

## Conservation and Development of the Thai Children's Folk Play Wisdom in Andaman Coastal Provinces

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### Abstract

The objectives of this research are to: 1) examine the value of traditional folk play on physical, emotional, mental, social, and cognitive development of Thai children in the Andaman coastal provinces; 2) examine factors affecting the conservation of folk play wisdom in the Andaman coastal provinces; and 3) propose guidelines to develop Thai children folk plays in Andaman provinces. The sample consisted of 400 primary school students and 50 key informants including school administrators, primary school homeroom teachers, physical education teachers, local leaders, folk philosophers, and parents. Research instruments comprised: 1) a handbook of traditional folk play for Thai children in the Andaman coastal provinces; 2) an observation form for assessing the value of traditional folk play; and 3) interview protocols regarding conservation factors and development guidelines for traditional folk play. The content validity of the instruments was determined by calculating the Index of Item-Objective Congruence (IOC) with values ranging from 0.67-1.00. The reliability coefficients were 0.87 for the observation form and 0.85 for the interview protocols. Data were analyzed using mean, standard deviation, and content analysis. The findings revealed that: 1) traditional folk play significantly contributed to children's development across all aspects (physical, emotional, mental, social, and cognitive) at high levels; 2) conservation of folk play wisdom was influenced by personal factors, family and social factors, economic factors, and technological factors; and 3) effective guidelines for developing folk play wisdom included implementing supportive local policies, establishing educational institution policies, adapting play formats and equipment, and implementing targeted projects. The research findings provide valuable direction for developing local curricula and activities that promote the conservation of indigenous wisdom in educational institutions.

**Keywords:** Andaman Coastal Provinces, Child Development, Conservation Factors, Development Guidelines, Thai Children's Folk Play Wisdom

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## บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อ 1) ศึกษาคุณค่าของการละเล่นพื้นบ้านที่มีผลต่อพัฒนาการด้านร่างกาย อารมณ์ จิตใจ สังคม และสติปัญญาของเด็กไทยในกลุ่มจังหวัดอันดามัน 2) ศึกษาปัจจัยที่ส่งผลต่อการอนุรักษ์ภูมิปัญญาการละเล่นพื้นบ้านของเด็กไทยในกลุ่มจังหวัดอันดามัน และ 3) เสนอแนวทางการพัฒนาภูมิปัญญาการละเล่นพื้นบ้านของเด็กไทยในกลุ่มจังหวัดอันดามัน กลุ่มตัวอย่างที่ใช้ในการวิจัยคือนักเรียนชั้นประถมศึกษา จำนวน 400 คน ผู้บริหารโรงเรียน ครูประจำชั้นระดับประถมศึกษา ครูผู้สอนวิชาพลศึกษา ผู้นำท้องถิ่น ปราชญ์ชาวบ้าน และผู้ปกครอง จำนวน 50 คน เครื่องมือที่ใช้ในการวิจัย ได้แก่ 1) คู่มือการละเล่นพื้นบ้านของเด็กไทยในกลุ่มจังหวัดอันดามัน 2) แบบสังเกตคุณค่าการละเล่นพื้นบ้านของเด็กไทยในกลุ่มจังหวัดอันดามัน 3) แบบสัมภาษณ์เกี่ยวกับปัจจัยที่ส่งผลต่อการอนุรักษ์ภูมิปัญญาการละเล่นพื้นบ้าน และแนวทางการพัฒนาภูมิปัญญาการละเล่นพื้นบ้านของเด็กไทยในกลุ่มจังหวัดอันดามัน โดยหาความตรง (Validity) ของเครื่องมือด้วยการคำนวณหาค่า IOC (Index of Item-Objective Congruence) มีค่าอยู่ระหว่าง 0.67-1.00 และความเชื่อมั่น (Reliability) ของแบบสังเกต มีค่าเท่ากับ 0.87 และแบบสัมภาษณ์ มีค่าเท่ากับ 0.85 สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และการวิเคราะห์เนื้อหา ผลการวิจัยพบว่า 1) การละเล่นพื้นบ้านของเด็กไทยในกลุ่มจังหวัดอันดามันมีคุณค่าต่อพัฒนาการด้านร่างกาย อารมณ์ จิตใจ สังคม และสติปัญญาในภาพรวมอยู่ในระดับมาก 2) ปัจจัยที่ส่งผลต่อการอนุรักษ์ภูมิปัญญาการละเล่นพื้นบ้านของเด็กไทยในกลุ่มจังหวัดอันดามัน ได้แก่ ด้านบุคคล ด้านครอบครัวและสังคม ด้านเศรษฐกิจ และด้านเทคโนโลยี 3) แนวทางการพัฒนาภูมิปัญญาการละเล่นพื้นบ้านของเด็กไทยในกลุ่มจังหวัดอันดามัน ได้แก่ นโยบายระดับท้องถิ่น นโยบายของสถานศึกษา รูปแบบการเล่นและอุปกรณ์การเล่น และการจัดโครงการ ซึ่งผลการวิจัยนี้สามารถนำไปใช้เป็นแนวทางในการจัดทำหลักสูตรท้องถิ่นและกิจกรรมส่งเสริมการอนุรักษ์ภูมิปัญญาท้องถิ่นในสถานศึกษา

