that building strong relationships had the highest mean score ($\bar{x} = 4.73$, $SD = 0.67$). This was followed by positive discipline ($\bar{x} = 4.55$, $SD = 0.76$), role modeling ($\bar{x} = 4.49$, $SD = 0.81$), and

encouragement of autonomy, which had the lowest mean score ($\bar{x} = 4.26$, $SD = 1.01$), respectively.

Table 4: Mean and Standard Deviation of Preschoolers' Resilience Level Based on Environmental Factors: Environmental Preparation

| Preschoolers' Resilience | \bar{x} | SD | Results |
|------------------------------|-----------|------|-----------------|
| Effective School | 4.41 | 0.83 | Relatively High |
| Well-Functioning Communities | 4.61 | 0.73 | Relatively High |

According to Table 4, which presents the mean scores and standard deviations of preschoolers' resilience under the environmental factors—specifically the environmental preparation—the findings show that

having well-functioning community had the highest mean score ($\bar{x} = 4.61$, $SD = 0.73$), while having an effective school had the lowest mean score ($\bar{x} = 4.41$, $SD = 0.83$), respectively.

Table 4: Comparison of Preschoolers' Resilience Levels Across Components by Parent Occupation (Analyzed using One-way ANOVA and Post Hoc Test)

| Resilience Components | P-Value | Occupations With Higher Mean Scores | Occupations With Lower Mean Scores |
|------------------------|---------|--|--|
| Empathy | .009* | Government Officer (4.61) Full-Time Parent (4.35) | Freelance Worker (4.01) Vendor (4.05) |
| Self-Regulation | .045* | Government Officer (4.39) Full-Time Parent (3.86) | Vendor (3.50) Freelance Worker (3.77) |
| Effective School | .013* | Full-Time Parent (4.66) Employee (4.47) | Freelance Worker (4.27) |
| Autonomy Encouragement | .039* | Government Officer (4.50) Employee (4.48) | Full-Time Parent (4.13) |
| Communication Skills | .028* | Government Officer (4.72) Full-Time Parent (4.57) | Vendor (4.10) Freelance Worker (4.41) |
| Close Relationship | .004* | Government Officer (4.83) Employee (4.77) | Vendor (4.30) |

Remarks: (*) Statistically Significant At $P < .05$ (One-Way ANOVA)

The findings revealed that differences in parent occupation significantly influenced several components of preschoolers' resilience. Statistically significant differences were found in six components: empathy, self-regulation, having an effective school, autonomy encouragement, communication skills, and close relationships. The results of the one-way ANOVA, conducted to compare the levels of preschooler's resilience across different parental occupations, revealed statistically significant differences ($p < .05$) in six components:

- **Empathy** Children whose parents were government officers or full-time parents showed significantly higher levels of empathy than those whose parents were freelance workers or vendors.
- **Self-regulation** Children of full-time parents had significantly higher self-regulation scores than

those working in sales or as freelance workers.

- **Effective school** Children whose parents were full-time parents or employees had significantly higher scores in the perception of effective school environments than those whose parents were freelance workers.
- **Autonomy encouragement** Children of government officers and employees scored significantly higher in autonomy encouragement than those whose parents were full-time parents.
- **Communication skills** Children whose parents were government officers or full-time parents showed significantly higher levels of communication skills than freelance workers.
- **Close relationship** Children whose parents were government officers, employees, or full-time parents had significantly higher scores in

building close relationships than those whose parents were vendors.

The research findings indicate that parent occupation significantly influences key components of preschoolers' resilience. In particular, children whose parents are employed in more stable professions or have more time to spend with their children—such as government officers and full-time parents—tend to demonstrate stronger emotional and social development in several areas.

Discussion

The findings from this study on the level of resilience among preschoolers in kindergartens under the Bangkok Metropolitan Administration revealed that, overall, most children demonstrated a relatively high level of resilience. This reflects a positive emotional and behavioral development trend during the early years. The discussion can be categorized by key components as follows:

1. Resilience in overall

According to Table 1, young children showed relatively high levels of resilience in individual and environmental factors, with environmental factors receiving higher average scores. This suggests that supportive environments—such as family, school, and community—play a vital role in promoting children's resilience. These findings are consistent with the work of Masten (2018), who emphasized that families and close adult figures are critical environmental influences that support children's capacity to adapt successfully when facing adversity or challenging life experiences.

