

## CHILDREN'S SOCIO-EMOTIONAL DEVELOPMENT AT ELEMENTARY-LEVEL SCHOOLS IN PUNJAB PAKISTAN

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### ABSTRACT

This research was conducted for estimating the progress of the socio-economic development of students at elementary-level schools in Pakistan. This study will be significant for students who are taking their courses in education and benefit parents as they will do more to help the teachers to become more knowledgeable about their students and their environment. This study used a combination of quantitative data and qualitative data. The quantitative data ultimately showed a statistical percentage whereas qualitative data were analyzed descriptively. The data was collected using observation from a private sector school where 30 students from class 6th were selected as a sample. The researcher did random sampling. The research used a comparative design. The quantitative data were analyzed using comparative statistics. The finding of the study suggests that respect is one of the important elements that should be promoted by teachers using different ways findings of this study can be used by school teachers to improve the socio-economic development of students. Results can also be used as the basis for further research on the role of socio-economics in the development of the learning of students.

**KEYWORDS:** Early childhood, Social and emotional development, Measurement, Competence

**Introduction:**

Let us all pause for a second and consider the influence of a single instructor. Most children's maturation is affected by the quality of their school experiences, both good and bad. Children's learning, conduct, and emotional and social development all suffer as a result of these situations. That is why it is crucial to look closely at the dynamics between educators and their students. As a bonus, fostering positive connections may aid a child's intellectual, emotional, and behavioral growth. Teachers often make an effort to aid young children in developing healthy social skills because of their sensitivity. Many studies have shown that students' conduct and academic performance are significantly influenced by their connections with their teachers, thus it is important to take a close look at the dynamics between teachers and students (Lippard, Paro, Rouse, & Crosby, 2018). Children's development is profoundly influenced by this connection, especially in the early elementary years (preschool and kindergarten), and it persists throughout the primary school years (Lippard et al., 2018). Strong teacher-student connections are associated with improved student conduct and academic achievement as well as the growth of students', emotional, and cognitive capacities (Lippard et al., 2018). To keep kids healthy, parents should encourage them to hone their social and emotional abilities; they are also crucial to their academic success. Children who are well-equipped socially and emotionally are less likely to have health problems and more likely to avoid dangerous situations. A child's early years are crucial for the development of several important traits and abilities, including language, socialization, self-control, empathy, motivation, and classroom and peer interaction skills. Because of the time commitment required, instructors should work on their students' and emotional competency daily via a wide range of engaging activities. The development of a child's social and emotional skills relies in part on the quality of the teacher-student interaction.

The early years of a person's life are a crucial time for their social and emotional development. Communication abilities in the classroom (with instructors and peers) and beyond are linked to several types of social and emotional competencies. Children's interactions with others, management of their emotions, and responses to life events are all influenced by their level of social and emotional competence. These abilities assist youngsters to ingotre out what to do when they are experiencing different