**คำสำคัญ:** กลุ่มจังหวัดอันดามัน, ปัจจัยการอนุรักษ์, พัฒนาการของเด็ก, ภูมิปัญญาการละเล่นพื้นบ้านของเด็กไทย, แนวทางการพัฒนา

## Introduction

Folk play is an integral component of cultural heritage that reflects the way of life, thoughts, and beliefs of people in each region. Although play patterns vary across regions, it is remarkably common to find similar play methods and characteristics in folk games worldwide. This similarity reflects the interconnected nature of human cultures; despite geographical distances, people have managed to communicate and transmit cultural elements across boundaries. Folk plays offer more than mere entertainment; they enhance children's development and serve as a perfect bridge connecting children with their cultural heritage and community traditions. Examples of popular folk plays found worldwide with similar playing methods include Hopscotch, Jackstones, Jump Rope, and Marbles. While these games exhibit cultural variations, their similarities highlight the interconnectedness of human cultures globally. Moreover, these traditional games promote children's skill development across multiple domains: physical, cognitive, social, emotional, mental, and linguistic. Therefore, supporting children's play is crucial for fostering balanced skill development and

growth, preparing them to become well-rounded adults with competencies in all aspects (Early Childhood Development Thailand, 2025).

In the rapidly changing global landscape, Thai children today are experiencing transformations across multiple dimensions of their lives, including lifestyle patterns, learning processes, family dynamics, and various risk factors, all of which reflect broader societal shifts and modernization trends. Consequently, Thai children must adapt to these emerging situations to maintain a quality existence. They need to develop knowledge and skills to effectively manage these changes and demonstrate adaptability. This necessitates the development of both learning and life skills. In this context, traditional folk plays can promote 21<sup>st</sup>-century competencies, including critical thinking and problem-solving, communication and collaboration, creativity and innovation, social skills and cultural awareness, as well as life skills and adaptability (Panich, 2017).

The conservation and development of Thai children's folk play wisdom are closely linked to several Sustainable Development Goals (SDGs) : Goal 3 (Good Health and Well-being), as folk plays promote physical activity, help reduce childhood obesity issues, and enhance mental health through social interaction; Goal 4 (Quality Education), as folk plays serve as effective out-of-classroom learning tools that develop comprehensive skills, enhance creativity, and promote lifelong learning; Goal 10 (Reduced Inequality), as folk plays are accessible activities without economic constraints, helping to bridge the gap between urban and rural children; Goal 11 (Sustainable Cities and Communities), as the conservation of folk plays contributes to protecting cultural heritage, creating safe public spaces for children, and fostering community connections; Goal 16 (Peace, Justice and Strong Institutions), as folk plays teach principles of coexistence, respect for rules, and peaceful conflict resolution while promoting participation in decision-making, acceptance of differences, and equal treatment; and Goal 17 (Partnerships for the Goals), through creating networks of cooperation between schools, communities, and local agencies in preserving folk plays (Centre for SDG Research and Support, 2016).

Literature review on the Conservation and Development of Thai Children's Folk Play Wisdom (Lehmongkol et al., 2006; Thonguthum, 2009; Ukrit, 2012; Putirungroj, 2014; Ukrit & Hiranchalothorn, 2015; Phonsiri et al., 2017; Thongtumluang et al., 2018; Bungmark, 2018) reveals that while some areas still maintain Thai children's folk plays with considerable diversity, many traditional games are being lost. This phenomenon may be attributed to national economic and social development plans that highlight the weaknesses of Thai society, which has deviated from its valuable cultural identity and simple traditional lifestyle toward power-oriented values, systems of wealth accumulation and patronage, resulting in materialism and consumerism that prioritize individual benefits over collective welfare. This shift has been identified as one contributing factor to severe economic crises. Additionally, modern foreign cultures, introduced alongside information technology and various

