

THE DEVELOPMENT OF PARENT TRAINING PACKAGES TO PROMOTE SOCIAL AND EMOTIONAL LEARNING (SEL) FOR EARLY CHILDHOOD CHILDREN FOR SCHOOL IN BANG DUAN SUBDISTRICT ADMINISTRATIVE ORGANIZATION

Chotirot SUTHHIPRASERT¹

¹ Faculty of Education, Dhonburi Rajabhat University, Thailand; Chotirot.s@dru.ac.th

ARTICLE HISTORY

Received: 18 October 2024 **Revised:** 15 November 2024 **Published:** 25 November 2024

ABSTRACT

Social and Emotional Learning (SEL) is a framework aimed at enhancing the social and emotional competencies of early childhood learners while fostering long-term connections between school, home, and community. This study focuses on the development of a parent training package aimed at promoting Social and Emotional Learning (SEL) in early childhood, specifically targeting children aged 4-5 years and evaluates parents' satisfaction with the use of this package. This research involved a sample of 30 parents of early childhood children who were studying at schools within the Bang Duan Subdistrict Organization, and volunteered to participate. The research and development methodology followed five stages: (1) assessing parents' needs for promoting SEL; (2) creating and developing the parent training package; (3) developing an evaluation form to assess parental satisfaction; (4) implementing the training package; and (5) Evaluating satisfaction with the use of a parent training package. The research instruments included a needs assessment form, the developed parent training package, and a satisfaction questionnaire. Data analysis involved calculating the mean (\bar{X}) and standard deviation (S.D.) to evaluate the package's effectiveness and parental satisfaction. The results revealed that the training package met all the established criteria, showing a high consistency index, and was deemed suitable for practical application. Parental satisfaction was notably high, with mean score of 4.41 and a standard deviation of 0.59, confirming the package's success in effectively promoting SEL in the target area. These findings underscore the package's potential as a practical tool for enhancing SEL in early childhood education.

Keywords: Parent Training Package, Social and Emotional Learning, Pre-school Children, Early Childhood, SEL

CITATION INFORMATION: Chotirot S. (2024). The Development of Parent Training Packages to Promote Social and Emotional Learning (SEL) for Early Childhood Children for School in Bang Duan Subdistrict Administrative Organization. *Procedia of Multidisciplinary Research*, 2(11), 52.

INTRODUCTION

The concept of VUCA, which stands for Volatility, Uncertainty, Complexity, and Ambiguity, is used to describe the current global situation. One of the most significant VUCA events impacting the world today is the COVID-19 pandemic, which has forced both adults and children to adapt to a new way of life. Early childhood is a particularly vulnerable stage, where children possess fewer social resources compared to other groups, leading to a greater impact on their well-being (Jiraporn Phraengprapan and Somchai Jitsuchon, 2020, p. 16). Research has shown that children worldwide have been suffering from stress, anxiety, and isolation, with reports indicating a rise in mental health issues among children aged 5-17 years (Sarah Toms, 2021, p. 35). Additionally, the disruption caused by the pandemic has negatively affected the environments critical to children's growth and development, particularly for vulnerable children and families, thus impacting their social and emotional well-being and potentially hindering their learning and development in other areas (The Alliance for Child Protection in Humanitarian Action, 2019, p. 26). These findings highlight the severe and potentially long-lasting effects of the COVID-19 pandemic on children's social and emotional learning (SEL).

Social and Emotional Learning (SEL) is a critical focus of modern education, emphasizing the importance of children understanding and managing their emotions, setting and achieving positive goals, feeling empathy for others, establishing positive relationships, and making responsible decisions. These skills contribute to harmonious interactions with others and are categorized into five core competencies: self-awareness, self-management, relationship skills, responsible decision-making, and social awareness (Paranee Lakhana Praeset, 2021; The National Center for Healthy Safe Children, Online). During the COVID-19 pandemic, Marc Brackett, a professor at Yale University and director of the Center for Emotional Intelligence, emphasized the importance of SEL in managing the stress of the current situation. Similarly, the Collaborative for Academic, Social, and Emotional Learning (CASEL) highlighted the necessity of prioritizing children's emotional and social well-being, fostering safe emotional environments, and ensuring positive relationships with peers and adults. This approach also requires effective communication between home and school to create environments that genuinely support children and allow parents to express their concerns and stressors (CASEL Guide, 2020, p. 18). Moreover, research from "Childcare in a Global Crisis: The Impact of COVID-19 on Work and Family Life" reported that the closure of schools and educational institutions has posed a severe crisis for families in middle- and low-income countries, with 40% of children aged 3-5 years in 54 countries not receiving adequate stimulation in learning, social, and emotional skills from adults (Anna Gromadai, Dominic Richardson and Gwyther Rees, 2020, p.7) Thus, promoting SEL in early childhood is essential, as it equips children with the skills to develop a positive attitude towards themselves and others, build resilience, adapt to change, regulate emotions, and effectively cope with stress. Scholars have suggested that effective SEL promotion in early childhood requires the development of educators, classroom management, the application of SEL principles in learning, and the involvement of parents (The Pennsylvania State University, 2017, Online).