emotions, and they are linked to things like the capacity to appropriately express joy, sorrow, anxiousness, and rage. Children may also get insight into their own emotions and sense of self via interaction with adults in the classroom. When it comes to interacting with people, Wu, Hu, Fan, Zhang, and Zhang (2018) defined social and emotional skills as the ability to do so in a way that is socially and morally acceptable. It is a goal of many educators to provide consistent opportunities for pupils to practice and improve their interpersonal and emotional competencies. According to Lippard et al. (2018), students benefit from instructors' encouragement and are less likely to misbehave as they advance in the classroom. In addition, Lippard et al. (2018) found that students' positive outcomes and instructors' facilitation of skill development were both enhanced when educators focused on supporting students. Similarly, Breeman et al. (2015) found that when teachers and students develop good interactions, students are more engaged in class and have more confidence in their social skills. Conversely, when students and teachers have a strained connection, it may have a detrimental impact on student conduct and make students detest classroom interactions (Breeman et al., 2015). According to Breeman et al. (2015), children's emotional, social, and behavioral abilities suffer when they engage in negative peer communication. It has been established by several researchers that the teacher-student dynamic has a significant impact on the learning of every student in the classroom, as noted by Lippard et al. (2018). Lippard et al. (2018) noted, however, that even within the same classroom and with the same instructor, students' experiences might vary greatly. However, research by Cadima, Verschueren, Lea, and Guedes (2016) indicated that self-regulation among preschoolers is unrelated to the quality of the interaction between teachers and their charges. Cadima et al. (2016) observed that each student has a unique connection with the instructor, which contributes to the children's unique classroom experiences. Problematic children, according to research by Sutherland et al. (2018), have developmental challenges throughout childhood and into adulthood. In addition, Sutherland et al. hypothesized a direct correlation between early-life behavioral disorders and later-life behavioral difficulties (e.g., drug use, violence, and dropping out of school). Interventions (such as classroom activities), as mentioned by Sutherland et al., have a crucial role in shaping young children's behavior. Children that are lacking in interpersonal skills, behavior competency, or psychological abilities also struggle in

school, as was discovered by Sutherland et al. As a result, small children need more assistance than older ones. In addition, if we want to succeed in producing a healthy teenager or adult, we need to begin our work at an early age. Thus, early education, such as preschool and kindergarten, is crucial to kids' growth and development because it lays the groundwork for beneficial interpersonal, psychological, and cognitive outcomes later in life. Teachers of young children have the important role of guiding their charges toward healthy adolescence by providing them with the emotional and intellectual stimulation they need to flourish. Excellent educators, according to Ng and Bull (2018), promote students' social and emotional development via collaborative group projects. One-on-one time with adults helps kids grow and learn, too (Ng & Bull, 2018). Happiness has been linked to better physical and mental health, a longer life duration, and a lower mortality rate (Hirdes & Forbes, 2016). (Bowling & Grundy, 2009; Mete, 2005). What is more, it is an essential part of how happy someone feels within (Pavot & Diener, 2008). One's level of life satisfaction might be seen of as an informed assessment of their life's value, or as a determination of whether or not their current conditions meet their expectations (Pavot & Diener, 2016). An individual's level of life satisfaction might be seen as a reflection of how well his or her current circumstances conform to a personal set of ideals (Diener, 2016). Studies on teenage happiness often examine social contexts like school (elik, Arcizcan, & Turan, 2014). No research has been conducted, however, on the correlation between social awareness and happiness and the degree to which one conceals their true feelings and thoughts from others. However, teens' capacity for self-awareness and self-concealment may be one of the most significant factors in determining how fulfilled they feel with their lives. Goleman (2016) defines social consciousness as the ability to understand and empathize with the experiences of others. Communicate against social injustice, engage in actions that increase awareness of the other as a social being, learn to cope with the distress that conflict can cause (Greene & Kamimura, 2013), hone your critical thinking abilities, broaden your perspective on the value of interpersonal connections, and appreciate the benefits of engaging in meaningful conversation (Tsui, 2014). Individuals' social and cognitive abilities can only develop via sustained, meaningful nonconnections others. Engaging in debate and actively navigating the gaps between one's own worldview and that of others are two skills that may be honed via exposure to

new people and experiences (Kamimura, 2013).

Individuals may benefit from increased social awareness because it may have a good effect on their social behaviors, the quality of their interpersonal connections, and their ability to deal with difficulties in these areas. Positive outcomes like improved health and happiness have been connected to strong interpersonal ties, whereas negative outcomes like depression have been associated to social isolation (Perlman, 2007). Awareness of one's social environment may aid in the regulation of one's own emotions, which in turn can have a beneficial effect on the growth of one's social behaviors (Doctoroff, Greer, & Arnold, 2006). (Mayer, Salovey, & Caruso, 2004; Parrott, 2002). People who are more self-aware tend to have less depressive symptoms (Doan, 2006).