entertainment media, have influenced Thai society at a time when many Thai people lack the ability to filter and select content discerningly, leading to cultural domination and accelerating consumerist behaviors among younger generations. Consequently, Thai children's folk plays in southern Thailand and the Andaman coastal provinces have been largely neglected and lost, with only children in certain localities and groups still engaging in these activities, while most children are unfamiliar with traditional Thai games. In-depth studies of various schools, through interviews with school administrators, teachers, students, and local scholars, indicate that the primary cause is scientific and technological advancement; most children have received modern toys, both domestically and internationally produced, to such an extent that they have forgotten and lost interest in folk plays that represent Thai identity. Moreover, educational curricula do not mandate these activities, and some younger teachers are unfamiliar with the methods or characteristics of these plays, raising concerns that Thai folk plays may disappear unless conservation efforts are implemented.

The Andaman coastal provinces of Thailand possess a rich cultural heritage that encompasses diverse traditional folk plays. These cultural practices, transmitted through generations, constitute an essential component of local identity. However, in this era characterized by rapid technological advancement and globalization, these valuable traditions face the risk of extinction as children increasingly engage with digital entertainment platforms. This research aims to examine the value of traditional folk plays in contributing to the physical, emotional, mental, social, and cognitive development of Thai children in the Andaman coastal provinces. Additionally, it seeks to identify factors influencing the conservation of folk play wisdom and propose comprehensive guidelines for preserving and developing this cultural heritage.

The significance of this research lies in its potential contribution to cultural identity preservation while acknowledging the developmental benefits these traditional practices offer to children. By understanding the factors that influence the conservation of folk play wisdom and proposing practical guidelines for their development, this study seeks to establish a balanced approach that honors tradition while adapting to contemporary contexts, ultimately ensuring that these valuable cultural practices continue to benefit future generations of Thai children in the Andaman coastal region.

### Research Objectives

1. To examine the value of traditional folk play on physical, emotional, mental, social, and cognitive development of Thai children in the Andaman coastal provinces
2. To examine factors affecting the conservation of folk play wisdom in the Andaman coastal provinces
3. To propose guidelines to develop Thai children folk plays in Andaman provinces.

## Research Methodology

This research employed a mixed-methods approach, integrating both quantitative and qualitative research methods.

### Population and Sample of the Study

The population of the study consisted of school administrators, primary school homeroom teachers, physical education teachers, local leaders, folk philosophers, parents, and primary school students in the Andaman coastal provinces. Study samples were divided into two groups as follows.

#### 1. The first sample group was used for analyzing the value of folk plays.

1.1 Due to the diversity in structures and environments across provinces, the sample size was determined using Cochran's formula (1953) for unknown population size. With a confidence level of 95% and a margin of error of 5%, the calculated minimum required sample size was 385 participants. For convenience in evaluation and data analysis, the researcher established a final sample size of 400 participants. Four hundred elementary school students who experienced Thai children's folk plays in Andaman coastal provinces were invited to participate in the study by means of the multi-stage random sampling. The processes included 1) dividing the population stratum into five Andaman coastal provinces: Ranong, Phang Nga, Phuket, Krabi and Trang; 2) selecting one primary education service area office randomly from each province; 3) selecting two districts from each primary education service area randomly, totaling ten districts; 4) selecting one school per district from the selected districts in step 3 randomly, totaling ten schools that were Wichit Songkhram School, Hongyok Bamrung School, Ao Luek School, Ban Lam Thap School, Koh Panyi School, Ban Thanon School, Ban Pak Nam School, Ban Hin Chang School, Ban Thung Yao School and Ban Laem Som School; and 5) selecting forty primary school students from each school selected in step 4 randomly.

1.2 Twenty teachers from primary school homeroom subject and physical education were also invited to participate in the study in order to identify the value of Thai children's folk play wisdom in the Andaman coastal provinces in terms of their physical, emotional, mental, social and cognitive development. A purposive sampling method was used.

2. The second sample group was employed for exploring factors affecting the conservation of the Thai children's folk play wisdom and investigating guidelines for the development of the folk play wisdom. Using the purposive sampling method, fifty participants were selected. They included ten school administrators, twenty participants from primary school homeroom teachers and physical education teachers, and other twenty from local leaders, folk philosophers and parents.