Parents, defined as individuals who raise, care for, and educate young children, play a crucial role in the development and learning of early childhood children (Patchara Poompachart, 2010, p. 45). In the new normal, where children must learn and engage in activities at home, parents are key in promoting SEL, as they are well-versed in understanding and interpreting their children's behavior (Elizabeth, 2020, p. 78). The absence of school interactions with teachers and peers can be mitigated by fostering positive interactions between children and parents at home, which is beneficial for children's SEL (Gloria, Cheti, and Emma, 2020, p. 88). Therefore, preparing parents to effectively support their children's SEL is a critical practice, requiring collaboration from all stakeholders to ensure quality parenting, which in turn, enhances the SEL development of young children, enabling them to navigate life smoothly and adapt happily.

Based on this information, the researcher conducted fieldwork to observe SEL behaviors among young children in kindergartens within the Bang Duan Subdistrict. The findings indicated that these children exhibited behaviors that require SEL promotion, such as a willingness to help others, a lack of positive interactions with those around them, and a lack of confidence in decision-making. Additionally, the local administrative organization's strategic plan aims to enhance and support the quality of early childhood education (Local Development Plan 2023-2027 of the Bang Duan Subdistrict Administrative Organization, 2023, p. 26). The issues of SEL are particularly prominent among young children in small kindergartens, who often lack the necessary resources, knowledge, and funding. Thus, solutions should focus on families, developing parents' self-awareness and competencies in raising and educating young children. In response, this research proposes a project to develop a parent training kit for promoting SEL among early childhood children in schools within the Bang Duan Subdistrict Administrative Organization, Samut Prakan Province. The project will incorporate concepts related to the development of training package, theories of SEL in early childhood, positive discipline strategies, and parental involvement. The training package will include a parental knowledge manual and an activity guide for parents, aiming to enhance their abilities to successfully support the SEL of their young children.

LITERATURE REVIEWS

Concepts for Developing Parent Training Package

Training package are a type of media used to enhance individuals' abilities to perform tasks effectively. Various educators have defined the meaning of training package as follows:

Suparat Daengnoi (2007, p.10) stated that a training package is a systematically prepared medium designed to develop and modify individuals' behavior in terms of knowledge, skills, and attitudes according to specific objectives. This definition can be extended to describe a parent training package as a systematically prepared medium aimed at developing parents' knowledge, understanding, skills, and attitudes in effectively raising and nurturing their children. The significance of a training package lies in its ability to standardize the development of parents in alignment with specific objectives and to be broadly applicable to all parents. The systematic structure of the training package helps parents gain knowledge and experience through guided learning, with the facilitator serving primarily as a supporter and helper, ensuring that participants meet the objectives of the training package (Mayer, 2023). The components of a training package include the title of the training package, instructions, content structure, concepts, objectives, content, and activities.

Concepts and Theories Related to Social and Emotional Learning (SEL) for Early Childhood

Social and Emotional Learning (SEL) is defined by the Collaborative for Academic, Social, and Emotional Learning (CASEL) as the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. SEL is a crucial and beneficial skill for everyone, fostering good relationships and smooth interactions with others. It also supports children's growth into resilient, adaptable adults who can manage their emotions and cope with stress effectively (Paranee Lakhana-piset, 2021, p. 28). Educators have defined social and emotional learning for early childhood as follows: Social learning begins at birth and continues throughout life, with early childhood being a period of rapid brain development. Providing children with valuable experiences from parents or family members lays a strong foundation for their future lives (Dawn, 2019, p. 7). Emotional learning, on the other hand, refers to the process by which young children express their feelings in different situations, a

process that is critical throughout human life and is closely tied to physical, social, disciplinary, and intellectual development. This process is greatly influenced by context and environment, leading to good mental health, which is fundamental to a child's self-development and the formation of relationships with others and their surroundings (Watthana Punnarit, 2014, p.17).

Concepts and Theories Related to Developing Positive Discipline for Early Childhood

Positive Discipline refers to teaching children with respect for their dignity and viewing them in a positive light, using non-violent methods in both speech and action. It involves giving children the freedom and choices to solve problems and make decisions independently, thereby fostering self-discipline and self-confidence (Durrant, 2010, p. 45). The principles that parents can apply include: 1) Environmental arrangement—misbehavior in children often stems from unmet basic needs in an inappropriate environment. Parents should understand and create a warm and safe environment at home for the child. 2) Problem-solving—parents should address inappropriate behavior by engaging children in non-violent activities that help solve problems together. 3) Child involvement—parents should allow children to participate in creating rules, agreements, or household regulations so that the child can adhere to rules they helped establish. 4) Positive reinforcement—motivation should not involve money but rather special time for reading or engaging in beneficial family activities. Positive reinforcement should align with the child's age and interests. For positive discipline to benefit the child, parents must teach appropriate behavior, responsibility towards oneself and others, and how to interact positively with others. A child will develop good behavior when they first learn about their rights and responsibilities. As children become responsible and understand their duties, they will know how to behave appropriately towards themselves and others. Based on this information, the researcher analyzed and concluded that positive discipline in this research refers to teaching children with respect for their dignity, using non-violent methods, and allowing them freedom and choice in problem-solving and decision-making.