Self-concealment is another factor that may influence life satisfaction due to its effects on subjective well-being (Wang, Qi, & Cui, 2014) and mental health (Almas, Grusec, & Tackett, 2011) and its contribution to the development of low self-esteem, anxiety, and depression (Almas et al., 2011). Contrarily, hiding one's true feelings was linked to increased risk of suicide thoughts and actions as well as sadness (Friedlander, Nazem, Fiske, Nadorff, & Smith, 2012) and emotional anguish (Leleux-Labarge, Hatton, Goodnight, & Masuda, 2015). Additionally, research has indicated that people who tend to keep their emotions to themselves are less likely to seek out and use social and psychological support services when they need them (Barry & Mizrahi, 2005; Cepeda-Benito & Short, 1998). Keeping severely embarrassing or painful information about oneself from other people is an example of self-concealment, which is defined as a continuous behavioral pattern (Friedlander et al., 2012; Hu, Wang, & Wu, 2013; Larson & Chastain, 1990; Masuda & Latzman, 2012). "Self-concealment is distinct from poor self-disclosure in that the former indicates that an individual is concealing knowledge that is painful, while the latter just suggests that an individual is not sharing information that is private," In 2012, a group of researchers led by Friedlander published their findings. High levels of concealing were linked to reluctance to seek help because of worries about how others might react to learning private details about their lives (Shin & Ahn, 2015). Similar to how high self-concealers are less likely to get treatment, Cepeda-Benito, and Short (2018) found that high self-deceivers tend to isolate themselves. Even more importantly, research (Knee, 2017) showed that people's psychological health declined in

tandem with their degree of self-concealment. Studies (Miaskowski, 2016) shows that characteristics linked with consciousness (such as sadness, anxiety, and emotional stress) diminish overall happiness, suggesting that self-concealment may have a detrimental influence on teenagers' subjective well-being. The educational system of today makes it simpler than ever to raise a generation that is both productive and optimistic because of the increased emphasis on social and emotional learning. Children's homes are the primary environments in which they develop and learn; schools follow second. Teacher-student connections have been shown to have a significant impact on both academic performance and students' development as people. Children's academic and social success may be improved by increased positivity in these connections and the school environment. Furthermore, flourishing in all areas of development has a long-term, beneficial impact on their life, particularly intellectual ones.

Several studies have shown how children's emotional and social growth affects their academic performance. Researchers should prioritize the development of children's social and emotional competencies as a means of improving academic success. Nix, Bierman, Domitrovich, and Gill (2013) argue that present and future academic success is facilitated by the development of children's social and emotional competence. More social and emotional support for pupils is also required to guarantee high levels of academic accomplishment and test scores (Nix et al., 2013).

The function of schools and educators is crucial in the development of young children. When kids do well in school, it is largely because of the supportive environment they find there. Oftentimes, school staff members are the first adults children interact with outside the house (teachers, faculty members, and peers). Teachers have a significant impact on students' ability to adjust to the classroom setting because young children see their educators as role models. In addition, educators have the power to influence students' attitudes about education. Providing children with strong social and emotional ties is an easy method to promote their development and learning. Children's progress in areas like language acquisition, literacy, and interest in learning were shown by Nix et al. (2013) to be linked to their progress in areas like social and emotional development.

Nix et al. (2013) found that preschoolers who participate in social-emotional learning had greater school preparation, academic motivation, and achievement in elementary and

middle school. Children need a supportive social and emotional environment, as stated by Morris, Millenky, Raver, and Jones (2013), in order to be able to successfully complete their schoolwork. Emotional intelligence helps young children develop in tandem with their classmates and instructors (Denham, Bassett, Thayer et al., 2016).