### Research Instruments

1. A manual of seven folk plays for Thai children in the Andaman coastal provinces including Khwang Ling, Ching Lak Chai, Ti Khop Kradong, Phi Khao Khuat, Yaeng Mueang, Yon Phlong, and Luk Chut. They were gathered from Komarathat (2006); Ammaphat (2003); Onsoi and Siriratphaiboon (2012) and Department of Cultural Promotion (2006). This manual was used as an experimental manual. Each activity urged the children to develop their physical skills, emotional intelligence, social skills, and cognitive skills.

2. An observation form for evaluating the value of Thai children's folk plays in Andaman coastal provinces was used. It specifically assessed the value of the folk plays on the development of physical, emotional, mental, social and cognitive skills of Thai children in Andaman coastal provinces. The observation form consisted of 4 levels of rating score including 4 points means high value 3 points means rather high value; 2 points means moderate value; and 1 point means fair value. The average score criterion was as follows: average score between 1.00-1.49 means fair value; average score between 1.50-2.49 means moderate value; average score between 2.50-3.49 means rather high value; average score between 3.50-4.00 means high value.

3. Structured interviews were applied to investigate factors affecting the conservation of Thai children's folk play wisdom in Andaman coastal provinces and guidelines for the development of the folk play wisdom.

Three experts were asked to evaluate the validity of the folk play manual, the observation form and the structured-interview questions. Especially, the Index of Item-Objective Congruence (IOC) of the three research instruments were assessed. The results have revealed that their IOC score was at 0.67-1.00. Then, the folk play manual was tried out with more or less the same group of thirty samples in order to review the playing method, rules and timing consuming for each activity. Further, the students were asked if they had any questions regarding the method and rules of the games. The reliability of the observation form was also assessed. To do so, many observants have observed those thirty students, and data obtained were further analyzed with the Pearson's correlation coefficient. The result yielded at 0.87. After being adjusted according to experts' suggestions, the reliability of the interview questions on the factors affecting the conservation of Thai children's folk play wisdom in Andaman coastal provinces and the guidelines for the development of the folk play wisdom were then assessed by piloting with two teachers of health and physical education. The Pearson's Correlation Coefficient was reported at 0.85.

### Data Collection

1. The researcher visited sample schools in the Andaman coastal provinces. The purpose was to explain to primary school homeroom teachers and physical education teachers the implementation procedures according to "A Manual of Seven Folk Plays for Thai Children in the Andaman Coastal Provinces" and "An Observation for Evaluating the Value of

Thai Children's Folk Plays in Andaman Coastal Provinces". The researcher also provided instruction on how to record results in the observation form and addressed questions. The implementation period lasted for 8 weeks. Each school implemented seven types of folk plays: Khwang Ling, Ching Lak Chai, Ti Khop Kradong, Phi Khao Khuat, Yaeng Mueang, Yon Phlong, and Luk Chut. Each type of play was conducted 2-3 times, with each session lasting 30-50 minutes. The researcher prepared the materials and equipment for the folk plays and provided them to the schools.

2. The researcher scheduled appointments to collect data through interviews with school administrators, primary school homeroom teachers, physical education teachers, local leaders, folk philosophers, and parents regarding factors affecting the conservation of Thai children's folk play wisdom in Andaman coastal provinces and guidelines for the development of the folk play wisdom. Each interview session did not exceed 30 minutes.

### Data Analysis

The value of folk plays on the development of Thai children in the Andaman coastal provinces were statistically analyzed using a statistical analysis software, and the results were presented with means and standard deviations. Apart from this, the factors affecting the conservation of the Thai children's folk play wisdom in Andaman coastal provinces and the guidelines for folk play development were synthesized with the content analysis.

## Results

**The Value of Folk Plays on the Development of Children in Andaman Coastal Provinces:** The traditional folk plays have had influences on the development of physical, emotional, mental, social and cognitive skills of children at a high level with the mean score at 3.54. When considering the value of each item aspect, it was found that all aspects supported the children development the high level as shown in Table 1.

**Table 1** Value of Folk Plays on the Development of Children in Andaman Coastal Provinces

Value of Folk Plays	Mean	S.D.	Valuable Level
Physical development aspect	3.58	0.83	High
Emotional development aspect	3.54	0.66	High
Mental development aspect	3.55	0.79	High
Social development aspect	3.53	0.88	High
Cognitive development aspect	3.50	0.92	High
<b>Total score from all aspects</b>	<b>3.54</b>	<b>0.69</b>	<b>High</b>

**Factors Affecting the Conservation of Thai Children's Folk Play Wisdom in Andaman Coastal Provinces:** The results from interview sessions have reported as follows.