2. Individual factors

Table 2 shows that self-esteem ($\bar{x} = 4.44$) and communication skills ($\bar{x} = 4.43$) were the highest-rated dimensions within the individual factors. This reflects parenting practices that allow children opportunities to express themselves and engage in hands-on experiences. When children believed in their competence ("I can do it"), it enhances their confidence. Strong communication skills help children express their feelings and thoughts, and seek support when needed. In contrast, self-regulation ($\bar{x} = 3.90$) was rated the lowest, which may be influenced by parenting styles or the natural developmental

limitations of young children. These results align with the findings of Hosokawa et al. (2024), who noted that early childhood is a developmental stage where children are just beginning to learn emotional and behavioral self-regulation as part of forming a sense of autonomy.

3. Environmental Factors: Parental Preparation

As shown in Table 3, close relationships had the highest mean score ($\bar{x} = 4.73$), reflecting the presence of warm and supportive family environments that foster emotional development and, in turn, promote resilience in young children. This is especially relevant in Thailand, where strong family bonds are highly valued. The next highest component was positive discipline ($\bar{x} = 4.55$), indicating that parents play an important role in instilling constructive behaviors through direct engagement and practice.

These findings align with Wolfe (2014), who emphasized that close relationships and active parental engagement contribute significantly to children's success and resilience. Resilience in children is most effectively developed through collaboration with parents who help build a nurturing home environment. Conversely, families that lack knowledge of child development or are characterized by ongoing conflict can become risk factors that hinder children's resilience development.

4. Environmental Factors: Environmental Preparation

As shown in Table 4, having a well-functioning community ($\bar{x} = 4.61$) and having an effective school ($\bar{x} = 4.41$) positively contributed to resilience in young children. These findings align with Ungar (2021), who emphasized that schools play a critical role in fostering resilience in early childhood, as they serve as a central hub connecting all stakeholders involved in the child's care—from classrooms and families to policymakers. Similarly, UNICEF (2021) noted that schools provide an essential learning environment that lays the foundation for life and offers valuable resources that support the development of resilience among children and youth.

5. Differences in Resilience Levels by Parental Occupation

The one-way ANOVA and post hoc analyses revealed that parent occupation statistically significantly influenced six components of preschoolers' resilience: empathy, self-regulation, effective school, autonomy

encouragement, communication skills, and close relationships. In particular, children whose parents were government officers or full-time parents scored noticeably higher in several resilience components compared to those whose parents were vendors or freelance workers. This may reflect differences in occupational stability, the amount of time available for child care, or greater access to information related to child development. For example, government officers may benefit from structured work schedules, family-related welfare, and a better understanding of positive parenting practices. Meanwhile, full-time parents, who serve as primary caregivers, may have more opportunities to build strong emotional bonds and communicate closely with their children than parents in other occupations.

These findings are consistent with the framework proposed by The Psychology Foundation of Canada (n.d.), which emphasizes that the parent-child relationship and caregiving practices that foster love, warmth, open communication, and opportunities for children to make their own decisions significantly contribute to the development of resilience. Therefore, efforts to develop school-based programs or activities that promote resilience should consider the family background and parental occupation in forms of parental engagement that are both appropriate and inclusive. This approach can help reduce disparities in children's access to emotional development opportunities in urban contexts such as Bangkok. Collectively, these findings illustrate the core principle that resilience is not an innate trait but a set of developable skills. This perspective aligns with the framework of Social and Emotional Learning (SEL), which posits that competencies like self-awareness, self-management (self-regulation), and relationship skills are foundational life assets that can be taught and nurtured (Durlak, 2011). The individual and environmental factors identified in this study—from communication skills to supportive schools—can be seen as the essential building blocks of a child's social and emotional capacity. Investing in these areas during the preschool years is critical, as it provides the foundation for future mental well-being, academic success, and the ability to navigate life's challenges.