Concepts Related to Parental Involvement in Early Childhood Education

Parental involvement is a key policy in early childhood education, as outlined in the National Education Act of 1999, Section 13, which mandates collaboration between families, communities, and educational institutions in child development. Parents must exchange information, understand their child's learning development, and accept and share responsibility in helping to develop the child by participating in early childhood education (Office of the National Education Commission, 2002, p. 8). Thammarat Pongthong (2016, p. 40) described parental involvement in education as parents participating in organizing and promoting activities between home and school that help ensure educational success for students, whether at school, home, or other learning resources. This involvement includes active participation, assistance, and a readiness to collaborate on improving educational efforts. The Ministry of Education (2017, p. 26) emphasized the importance of parental involvement in early childhood education, noting that children aged 3-5 years are in a crucial period of physical and brain development. These children need love, attention, and close care. They learn through sensory exploration, creativity, play, experimentation, discovery, problem-solving, decision-making, language use, creative thinking, and harmonious coexistence with others. Those responsible for the child must provide nurturing and experiences that allow the child to develop their full potential. Active, engaged children learn more effectively, so those responsible must foster love, understanding, and special care for children at this stage, as it lays the foundation for their future success in learning and life.

Related Research on Activity Kits for Parents of Early Childhood Children

Busayamas Puengluang (2013, Abstract) conducted research on promoting early childhood mathematical skills through parental involvement using the activity kit "Fun with My Beloved Child." The research findings indicated that early childhood children who participated in activities promoting basic mathematical skills, guided by their parents through the "Fun with My Beloved Child" activity kit, showed a statistically significant improvement in all basic mathematical skills at the .01 level.

Amy S. Ha, Johan Y.Y. Ng, Chris Lonsdale, David R. Lubans, and Florrie F. Ng (2019, Abstract) conducted a study on the effects of using the "Active 1 + FUN" activity kit, a family-based exercise program. This program provided sports equipment to families and organized interactive workshops. The study found that this approach effectively increased physical activity levels and fundamental movement skills in children. The research emphasized the importance of supportive parenting styles that foster children's competence, autonomy, and relationships, leading to positive behavioral changes and improved mental well-being.

The related research on the development of parent training kits highlights that training kits are a type of media that significantly impacts the development of those involved in early childhood development. It is evident that utilizing training kits can enhance users' knowledge, skills, and satisfaction. Therefore, if parent training kits for early childhood are developed following proper principles and processes, they can become effective tools for appropriately developing parents of early childhood children.

Related Research on Promoting Social and Emotional Learning (SEL) for Early Childhood

Mondi, Giovanelli, and Reynolds (2021) conducted a study on the effectiveness of various types of SEL (Social & Emotional Learning) programs for early childhood, including general preschool programs, multi-component programs, and skill-based enhancement activities. The study found that high-quality SEL programs for early childhood effectively promote children's social and emotional learning, which serves as a foundation for their academic and social success. Effective SEL programs are often universal and integrated into daily educational practices rather than being separate or supplementary programs.

Based on the findings of the related research, the following applications can be made: Integration into Daily Routines: Promoting SEL should be integrated into the daily activities of early childhood children, rather than being treated as an additional activity. Training for Educators and Caregivers: Providing training for educators and those involved with early childhood children will enable them to confidently implement SEL promotion strategies. Family Involvement: Schools should provide guidance and resources to parents to support the continued development of their children's social and emotional skills at home.

Related Research on Developing Positive Discipline for Early Childhood

Saranjit Insorn, Yossaya Onka, and Ritthirong Rueangrit (2021, Abstract) conducted research on the effectiveness of a developmental and positive discipline program involving family participation for children aged 3-5 years in Maha Sarakham Province. The research findings revealed that: 1) Parents demonstrated significantly higher behavior in promoting development and establishing positive discipline after using the activity kit, with statistical significance at the 0.05 level. 2) Children's overall development improved significantly after the experiment, with most developmental areas showing improvement as well, except for gross motor skills and movement, which remained the same. 3) Early childhood children exhibited significantly higher emotional intelligence after using the activity kit, with statistical significance at the 0.05 level, and showed significantly improved executive thinking skills, also with statistical significance at the 0.05 level.

From the literature review, the conceptual framework can be drawn as shown in Figure 1.