**Table 2** Factors Affecting the Conservation of Thai Children's Folk Play Wisdom in Andaman Coastal Provinces

Factors Affecting the Conservation of Thai Children's Folk Play Wisdom in Andaman Coastal Provinces	
<u><b>Personal Factors</b></u>	
<b>1. Knowledge and Understanding of Folk Play</b>	
1)	Historical and Cultural Knowledge: The level of knowledge regarding the history, value, and significance of folk play directly correlates with awareness of the importance of conservation.
2)	Skills and Direct Experience: Individuals who have experienced or witnessed folk play firsthand are more likely to value and desire to conserve these traditions compared to those without such experiences.
3)	Expertise in Transmission: The ability of local scholars or elders to transmit play methods and rules in an accessible and engaging manner is crucial for passing these traditions to new generations.
<b>2. Attitudes and Values</b>	
1)	Appreciation of Local Culture: Individuals with positive attitudes and appreciation for local culture are more inclined to support the conservation of folk play.
2)	Pride in Andaman Identity: The level of pride in one's roots and the identity of the Andaman area directly affects the desire to preserve local culture.
3)	Attitudes Toward Modernity: Perceiving folk play as outdated or incompatible with contemporary life presents a significant barrier to conservation efforts.
<b>3. Motivation and Commitment</b>	
1)	Dedication of Teachers and Community Leaders: The motivation and dedication of educational personnel and community leaders in promoting conservation activities.
2)	Recognition of Folk Play Benefits: Awareness of the benefits of folk play in terms of child development, community harmony, and moral cultivation.
3)	Continuity in Implementation: Commitment to conducting conservation activities consistently and continuously, rather than merely following temporary trends or policies.
<u><b>Family and Social Factors</b></u>	
<b>1. Family Role</b>	
1)	Changing Family Structures: The shift from extended to nuclear families reduces opportunities for intergenerational knowledge transfer.
2)	Time and Space for Play: Families' allocation of time and space for shared play affects opportunities for transmitting folk play traditions.



3) **Emphasis on Local Identity:** Families that instill in children an appreciation for local identity and culture are more likely to promote the conservation of folk play.

## **2. Educational System and Institutions**

1) **Integration into Local Curriculum:** Incorporating folk play into local curricula and learner development activities helps create systematic learning.

2) **Policies and Support from Educational Institutions:** Schools with clear policies promoting local culture and allocating resources to support conservation activities.

3) **Teachers' Knowledge and Skills:** Teachers' knowledge, understanding, and skills in accurately and engagingly transmitting folk play.

## **3. Social and Cultural Environment**

1) **Cultural Diversity in the Andaman Area:** The blend of Thai Buddhist, Thai Muslim, and sea nomad cultures creates diversity in folk play traditions.

2) **Changes in Community Lifestyle:** The transition from agricultural and traditional fishing societies to service and tourism-oriented societies affects community lifestyles and leisure time.

3) **Social Pressure:** Pressure from foreign cultural influences and modern values accompanying tourism development.

## **4. Role of Religious and Cultural Institutions**

1) **Support from Mosques and Temples:** The role of religious institutions in conserving and promoting play consistent with religious principles and cultural values.

2) **Cultural Event Organization:** Hosting local festivals and traditional events featuring demonstrations and promotion of folk play.

3) **Creation of Cultural Spaces:** Establishing public spaces or cultural centers for demonstrating and transmitting folk play.

## **Economic Factors**

### **1. Resources and Budget**

1) **Government Funding Support:** The level of budget support from central and local government agencies for conservation activities.

2) **Community Fundraising and Resources:** The ability to mobilize funding and resources from within the community to support conservation activities.

3) **Resource Allocation in Educational Institutions:** The allocation of budget, personnel, and time in schools for folk play conservation activities.

### **2. Tourism and Creative Economy**

1) **Cultural Tourism:** Opportunities to develop folk play as part of cultural tourism activities in the Andaman area.

2) **Cultural Value Addition:** Development of culture-related products associated with folk play, such as souvenirs, educational media, or performances.

3) Related Income and Occupations: Income generation and occupation creation through roles as instructors, demonstrators, or producers of folk play equipment.

### **3. Investment in Education and Culture**

1) Investment in Research and Development: Budget support for research and development of folk play.