Recommendations

Based on the findings of this study, the following recommendations are proposed:

1. The individual factors—self-esteem, communication skills, optimism, problem-solving skills, empathy, and self-regulation—should be used to develop educational strategies in schools and provide guidance to parents. These efforts will enhance preschoolers' resilience more effectively through school-based and family-based support.
2. The environmental factors, which include positive discipline, autonomy encouragement, role modeling, building strong relationships, effective schools, and well-functioning communities, were found to have relatively high mean scores overall. In particular, close relationships had the highest average score. This suggests that the strength of family bonds can be leveraged as a starting point for promoting parental engagement in resilience-building efforts. These partnerships between home and school can serve as a foundation for fostering children's emotional immunity, helping them thrive, overcome future challenges, and realize their full developmental potential.
3. The study revealed that parental occupation had a statistically significant impact on several resilience components. Therefore, resilience-promotion activities should be tailored to align with the contexts of different occupational groups. For example, families of freelance workers and vendors, who showed lower mean scores in some areas, should receive targeted support that accommodates their economic and time constraints. Suggested approaches include online parenting workshops, the creation of volunteer parent networks, and ongoing school-based counseling and support systems.
4. Schools should take a proactive role in creating psychologically safe environments for children. They should also provide opportunities for parents from various occupations to engage in their children's development. This could be achieved through collaborative learning activities, participatory workshops, and experience-sharing sessions. Such initiatives will help build mutual understanding and a strong partnership between home and school, leading to more holistic support for children's growth and well-being.

Recommendations for Future Research

1. Future studies should build upon the findings of this research to develop a comprehensive framework or model for promoting parental engagement that supports preschoolers' resilience, incorporating both individual and environmental factors.
2. The research population should be expanded to include a broader and more diverse group, covering all educational sectors to apply the findings to promote parental engagement across various educational contexts.
3. Further in-depth research should explore the relationship between parental occupational characteristics—such as job stability, income level, available time with children, and occupation-related parenting styles—and preschoolers' resilience. This will enhance understanding the environmental factors influencing resilience within different occupational groups.
4. Future studies should also consider other factors, such as parents' education level, income, family structure, and occupation. This will allow for a multifactorial analysis of influences on children's resilience and provide more accurate insights for developing context-specific policies or targeted support strategies for different family types.
5. A limitation of this study was its singular focus on parental occupation. We found that resilience is also significantly linked to parental educational attainment and the frequency of parent-teacher communication, highlighting the need for a broader investigation of a child's background. Future work should elucidate the mechanisms driving these associations, such as how specific parenting practices or strong parent-teacher alignment foster a supportive context for the child.

Conclusion

This study aimed to examine the level of resilience in preschoolers in kindergartens under the Bangkok Metropolitan Administration and, explore differences in resilience levels based on parental background. The conceptual framework divided resilience into two main factors: individual factors (e.g., self-esteem, communication skills, self-regulation) and environmental factors (e.g., positive discipline, family

relationships, effective schools, and well-functioning communities). The results revealed that preschoolers demonstrated a relatively high level of resilience overall. Notably, environmental factors had higher mean scores than individual factors, underscoring the significant role of families, schools, and communities in supporting children's psychological development. Among all components, "close relationships" received the highest mean score, highlighting the importance of love, attachment, and active parental involvement. In addition, the study found statistically significant differences in resilience levels across specific components based on parent occupation, indicating the need to develop parental engagement strategies tailored to the unique contexts of different families. These findings emphasize the importance of promoting preschoolers' resilience through structured parental engagement, particularly by fostering effective communication between schools and families, encouraging meaningful parental roles in school activities, and developing sustainable, context-specific mechanisms for collaboration. Such approaches will help lay a strong foundation for children's long-term well-being and development.

Ethical Considerations

This research was reviewed and approved by the Human Research Ethics Committee. All procedures followed were following ethical standards for research involving human participants.

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