

Special Issue: Resilience in Childhood or Resilience and Child Development

Guest Editor's INTRODUCTION#

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As the Guest Editor of this special issue of APJRECE, I am quite happy to announce that among submitted papers relevant to resilience, well-being and COVID-19, seven excellent papers were accepted for publication in this issue.

The contents of these papers encompass a quite diverse aspects of resilience as below.

A paper from Chile could successfully extract four important psychological phases of ECEC teacher who confronted emergency situation like COVID-19. Even though the teacher experienced confusion and disappointment, she finally attained balance and dialogue, indicating the unique ability of the subject teacher.

Another paper concerning the resilience of teachers in Korea has proven that teachers' resilience had a buffering effect on their professionalism, highlighting the importance of resilience.

A unique effect of grandparenting was assessed among 75 families quantitatively, and it was revealed that positive encouragement with good grandparent-children relationship was positively associated with resilience of children. Considering a relatively high self-resilience

of elderly, this unique association has indicated an important role of grandparenting in childcare.

Among children's psychological constituents, well-being is one of the most fundamental ones. Association between well-being and resilience was assessed among pre-school children in eight East Asian countries. A close association between well-being and resilience was ubiquitously found in all eight countries, indicating a robust linkage between these two psychological modalities.

The nature of above linkage was closely studied in the paper from Turkey. They found that social and emotional well-being and psychological resilience significantly predicted emotion regulation. The importance of emotion regulation was clearly demonstrated in their paper.

Two important meta-analyses were submitted from Korean colleagues. One paper dealt with the perception of Korean society on well-being of young children with disabilities. Illnesses and disabilities are both the major preambles of low resilience. Using a key-words analysis, they found that "health" and "education" have been the most often mentioned terms in discussions about well-being of young children with disabilities.

Another meta-analytic paper from Korea also employed a key-words network methods to survey associated keywords with resilience, and the authors found several terms such as teacher-child conflict, teacher-child intimacy, emotion regulation, happiness, and mothers' parenting efficiency. Thus the authors successfully elucidated the practical constituents of resilience in childhood that is often too complicated to understand for ECEC teachers.

I am honored to serve the guest editor of this issue, and fully convinced that the readers can amply grasp the global scope of resilience in childhood.