2) Investment in Training and Personnel Development: Developing the potential of teachers, instructors, and relevant personnel in transmitting folk play.

3) Investment in Cultural Infrastructure: Establishing museums, cultural centers, or dedicated spaces for conserving and showcasing folk play.

### **Technological Factors**

#### **1. Competition with Modern Entertainment**

1) Attraction of Digital Games and Media: Competition with highly attractive electronic games and online entertainment.

2) Reduction in Play Time and Space: Children spending more time with electronic devices, reducing time and space for folk play.

3) Modern Value Orientation: Attitudes viewing folk play as outdated and not keeping pace with global trends.

#### **2. Application of Technology for Conservation**

1) Recording and Data Storage: Using technology to record, store, and organize folk play databases.

2) Development of Digital Learning Media: Developing multimedia, applications, or games that integrate folk play in digital formats.

3) Creation of New Play Innovations: Applying principles and values of folk play to new activities aligned with contemporary lifestyles.

#### **3. Dissemination and Promotion through Digital Channels**

1) Use of Social Media: Utilizing social media platforms to disseminate knowledge and raise awareness about folk play.

2) Creation of Online Communities: Establishing online groups or communities for those interested in folk play to exchange knowledge and experiences.

3) Reaching Target Audiences through Digital Channels: Using technology to reach target audiences, especially children and youth who are primary technology users.

**Guidelines for the Development of Children's Folk Plays in Andaman Coastal Provinces:** The results from interview sessions were as described follows.

**Table 3** Guidelines for the Development of Children's Folk Plays in Andaman Coastal Provinces

Guidelines for the Development of Children's Folk Plays in Andaman Coastal Provinces	
<b><u>Local Policies</u></b>	
<b>1. Development of Local Cultural Conservation and Development Strategies</b>	
1) Local administrative organizations should establish 5-year strategic plans for the conservation and development of folk play wisdom.	
2) Form local committees with multi-sectoral representation to drive policy implementation.	
3) Define clear success indicators for monitoring and evaluation purposes.	
<b>2. Budget and Resource Support</b>	
1) Allocate annual budgets for folk play conservation and development activities.	
2) Provide research funding for studying and developing folk play in the area.	
3) Secure appropriate public spaces for folk play activities within communities.	
<b>3. Network Building and Collaboration</b>	
1) Coordinate cooperation among local administrative organizations, educational institutions, Buddhist temples, mosques, and communities.	
2) Establish networks of local wisdom experts and folk play specialists in the Andaman area.	
3) Connect with provincial and regional agencies to exchange knowledge and resources.	
<b>4. Integration with Cultural Tourism</b>	
1) Develop folk play as a component of cultural tourism activities.	
2) Create calendars of events and festivals featuring folk play demonstrations and promotion.	
3) Highlight distinctive characteristics and unique identities of folk play in each area to attract tourists.	
<b><u>Educational Institution Policies</u></b>	
<b>1. Integration into School Curriculum</b>	
1) Develop local curricula that incorporate folk play as learning content.	
2) Integrate folk play into various subject areas such as physical education, arts, social studies, and Thai language.	
3) Establish indicators and assessment methods related to folk play knowledge and skills.	

**2. Learner Development Activities**

- 1) Establish folk play clubs or groups in schools.
- 2) Designate specific periods for folk play activities in weekly class schedules.
- 3) Organize folk play competitions and exhibitions at the school level and between schools.

**3. Teacher and Personnel Development**

- 1) Provide training for teachers to enhance knowledge and skills in transmitting folk play traditions.
- 2) Develop teacher leaders or specialized teachers for folk play in each school.
- 3) Invite local wisdom bearers and experts as special instructors or wisdom teachers.

**4. Creating Supportive Learning Environments**

- 1) Designate specific areas for folk play within school grounds.
- 2) Create learning corners or folk play museums in school libraries or cultural centers.
- 3) Foster an atmosphere that promotes pride in local cultural identity.

**Play Formats and Equipment****1. Adaptation of Play Formats to Contemporary Contexts**

- 1) Modify rules and play formats to be more concise and engaging.
- 2) Develop folk play to be more diverse and challenging.
- 3) Integrate folk play with modern activities that appeal to children.

**2. Development of Play Equipment**

- 1) Design play equipment to be durable, safe, and user-friendly.
- 2) Utilize local materials and promote community-based equipment production.
- 3) Develop ready-to-use play equipment sets with instruction manuals for schools and families.