Researchers have shown that teaching children social and emotional skills from a young age may have positive effects on their cognitive growth and school performance, as reported by Denham, Bassett, Thayer et al. (2016). Children's social and emotional development is also linked to their level of school preparation, academic performance, and capacity to cope with stress (Denham, Bassett, Thayer, et al., 2018). Young children's academic and social development may benefit greatly from a smooth transition into the school setting; conversely, those who struggle may find themselves trapped in a vicious cycle of academic and social decline (Denham, Bassett, Thayer et al., 2017). Denham, Bassett, Thayer, and others have argued that positive experiences in early education are crucial for shaping children's beliefs, emotions, and strategies as they go through school. Denham, Bassett, Thayer, et al. argue that early exposure to good emotions and social engagement are crucial for children's long-term development and academic achievement.

When a kid is young and lacks social competency, it might be challenging for them to transition to school (Denham, Bassett, Thayer et al., 2012). It has been noted by Denham, Bassett, Thayer, et al. (2012) that children's ability to regulate their emotions has an impact on how well they adapt to school and do academically. Denham, Bassett, Thayer, et al. also found that children who feel negative emotions have a harder time concentrating on schoolwork than those who are happy or neutral. Therefore, better academic performance, learning outcomes, and classroom-task engagement occur when children have more pleasant connections and interactions (Denham, Bassett, Thayer et al., 2018).

Academic success in kindergarten and beyond may be predicted by how well children manage their emotions (Denham, Bassett, Thayer et al., 2018). A student's ability to maintain and even improve their social and emotional well-being may have a positive impact on their academic performance (Denham, Bassett, Thayer et al., 2018). In addition, as Ashdown and Bernard (2018) point out, the development of early children's social and emotional abilities is linked to their well-being and academic achievement. Teachers in the preschool years play a key role in the development of a child's social and emotional skills

(which is connected to their academic and social success). According to Ashdown and Bernard, instructors of young children help them grow emotionally and socially since they know how to react to various situations. Reading and writing abilities, critical thinking, enthusiasm to study, and the ability to communicate, engage, and collaborate with peers and instructors are all areas that Ashdown and Bernard found to be bolstered by students' development of social and emotional competencies.

The long-term benefits of educating kids on social and emotional skills in early life have been proven in several studies, as Ashdown and Bernard (2011) noted. Verbal exchanges between children and a qualified early care educator should be warm and engaging (Ashdown & Bernard, 2011).

Ashdown and Bernard argued that young children's success in school across all subject areas is dependent on their ability to navigate the social and emotional challenges they face. Children's academic and social success were both linked to their capacity for social and emotional development. Young children are more likely to be prepared for school and to do well in academic activities if they feel joyful, comfortable, loved, understood, and listened to. Young children's school preparation and academic achievement are directly tied to their level of social and emotional competence. These abilities are just as crucial as any others when it comes to learning.

Based on their findings, Denham, Bassett, Mincic, et al. (2018) concluded that many studies are now concentrating on social and emotional development in addition to cognitive development. This is because social and emotional development influences well-being and academic achievement later in life. As a bonus, Denham, Bassett, Mincic, et al. (2018) argued that the vast social connections that may take place in schools are a key factor in students' success in the classroom. Teachers need to be adept at implementing classroom roles and instructions in a way that allows kids to experience independence to help children develop social and emotional competence (Denham, Bassett, Mincic, et al., 2018). In addition, students need to be able to regulate their emotions positively if they want to be actively engaged in classroom activities and achieve excellent academic achievement. Negative emotions may lead to poor academic results and lower levels of classroom engagement (Denham, Bassett, Mincic, et al., 2018).



Many studies have debated whether or not a child's emotional and social development has a lasting impact on their academic performance and overall success in school. Denham, Bassett, Mincic, et al. (2018) state that several researchers have shown a correlation between early exposure to behavioral management strategies and higher scholastic achievement in later years.