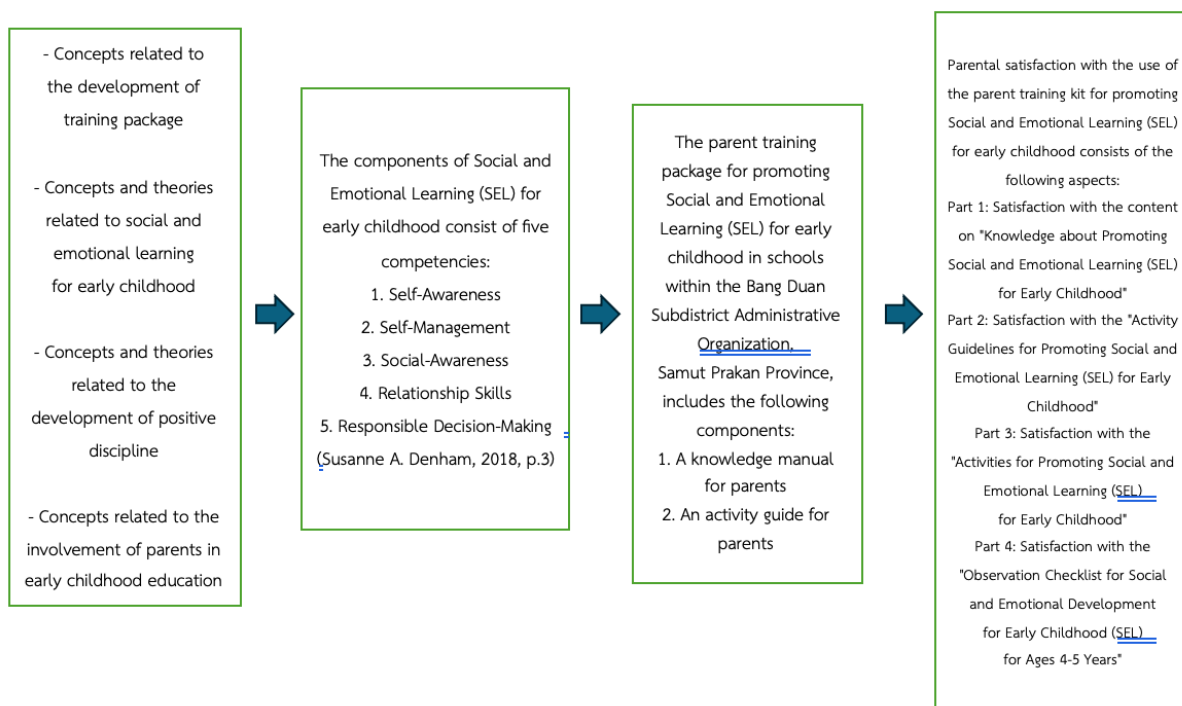


Figure 1 Conceptual Framework

RESEARCH METHODOLOGY

The research on developing a parent training package to promote Social and Emotional Learning (SEL) for early childhood children in schools within the Bang Duan Subdistrict Administrative Organization, Samut Prakan Province, was conducted using a research and development process. The population and sample for this study consisted of 30 parents of 4–5-year-old children in the targeted schools, who voluntarily participated in the research project. The instruments used in the research included: (1) a needs assessment questionnaire for parents to promote SEL for early childhood children, (2) a parent training package to promote SEL, which included a knowledge guide for parents and an activity guide for parents, and (3) a satisfaction questionnaire for parents regarding the use of the training package to promote SEL. The research process was carried out in 5 steps:

Step 1: Assess the needs of parents to promote SEL for early childhood children using a five-point Likert scale questionnaire. This questionnaire was validated by three experts for content validity and the Index of Item Objective Congruence (IOC).

Step 2: Develop the parent training package to promote SEL for early childhood children. The package included a knowledge guide on SEL for parents and an activity guide for parents. The content of the training package was developed based on data from the needs assessment, as well as a review of related documents, textbooks, articles, and books. The completed training package was presented to three experts for validation of content validity and IOC.

Step 3: Develop a tool for evaluating parental satisfaction with the training package. The researcher created a tool to evaluate parental satisfaction with the training package by studying the components of the parental training package and defining the objectives of the satisfaction evaluation to cover all components. The parental satisfaction evaluation form was designed using a Likert scale with five levels of scoring. It was then presented to 3 experts to assess its quality by checking its content validity and the Index of Item Objective Congruence (IOC). After that, the researcher conducted a try-out of the satisfaction evaluation form with a sample group of 30 people, whose characteristics were similar to those of the actual research participants. The data collected from the try-out were analyzed to determine the reliability of the evaluation form using Cronbach's Alpha Coefficient, with the reliability value set at 0.7 or higher (Cronbach, L. J., 1951, p.297). The index of discrimination (r) of the assessment was

then determined by examining the statistical significance between the high and low groups using a t-test, with the index of discrimination set within the range of 0.40 to 1.00 (Paisarn Worakham, 2021, p.309). As a result, the assessment is deemed suitable for practical application.

Step 4: Implement the parent training package to promote SEL for early childhood children. The researcher coordinated with relevant stakeholders and organized meetings with the 30 parent volunteers to explain the research project and obtain their informed consent. Parents were then asked to use the training package for 8 weeks, following the detailed instructions in the guide.

Step 5: Evaluate the effectiveness of the training package. After the training, the researcher contacted the parents to complete the satisfaction questionnaire regarding the use of the training package to promote SEL for early childhood children. The researcher then analyzed the collected data by calculating the mean (\bar{x}), standard deviation (S.D.).