**3. Technology Integration**

- 1) Develop applications or digital media that teach play methods and rules.
- 2) Create and distribute folk play demonstration videos through online channels.
- 3) Design computer or mobile games that simulate folk play activities.

**4. Promotion of Values and Benefits**

- 1) Analyze and present the developmental benefits of folk play for children.
- 2) Connect social and cultural values of folk play with 21<sup>st</sup> century life skills.
- 3) Promote play activities that blend the cultural diversity found in the Andaman area.

**Project Implementation****1. Community-Level Projects**

- 1) Organize annual folk play festivals in communities.
- 2) Establish folk play wisdom learning centers within communities.
- 3) Support children and youth groups for practicing and preserving folk play traditions.

**2. Educational Projects**

- 1) Organize folk play learning camps for students.
- 2) Hold innovation contests for folk play development among teachers and students.
- 3) Implement classroom research projects related to folk play.

**3. Regional Projects**

- 1) Organize folk play festivals at the Andaman provincial group level.
- 2) Create databases and conservation networks for Andaman folk play.
- 3) Promote folk play knowledge exchange between different areas.

**4. Dissemination and Public Relations Projects**

- 1) Produce engaging promotional media about folk play.
- 2) Create documentaries and television programs about folk play in the Andaman area.
- 3) Develop youth leaders in folk play conservation and dissemination.

**Conclusion and Discussion****The Value of Folk Play Wisdom toward the Development of Children in Andaman Coastal Provinces**

The folk play wisdom has been important to physical, emotional, mental, social and cognitive development of the children at a high level. When considering each value aspect, it has been found that the value of all aspects was similarly at the high level including physical, mental, emotional, social and cognitive aspect. This was similar to the findings of Phonsiri et al. (2017) which reported that the traditional plays had positive effects on children's physical, emotional, social and cognitive development. In a similar vein, Thongtumlung et al. (2018) found that southern children's traditional games had the highest positive effect on overall child development. When considering each aspect, it has been found that all aspects of child development were affected by the games at the highest level including physical, emotional-mental, intellectual, and social dimensions.

**Factors Affecting the Conservation of Thai Children's Folk Play Wisdom in the Andaman Coastal Provinces**

**Personal Factors:** The research highlights the importance of individual knowledge, attitudes, and motivation, particularly the relationship between understanding of history and culture and awareness of conservation importance. This finding suggests that conservation of traditional folk games must begin with building knowledge and awareness at the individual level. A significant issue is attitudes toward modernity, which may become barriers to conservation if traditional folk games are perceived as outdated. This finding aligns with contemporary social conditions where values related to modernity and technology heavily influence lifestyle and recreational activities, especially in the Andaman provinces which are tourism centers with substantial influx of external cultural influences. As noted by Putirungroj

(2014), the traditional games should be integrated with teaching management of educational institutions because the combination of the Thai children's games with various school subjects would help children enhance their physical, emotional, mental, social and cognitive development.

**Family and Social Factors:** The transformation of family structures from extended to nuclear families is identified as a significant factor reducing opportunities for intergenerational knowledge transfer. This reflects the challenges of preserving traditional wisdom in societies experiencing rapid changes in family structure. The role of educational systems and institutions is emphasized as a crucial mechanism for conservation, particularly the integration of traditional folk games into local curricula. This corresponds with educational concepts aligned with local contexts and community-based cultural learning. Cultural diversity in the Andaman area, which blends Thai Buddhist, Thai Muslim, and Sea People cultures, represents both a strength and a challenge. The variety of folk games based on different cultural foundations can create value and interest, but simultaneously requires sensitivity in conservation and promotion to align with different cultural and religious contexts. This was consistent with findings of Thongtumluang et al. (2018) who stated that most families ignored the importance of Thai children's traditional games since they feared that the children would be harmed while playing some traditional games. In addition, the influences of Western cultures have made Thai people more interested in international sports. Also, a family immigration made a sense of newness in the area where that family moved in. This was because members of that family did not know local traditional games, and they have never been trained to play the games by their family or school during childhood.

**Economic Factors:** Government budget support and community fundraising are crucial factors for the sustainability of conservation activities. This finding corresponds with the reality that cultural activities require resources and budget, especially in the initial stages. The opportunity to develop traditional folk games as part of cultural tourism activities in the Andaman area is interesting, as the Andaman provinces are a significant tourism region for the country. Integrating traditional folk games with tourism activities not only creates economic value but also disseminates and raises awareness about local cultural values. This was in conformity with the study of Ukrit and Hiranchalothorn (2015) who stated that the economic growth has led to more material prosperity. This phenomenon would cause the children more interested in playing the games that required ready-made equipment rather than the games that required time to produce the equipment for playing.