Denham, Bassett, Mincic, et al. (2018) list the following as examples related to classroom behavior: students who follow directions, participate in rule-setting, engage in challenging assignments, ask thoughtful questions, maintain focus, accomplish difficult tasks, and seek help when they need it. Children have to be well psychologically and socially for their overall health (in and out of the classroom), as underlined by Collie, Martin, Nassar, and Roberts (2018). Strong educational results, greater school preparedness, teaching tools engagement, increased rates of finishing and continuing courses, and improved well-being were all linked to higher psychological and social competency by Collie et al.

## **Methodology**

Methodologically, this study relied on action research to identify the issue and develop a plan of attack. The research used a descriptive statistics approach, which aimed to summarize key findings using broad categories to help readers quickly grasp the scope of the data. You may easily measure by describing the current state of affairs or the results of a study. Colza Alma Matter Miani School was the site of the investigation. Students from all primary grades at this school were included in the study's population. For this action study, 32 sixth-graders were chosen at random. The information was collected by questionnaire. Using this method, we generated a battery of questions tailored to the needs of the study and evaluated the results using SPSS-12.

## **Result and Discussion**

Used scale questionnaires to get students' responses towards the use for the improvement of social awareness. The results are shown below (Table). The total number of students in this questionnaire was 31.

**Table 4.1: The Questionnaire Results on the Implementation of Children's conflicts resolving**

| Statements                                                                | Option            | Students' Career selection |        |
|---------------------------------------------------------------------------|-------------------|----------------------------|--------|
| Social awareness of motivates them in career selection.                   | Strongly Agree    | 5                          | 15.62% |
|                                                                           | Agree             | 22                         | 68.75% |
|                                                                           | Disagree          | 5                          | 15.62% |
|                                                                           | Strongly Disagree | 0                          | 0%     |
| Socialization of helping them with career selection in different terms.   | Strongly Agree    | 8                          | 25%    |
|                                                                           | Agree             | 24                         | 75%    |
|                                                                           | Disagree          | 0                          | 0%     |
|                                                                           | Strongly Disagree | 0                          | 0%     |
| Resolving conflicts of making them able to career selection and training. | Strongly Agree    | 7                          | 21.88% |
|                                                                           | Agree             | 23                         | 71.88% |
|                                                                           | Disagree          | 2                          | 6.25%  |
|                                                                           | Strongly Disagree | 0                          | 0%     |
| The use of student's teacher relationship is understandable.              | Strongly Agree    | 2                          | 6.25%  |
|                                                                           | Agree             | 25                         | 78.12% |
|                                                                           | Disagree          | 5                          | 15.62% |
|                                                                           | Strongly Disagree | 0                          | 0%     |
| Can career selection effect from student's teacher relationship.          | Strongly Agree    | 6                          | 18.75% |
|                                                                           | Agree             | 20                         | 62.5%  |
|                                                                           | Disagree          | 6                          | 18.75% |
|                                                                           | Strongly Disagree | 0                          | 0%     |
| Can you use the career selection activities in your study?                | Strongly Agree    | 2                          | 6.25%  |
|                                                                           | Agree             | 26                         | 81.25% |
|                                                                           | Disagree          | 4                          | 12.5%  |
|                                                                           | Strongly Disagree | 0                          | 0%     |
| Children career affects the life of student.                              | Strongly Agree    | 2                          | 6.25%  |
|                                                                           | Agree             | 23                         | 71.88% |
|                                                                           | Disagree          | 7                          | 21.88% |
|                                                                           | Strongly Disagree | 0                          | 0%     |