Data Collection

Data was collected by having parents complete the satisfaction questionnaire created by the researcher using Google Forms. The questionnaire utilized a five-point Likert scale, where 5 meaning "most satisfied," 4 meaning "very satisfied," 3 meaning "moderately satisfied," 2 meaning "slightly satisfied," and 1 meaning "least satisfied."

Data Analysis and Presentation

The data collected from the parent satisfaction questionnaires regarding the parent training package to promote SEL was analyzed using the mean (\bar{x}), standard deviation (S.D.) with the following criteria (Boonchom Srisa-art, 2000, p.100):

- Mean score 4.51 - 5.00: Very satisfied
- Mean score 3.51 - 4.50: Satisfied
- Mean score 2.51 - 3.50: Moderately satisfied
- Mean score 1.51 - 2.50: Dissatisfied
- Mean score 1.00 - 1.50: Very dissatisfied

RESEARCH RESULTS

Analysis of Research Data on the Development of a Parent Training Package to Promote Social and Emotional Learning (SEL) for Early Childhood in Schools in the Bang Duan Subdistrict Administrative Organization, Samut Prakan Province. The researcher presents the data analysis results based on the research objectives as follows:

Part 1: Results of the Development of the Parent Training Package

The development of the parent training Package to promote Social and Emotional Learning (SEL) for early childhood in schools in the Bang Duan Subdistrict Administrative Organization, Samut Prakan Province, is analyzed in two sections as follows:

Section 1: Results of the Needs Assessment Analysis

This section presents the results of the needs assessment analysis for promoting Social and Emotional Learning (SEL) for early childhood children by parents.

Table 1: The results of the needs assessment analysis for promoting Social and Emotional Learning (SEL) for early childhood children by parents.

Consideration Items	\bar{X}	S.D.	Interpretation
Part 1: Current Conditions of Parental Promotion of Social and Emotional Learning for Early Childhood			
1. Agreement with child-rearing methods that promote social and emotional learning for early childhood.	4.46	0.57	Agree
2. When your child exhibits undesirable behavior, you agree with using harsh methods, such as spanking or harsh words, as a form of correction.	1.13	0.34	Strongly Disagree
3. Agreement with parents consistently having time to engage in activities with their children.	4.6	0.49	Agree
Overall Average	3.39	0.46	Unsure
Part 2: Problems and Obstacles in Promoting Social and Emotional Learning for Early Childhood by Parents			
1. Agreement that factors such as time, financial status, and living conditions can be obstacles in promoting social and emotional learning for early childhood children.	4.4	0.62	Agree
2. Agreement that the emphasis on reading and writing in Thai education can lead to the neglect of promoting social and emotional learning for early childhood children.	4.26	0.78	Agree
Overall Average	4.33	0.7	Agree
Part 3: Parental Needs in Promoting Social and Emotional Learning for Early Childhood			
1. Parents' need to develop themselves in knowledge related to promoting social and emotional learning for early childhood children.	4.76	0.43	Strongly Agree
2. Parents' need to develop themselves in strategies for organizing activities that promote social and emotional learning for early childhood children.	4.9	0.30	Strongly Agree
Overall Average	4.83	0.36	Strongly Agree

Analysis of the Needs Assessment Data for Parents in Promoting Social and Emotional Learning (SEL) for Early Childhood Children. The interpretation of the mean score analysis follows these criteria: 4.51 – 5.00: Strongly Agree, 3.51 – 4.50: Agree, 2.51 – 3.50: Uncertain, 1.51 – 2.50: Disagree and 1.00 – 1.50: Strongly Disagree. The data analysis revealed that the section with the highest mean score was Section 3: Parents' Needs in Promoting Social and Emotional Learning (SEL) for Early Childhood Children, with a mean score of ($\bar{X} = 4.83$, S.D. = 0.36), which indicates Strongly Agree. This result reflects that parents express a strong need to develop themselves in organizing activities and acquiring knowledge to promote social and emotional learning for early childhood children. This information can serve as a foundational basis for the development of the parent training package to further promote Social and Emotional Learning (SEL) for early childhood children.

Section 2: Results of the Development of the Parent Training Package.

The development of the parent training package to promote Social and Emotional Learning (SEL) for early childhood children is presented in the following table data:

2.1 A parent training package was developed based on the needs assessment data of parents regarding the promotion of Social and Emotional Learning (SEL) for early childhood children.

The training package consists of: 1) A knowledge guide on Social and Emotional Learning (SEL) for early childhood children for parents. 2) An activity manual to promote Social and Emotional Learning (SEL) for early childhood children for parents.

2.2 The parent training package to promote Social and Emotional Learning (SEL) for early childhood children was submitted to three experts for review to assess its content validity and the Index of Item Objective Congruence (IOC).