**Technological Factors:** Competition with modern entertainment, especially digital games and online media, presents a significant challenge to the conservation of traditional folk games. At the same time, technology has the potential to support conservation through data recording, development of digital learning materials, and online dissemination. The

balance between preserving traditional values and applying modern technology is therefore a critical issue for future development.

Personal factors, including knowledge, attitudes, and motivation, align with 21<sup>st</sup>-century learning and innovation skills and form the foundation for sustainable development as per SDG 4. Family and social factors, particularly changing family structures and cultural diversity in the Andaman area, emphasize the importance of social and cross-cultural skills, connecting with SDG 4.7 and SDG 11.4. Economic factors related to budget support and developing folk games within cultural tourism correspond with entrepreneurship and innovation skills, addressing SDG 8 and SDG 12. Technological factors that both challenge and support conservation reflect the significance of information, media, and technology skills, linking to SDG 9 (Centre for SDG Research and Support, 2016; Panich, 2017).

### **Guidelines for the Development of Thai Children's Folk Play Wisdom in Andaman Coastal provinces**

The development approaches proposed in the research are comprehensive and align with the factors affecting conservation. The establishment of strategies for conservation and development of traditional folk games wisdom at the local level reflects the importance of planning and participation from multiple sectors. Integrating traditional folk games into educational curricula and learner development activities is an approach consistent with the role of educational institutions in preserving traditional wisdom. Meanwhile, developing teachers and personnel with knowledge and skills to transmit traditional folk games promotes the personal factors crucial for conservation. Adapting play formats to be more concise and engaging, developing durable, safe, and user-friendly play equipment, and integrating technology are approaches that respond to the challenges of competition with modern entertainment. Analyzing and presenting the benefits of traditional folk games for child development and connecting the social and cultural values of traditional folk games with 21<sup>st</sup>-century life skills represents an interesting way to communicate the value of traditional folk games in a contemporary context. The approaches for implementing projects at various levels, from community and educational institutions to regional levels and public relations, reflect the necessity of driving conservation and development across multiple dimensions and levels.

The analysis reveals four key opportunities: 1) developing “cross-cultural educational innovation” using folk games to promote understanding among diverse cultures; 2) creating a “community learning ecosystem” linking various stakeholders, aligning with SDG 11 (Sustainable Cities and Communities); 3) establishing a “creative conservation digital platform” encouraging new generation participation; and 4) developing a “cultural social enterprise model” connecting conservation with sustainable community economic development, corresponding to SDG 8 (Decent Work and Economic Growth) and SDG 12 (Responsible Consumption and Production).

## Suggestions

### Policy Suggestions

1. Development of Regional Integrated Policy: There should be development of an integrated policy at the Andaman provincial cluster level for the conservation and development of traditional folk games wisdom. This policy should connect with cultural tourism initiatives and child and youth development policies.

2. Allocation of Integrated Budget: Relevant government agencies should allocate budgets in an integrated manner across educational, cultural, tourism, and child and youth development dimensions to support multidimensional projects.

3. Promotion of Research and Development: Policies should support research and development related to traditional folk games in various dimensions, including cultural research, child development research, and research for developing play innovations.

### Practical Suggestions

1. Development of Teacher Leaders: Teacher leaders specializing in traditional folk games should be developed in each province of the Andaman cluster to serve as key drivers for conservation and development efforts in educational institutions.

2. Creation of Learning Spaces: Learning centers for traditional folk games wisdom should be established in communities and educational institutions, with adequate physical space and learning materials.

3. Development of Digital Media: Digital learning materials presenting traditional folk games in modern and engaging formats for children and youth should be developed.

4. Integration with Tourism: Learning resources and traditional folk game activities should be developed in connection with tourist routes in the Andaman provincial cluster.

### Suggestions for Future Research

1. Study of Long-term Effects: Research should examine the long-term effects of participation in traditional folk game activities on various dimensions of child development, particularly 21st-century life skills.

2. Cross-cultural Comparative Studies: Comparative studies should be conducted on the forms and values of traditional folk games across diverse cultures in the Andaman provincial cluster, including Thai Buddhist, Thai Muslim, and Sea People cultures.

3. Research and Development of Innovations: Research and development should focus on play innovations that blend the principles and values of traditional folk games with activity formats compatible with contemporary lifestyles.



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