They are influenced by their peers in making job choices, according to the first assertion. This statement was utilized to see whether there was a correlation between student-teacher rapport and better career choices for students. 32 people participated in the

survey. Findings from the study revealed that 15.62 percent of students were very motivated to use their teacher-student relationships to make professional decisions. Student-teacher relationships were shown to be effective in inspiring 68.75% of students to make informed career choices. The second claim addresses the role of the student-teacher relationship in settling disagreements. Assisting them in deciding on a profession Career guidance was effective for around a quarter of the students in terms of conflict resolution. The data revealed that 75% of students benefited from student- teacher relationships while making career decisions at various companies. Children's self-awareness and self-efficacy were used in the third statement, which demonstrates that 21.88 percent of children felt they could make an informed profession professional choice. 71.88% of students were able to choose a major or profession. The following statement concludes that 6.25 percent of students have a firm grasp of the methods used in student-teacher interaction. Accordingly, 78.12% of students believed that the processes in the student-teacher interaction were clear to them. To continue, this statement demonstrates that more than 80% of students may have student-teacher interaction through online lessons that would serve as the foundation for their personal development and career choice. If you read the sixth sentence, you will see that there were still four kids who could not establish a healthy rapport with their instructor. More than seventy percent of students agreed with the last statement, proving that student-teacher relationships are enjoyable.

## Discussion

From the outcome above, it very well may be seen that more than 50 % of the understudies reacted that Children's mindfulness and self-viability roused them in mindfulness and self-emotions. The utilization of student's teacher relationships was viable to persuade the understudies, assisting them with careering determination exercise exercises in various substances. After picking up utilizing Children's mindfulness and self-adequacy, more than 70 % of the understudies had the option of profession determination exercise in various substances. It likewise shows that Children's mindfulness and self-adequacy are justifiable and a good time for them. They could follow the means in Children's mindfulness and self-viability periods. More than 50 % of the understudies had the option to get the key mindfulness and self-viability when they utilized Children's mindfulness and self-adequacy. At that point, they had the option to build up the key mindfulness and self-adequacy into an exercise. Youngsters' mindfulness and self-viability

additionally assisted the understudies with understanding the conventional design of writings. The aftereffect of this exploration uncovered the enhancements contributed by the execution of the Children's mindfulness and self-viability periods in the education and vocation determination cycle of student's teacher relationship in a rudimentary class of Govt higher secondary school. To begin with, Children's mindfulness and self-adequacy could improve understudies' student's teacher relationships. It had the option to connect with the understudies' consideration and interests during the instructing and vocation choice interaction of mindfulness and self-adequacy. Moreover, Children's mindfulness and self-viability could give the understudies representations and thoughts in their psyches. Second, improvement could likewise be found in the educating and vocation choice cycle. Kids' mindfulness and self-adequacy could be joined with other media, for example, pictures or videos that could make different fun profession determination mindfulness and self-viability so it diminished understudies' weariness during their vocation choice interaction in the study hall. The understudies turned out to be more certain of profession choice and dynamic in the homeroom mindfulness and self-adequacy. Third, since the understudies were inspired and the Self-mindfulness and the self-adequacy class ran well, the understudies' mindfulness and self-viability were likewise improved.

## **Conclusion and Recommendation**

To sum up, having strong social and emotional skills is tied to effective communication and the capacity to interact with others in and out of the classroom. For children to become socially and emotionally mature adults, they must acquire a wide range of abilities via interactions with adults. Academic achievement and future success are directly linked to students' levels of social and emotional competence. Positive behavioral outcomes are more likely among preschoolers who have developed excellent social and emotional abilities. Better academic performance, readiness for future learning, happiness, and behavioral control may all be attained via the cultivation of social-emotional competence. Despite the difficulties, teaching is one of the most satisfying professions. If a teacher is unable to effectively communicate with their students, they will fail. It will be much simpler for you to learn from me if you have good communication skills; they include being clear, brief, and to the point. Those parents who feel they may benefit from some instruction can choose from a wide range of programs

designed just for them. To succeed in the classroom, teachers must have faith not just in their students, but also in themselves and their peers. Teachers have the power to shape their students into better people just by exuding confidence in themselves. It is suggested that similar research be conducted in the future to delve further into various facets of respect. More research papers are required to further examine these indicators. Therefore, future research should prioritize components of research design and significant, notably controlled trials, observational research, and experiments that are more quasi-experimental with a greater number of participants. The mental well-being of students and their families is an important area for future study.

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