2.3 The results of the experts' evaluation of the training package's content were analyzed. A content validity index (IOC) of 0.50 or higher was deemed acceptable, indicating that the parent training package was fit for use without further revisions. The results from the evaluation of the parent training package framework's congruence, conducted by experts, were analyzed. A congruence index of 0.50 or higher was considered acceptable, indicating that the parent training package framework met the criteria for use without requiring revisions. The analysis revealed that all components of the parent training package had a Content Validity Index and an Index of Item Objective Congruence (IOC) ranging between 0.80 and 1.00. This indicates that the parent training package framework is fit for use without further modifications.

Part 2: Results of the Study on Parent Satisfaction with the Use of the Parent Training Package to Promote Social and Emotional Learning (SEL) for Early Childhood Children in Schools within the Bang Duan Subdistrict Administrative Organization, Samut Prakan Province.

The process of creating and developing the parent satisfaction assessment regarding the use of the parent training package to promote Social and Emotional Learning (SEL) for early childhood children involved the following steps:

2.1 The components of the parent training package, developed by the researcher, were examined, and the objectives of the parent satisfaction assessment were established to comprehensively cover all aspects of the package. The parent satisfaction assessment employed a five-point Likert scale and was submitted to three experts for review. The quality of the assessment was verified through the evaluation of its content validity and the Index of Item Objective Congruence (IOC). The analysis of the IOC for the satisfaction assessment values ranging from 0.80 to 1.00, indicating that the satisfaction assessment for the parent training package is within acceptable standards and requires no further revisions.

2.2 The researcher conducted a try-out of the parent satisfaction assessment with a sample of 30 individuals whose characteristics were similar to the research sample. The results were then analyzed to determine the reliability of the assessment using Cronbach's Alpha Coefficient, with a threshold for reliability set at 0.7 or higher. The calculated reliability score for the satisfaction assessment was 0.88, indicating that the assessment is suitable for practical use. Subsequently, the index of discrimination (r) of the satisfaction assessment was evaluated by performing a t-test to determine the statistical significance between the high and low groups, with the index of discrimination set between 0.40 and 1.00. the index of discrimination for all 12 items in the satisfaction assessment ranged from 0.80 to 0.90, signifying that all questions are of good quality and can be practically applied.

2.3 After the parent training package trial, the researcher contacted the parents to complete the satisfaction assessment regarding the use of the parent training package to promote Social and Emotional Learning (SEL) for early childhood children. The collected data were then analyzed to calculate the mean (\bar{x}) and standard deviation (SD.), with the results presented in Table 2.

Table 2: The results of the parent satisfaction with the use of the parent training package to promote Social and Emotional Learning (SEL) for early childhood children in schools within the Bang Duan Subdistrict Administrative Organization, Samut Prakan Province.

Evaluation Items	\bar{X}	S.D.	Interpretation
Part 1: Satisfaction with the Content Related to "Knowledge about Promoting Social and Emotional Learning (SEL) for Early Childhood"			
1. The content is important, interesting, and applicable to daily life.	4.46	0.57	Very Satisfied
2. The language used to explain the content is easy to understand, not overly academic.	4.26	0.52	Very Satisfied
3. The content aligns with the topic of the training package.	4.6	0.49	Most Satisfied
Overall Average	4.44	0.52	Very Satisfied
Part 2: Satisfaction with "Guidelines for Promoting Social and Emotional Learning Activities (SEL) for Early Childhood"			
1. The principles of activity organization are suitable for children.	4.4	0.62	Very Satisfied
2. The objectives of the activities are feasible to implement.	4.26	0.78	Very Satisfied
3. The evaluation of children's development is simple and easy to follow.	4.7	0.53	Most Satisfied
Overall Average	4.31	0.64	Very Satisfied
Part 3: Satisfaction with "Activities for Promoting Social and Emotional Learning (SEL) for Early Childhood"			
1. The activities align with the developmental stages of early childhood children.	4.7	0.46	Most Satisfied
2. The suitability of the equipment used for organizing activities for early childhood children.	4.16	0.87	Very Satisfied
3. The activities are easy to implement and can be further adapted.	4.43	0.56	Very Satisfied
Overall Average	4.43	0.63	Very Satisfied
Part 4: Satisfaction with "Observation Form for Social and Emotional Development of Early Childhood Children (Aged 4-5 years)"			
1. The observation form has clear and easy-to-understand instructions.	4.5	0.57	Very Satisfied
2. The behavior checklist is clear and appropriate for early childhood children.	4.26	0.52	Very Satisfied
3. The scoring system is appropriate.	4.3	0.59	Very Satisfied
Overall Average	4.35	0.56	Very Satisfied

When considering each aspect individually, it was found that in almost all areas of the parent satisfaction assessment, the overall mean scores ranged between 3.51 and 4.50, which indicates a high level of satisfaction. This aligns with the hypothesis that parents' satisfaction after using the parent training package to promote Social and Emotional Learning (SEL) for early childhood children in schools within the Bang Duan Subdistrict Administrative Organization, Samut Prakan Province, is at a high level.

DISCUSSION & CONCLUSION

The research on the development of a parent training package to promote Social and Emotional Learning (SEL) for early childhood children in schools within the Bang Duan Subdistrict Administrative Organization, Samut Prakan Province, provides valuable insights in line with the research objectives. The findings show that the SEL training materials for parents, including the 1) knowledge manual, 2) activity manual, and 3) materials and tools for activities, meet the established criteria and are systematically developed. The knowledge manual for parents is grounded in adult learning theories, emphasizing experiential learning that addresses individual needs and interests. It uses clear and concise language to cater to the preferences of adult

learners, who are more engaged when the content is relevant to their social roles and responsibilities. This approach aligns with Knowles' theory of adult learning, which suggests that adults learn best through active participation and motivation when they recognize the importance of the subject matter (Piyaphong Saisopon, 2007, p.66). Additionally, the inclusion of parents in the development of the training package through needs assessments ensures that the materials are practical and relevant to real-life applications in promoting SEL in young children. These efforts highlight the importance of parental involvement in early childhood development, from understanding and planning to implementing and evaluating children's progress (Heckman, Pinto, & Savelyev, 2013, p. 2052).

Furthermore, the parent activity manual, designed based on SEL development principles, includes simplified content and observation tools for tracking children's emotional and social development. This allows parents to assess progress independently. By incorporating hands-on activities, parents can learn effectively through practice and problem-solving, leading to a deeper understanding and application of the skills in real-life scenarios (Thitsana Khammanee, 2021, p. 27). The training package proves to be an effective tool for parent development, which positively impacts the social and emotional development of their children.

The second objective of this research was to assess parental satisfaction with the parent training package designed to promote Social and Emotional Learning (SEL) in early childhood children. The highest level of satisfaction was in the area of "knowledge about promoting SEL for early childhood children," with a mean score of 4.44 (S.D. = 0.52). This aligns with the results from the needs assessment conducted on parents, indicating that the content on promoting SEL was clear and understandable. Parents were able to apply this knowledge effectively in real-world situations. Furthermore, this outcome reflects the importance of developing the training content in alignment with the target audience's needs. The content was reviewed and validated by experts to ensure its accuracy and relevance. The second-highest satisfaction, with a mean score of 4.43 (S.D. = 0.63), related to the SEL activities for children. Parents expressed a desire to develop their skills in implementing SEL activities at home, supporting their children's learning through structured, supportive environments. This reflects established models of parental involvement in children's education, which emphasize the importance of home-based activities like reading and homework support in shaping children's attitudes toward learning (Epstein & Sheldon, 2019, p. 260-261).

The third area of satisfaction, with a mean score of 4.35 (S.D. = 0.56), involved the "observation forms for assessing SEL development in children aged 4-5 years." This aligns with the Early Childhood Education Curriculum (2017), which encourages parental involvement in assessing children's learning and collaborating with schools to enhance children's learning experiences both at home and in school (Ministry of Education, 2017, p. 114).

The fourth area, with a mean score of 4.31 (S.D. = 0.64), related to "guidelines for SEL activities." This is consistent with the research by Mondì, Giovanelli, and Reynolds (2021), which found that SEL programs for early childhood effectively promote social and emotional development, laying the foundation for academic and social success and integrating into everyday life. In conclusion, the parent training package, developed with a focus on real-world applicability and parental involvement, effectively meets the learning needs of parents and supports the social and emotional development of young children, in line with established educational frameworks.

REFERENCES

Alliance for Child Protection in Humanitarian Action. (2021). *The Centrality of Children and their Protection within Humanitarian Action*. Retrieved from https://alliancecpha.org/sites/default/files/technical/attachments/alliance_2021-2025_strategy_final_en.pdf.

- Anna, G., Dominic, R., & Gwyther, R. (2020). *Childcare in a global crisis: the impact of COVID-19 on work and family life*. Retrieved from <https://iccindiaonline.org/CFFPIE/ChildcareL.pdf>.
- CASEL Guide. (2023). *Fundamentals of SEL*. Retrieved from <https://casel.org/fundamentals-of-sel>
- Cronbach, L. J. (1951). Coefficient alpha and the internal structure of tests. *Psychometrika*, 16(3), 297–334.
- Daengnoi, S. (2007). *Training package to develop business and entrepreneurial skills using group process for 3rd year vocational certificate students in the field of commerce*. Master of Education Thesis, Curriculum and Instruction Program. Uttaradit: Graduate School, Uttaradit Rajabhat University.
- Development policy and planning work. (2021). *Local Development Plan 2023-2027 of the Bang Duan Subdistrict Administrative Organization*. Retrieved from [http://www.bangduan.go.th/news/doc_download/แผนพัฒนาท้องถิ่น%20\(พ.ศ.2566-2570\)%20ฉบับเต็มสมบูรณ์_180522_105747.pdf](http://www.bangduan.go.th/news/doc_download/แผนพัฒนาท้องถิ่น%20(พ.ศ.2566-2570)%20ฉบับเต็มสมบูรณ์_180522_105747.pdf).
- Dawn, A. (2019). *Social Emotional Development in Early Childhood*. Northwestern : Degree of Master of Early Childhood, Northwestern College.
- Durrant, J. E. (2010). *Positive discipline in everyday teaching: Guidelines for educators*. Save the Children Sweden. Retrieved from <https://resourcecentre.savethechildren.net/pdf/what-is-positive-discipline-in-everyday-teaching-2010.pdf>.
- Elizabeth. (2020). *5 Social-Emotional Learning Tips For Families During The COVID-19 Outbreak*. Retrieved from <https://www.keranews.org/education/2020-03-29/5-social-emotional-learning-tips-for-families-during-the-covid-19-outbreak>.
- Epstein, J. L., & Sheldon, S. B. (2019). *The importance of evaluation: Learning together and making decisions*. Sheldon, S. B., & Schutte, T. A. (Eds.), Cambridge: Cambridge University Press.
- Ha, A. S., Ng, J. Y. Y., Lonsdale, C., Lubans, D. R., & Ng, F. F. (2019). Promoting physical activity in children through family-based intervention: protocol of the “Active 1 + FUN” randomized controlled trial. *BMC Public Health*, 19(218), 1-12.
- Heckman, Pinto, & Savelyev. (2013). Understanding the mechanisms through which an influential early childhood program boosted adult outcomes. *Am Econ Rev*, 103(6), 2052-2086.
- Khammanee, T. (2021). *Teaching Sci: Knowledge for Organizing Effective Learning Processes (23rd ed.)*. Bangkok: Chulalongkorn University.
- Lakhana-piset, P. (2021). *If you want children to promote SEL, why do you have to start with adults?*. Retrieved from <https://www.educathai.com/knowledge/articles/460>.
- Mayer, R. E. (2020). *Multimedia Learning*. 3rd. Cambridge: Cambridge University Press.
- Mondi, C.F., Giovanelli, A. & Reynolds, A.J. (2021). Fostering socio-emotional learning through early childhood intervention. *ICEP*, (15)6, 2-43.
- Moroni, G., Nicoletti, C., & Tominey, E. (2019). Child socio-emotional skills: The role of parental inputs. *IZA DP*, 54(5), 1-12.
- Office of the National Education Commission. (2002). *National Education Act 1999 and its amendments (No. 2) 2002*. Bangkok:Prikwhan Graphic.
- Puengluang, B. (2013). Promoting Mathematics Basic Skill of Young Children by Fun Activities with Parent. Master thesis, M.Ed. (Early Childhood Education). Bangkok: Graduated School, Srinakharinwirot University.
- Phraengprapan, J. & Jitsuchon, S. (2020). *The impact of COVID-19 on households with young children*. Retrieved from <https://tdri.or.th/2020/08/covid19-impact-early-child>.

- Pongthong, T. (2016). *Parental participation in early childhood education management in schools in Kaeng Hang Maeo District, under the Office of the Primary Educational Service Area, Chanthaburi Area 1*. Master of Education Thesis, Educational Administration Program. Chonburi: Faculty of Education, Burapha University.
- Poompachart, P. (2010). *Providing education to parents of young children*. Bangkok: Chandrakasem Rajabhat University.
- Punnarit, W. (2014). *Unit 9 Assessment and reinforcement of emotional and mental behavior in early childhood*. Nonthaburi: Sukhothai Thammathirat University.
- Saisopon, P. (2014). Unit 5 Non-Formal Educational Activities. In the collection of teaching and learning subjects, learning principles and training techniques, Units 1-7. (pp. 5-1-5-41). Nonthaburi: Department of Education, Sukhothai Thammathirat University.
- Srisa-art, B. (2015). *Basic Research*. 9th. Bangkok: Suweriyasarn.
- Sarah, T. (2021). *COVID-19: Singapore schools offer listening sessions to help kids cope with COVID stress*. Retrieved from <https://www.bbc.com/thai/international-57607930>.
- Saranjit, I ., Yossaya, O ., & Ritthirong, R . (2021). Effectiveness of a family participation positive discipline and development promotion program on the development of 3-5 year old children in Maha Sarakham Province. *Maha Sarakham Provincial Public Health Office Academic Journal*, 5(10), 143-160.
- The Ministry of Education. (2017). *Early Childhood Education Curriculum 2017*. Bangkok: Ministry of Education.
- The Pennsylvania State University. (2017). *Promoting Social and Emotional Learning Programs and Practices that Work in Preschool*. Retrieved April 24, 2023, from <https://www.prevention.psu.edu/uploads/files/rwjf437157.pdf>.
- Worakham, P. (2021). Educational research. 9th. Taksila-karnphim Press.

Data Availability Statement: The raw data supporting the conclusions of this article will be made available by the authors, without undue reservation.

Conflicts of Interest: The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

Publisher's Note: All claims expressed in this article are solely those of the authors and do not necessarily represent those of their affiliated organizations, or those of the publisher, the editors and the reviewers. Any product that may be evaluated in this article, or claim that may be made by its manufacturer, is not guaranteed or endorsed by the publisher.



Copyright: © 2024 by the authors. This is a fully open-access article distributed under the terms of the Attribution-NonCommercial-NoDerivatives 4.0 International (CC BY-NC-ND 4.0).