



A Comprehensive Study of social and emotional learning in the early and middle childhood

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TABLE OF CONTENTS

Abstract

Chapter 1 Introduction

Chapter 2 Review of Literature

➤ Rationale of study

Chapter 3 Methodology

➤ Aim

➤ Objectives

➤ Hypothesis

➤ Design

➤ Variables

➤ Sample and its selection

➤ Description of tools employed

➤ Procedure

Chapter 4 Analysis of Results

Chapter 5 Discussion

Chapter 6 Summary and Conclusion

References

Appendices

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ABSTRACT

Social and emotional learning (SEL) plays a key role in children's academic readiness and success.

There are several Factors That Influence Children's Social and Emotional Development also but the big question was to assess social and emotional learning in early childhood as well as middle childhood, and to compare social and emotional learning in early childhood and middle childhood. In this stream of thought the research intends to check if there is going to be significant difference between Social and emotional learning in the early childhood (age 3-5 years) and Middle childhood (age 6-12 years)

This study therefore is conducted on a sample of 100 students under these two age groups of different schools around Delhi NCR and Noida.

Chapter 1

INTRODUCTION

Neurological research shows that the early years play a key role in children's brain development.

Babies begin to learn about the world around them from a very early age – including during the prenatal, perinatal (immediately before and after birth) and postnatal period.

Children's early experiences – the bonds they form with their parents and their first learning experiences – deeply affect their future physical, cognitive, emotional and social development.

Optimizing the early years of children's lives is the best investment we can make as a society in ensuring their future success.

There is increasing recognition in policy, research, and clinical practice communities that **early and middle childhood** provide the physical, cognitive, and social-emotional foundation for lifelong health, learning, and well-being

Prevention efforts in early and middle childhood can have lasting benefits. Emerging issues in early and middle childhood include implementing and evaluating multidisciplinary public health interventions that address social determinants of health by:

- Fostering knowledgeable and nurturing families, parents, and caregivers
- Creating supportive and safe environments in home, schools, and communities
- Increasing access to high-quality health care

A stronger and more robust surveillance system is needed to provide the data to understand and plan for the health and well-being of children.

Although in early and middle childhood, children are typically healthy, it is during this time that children are at risk for conditions such as:

- Developmental and behavioral disorders
- Child maltreatment
- Asthma and other chronic conditions
- Obesity
- Dental caries
- Unintentional injuries

While typically nonfatal, these conditions affect children, their education, their relationships with others, and the health and well-being of the adolescents and adults they will become.

Evidence shows that experiences in early and middle childhood are extremely important for a child's healthy development and lifelong learning. How a child develops during this time affects future cognitive, social, and emotional, language, and physical development, which in turn influences school readiness and later success in life. Research on a number of adult health and medical conditions points to pre-disease pathways that have their beginnings in early and middle childhood.

During early childhood, the human brain grows to 90 percent of its adult size by age 3. Early childhood represents the period when young children reach developmental milestones that include:

- Emotional regulation and attachment
- Language development
- Cognitive development
- Motor skills

All of these milestones can be significantly delayed when young children experience inadequate caregiving, environmental stressors, and other negative risk factors. These stressors and factors can affect the brain and may seriously compromise a child's physical, social-emotional, and cognitive growth and development.

More than any other developmental periods, early and middle childhood sets the stage for:

- School success
- Health literacy
- Self-discipline
- The ability to make good decisions about risky situations
- Eating habits
- Conflict negotiation and healthy relationships with family and friends

Middle childhood brings many changes in a child's life. By this time, children can dress themselves, catch a ball more easily using only their hands, and tie their shoes. Having independence from family becomes more important now. Events such as starting school bring children this age into regular contact with the larger world. Friendships become more and more important. Physical, social, and mental skills develop quickly at this time. This is a critical time for children to develop confidence in all areas of life, such as through friends, schoolwork, and sports.

Children develop the following changes in the middle childhood:

Emotional/Social Changes

Children in this age group might:

- Show more independence from parents and family.
- Start to think about the future.
- Understand more about his or her place in the world.
- Pay more attention to friendships and teamwork.
- Want to be liked and accepted by friends.

Thinking and Learning

Children in this age group might:

- Show rapid development of mental skills.
- Learn better ways to describe experiences and talk about thoughts and feelings.
- Have less focus on one's self and more concern for others.

Social and emotional learning (SEL) plays a key role in children's academic readiness and success. Students with strong SEL skills participate more in the classroom, have more positive attitudes about and involvement with school, are more accepted by classmates, and are given more instruction and positive feedback by teachers. Without SEL skills, young children are more likely to dislike school and perform poorly on academic tasks, and later experience grade retention and dropout (**Raver & Knitzer, 2002**).

In the same way that assessment is important for understanding students' academic learning, it is also important for understanding students' social and emotional learning. A well-designed SEL program includes not only evidence-based curricula and instruction (along with support

for teachers), but also clear goals and benchmarks (i.e., standards), and tools for universal and targeted screening and progress monitoring.

As children mature, the role of SEL changes in their daily lives. During early childhood, SEL skills are organized around positive engagement with people and the environment, managing emotions within social interactions, and remaining connected with adults while successfully moving into the world of peers. These tasks can be difficult to navigate: young children are often required to sit still or wait, attend, follow directions, approach group play, and get along with others both at school and outside of school.

SEL tasks then change radically for children entering middle childhood. As children become aware of a wider social network, they learn to navigate the sometimes-treacherous waters of peer inclusion, acceptance, and friendship. Managing how and when to show emotion becomes crucial, as does knowing with whom to share emotion-laden experiences and ideas.

Adolescents are expected to form closer relationships with peers; successfully negotiate a larger peer group and other challenges in the transition to middle and high school; come to understand the perspectives of others more clearly than ever before; achieve emotional independence from parents and other adults while maintaining relationships with them; establish clear gender identity and body acceptance; prepare for adulthood; and establish a personal value or ethical system and achieve socially responsible behavior.

In the academic realm, older children and adolescents are required to become much more independent in their engagement with ever more complex coursework, and to consider how their achievement is moving them toward independence. SEL is therefore integral to a child's development from preschool through adolescence and is often related to his or her success in school.

Because SEL is so important, standards in this area are as crucial as those in any other area (and, I would argue, possibly *more important*). However, in the national arena, standards for SEL are few and unclear.

The **interpersonal domain** includes teamwork, collaboration, and leadership. The **intrapersonal domain** includes intellectual openness, work ethic/conscientiousness, and positive self-evaluation. However, the NRC (2012) acknowledges that cognitive skills have been addressed more extensively than have interpersonal and intrapersonal skills, which have been covered more unevenly and have no assessment tools to benchmark students.

Today's schools are increasingly multicultural and multilingual with students from diverse social and economic backgrounds. Educators and community agencies serve students with different motivation for engaging in learning, behaving positively, and performing academically. Social and emotional learning (SEL) provides a foundation for safe and positive learning, and enhances students' ability to succeed in school, careers, and life.

5 Keys to Successful SEL



Research shows that SEL not only improves achievement by an average of 11 percentile points, but it also increases prosocial behaviors (such as kindness, sharing, and empathy), improves student attitudes toward school, and reduces depression and stress among students (**Durlak et al., 2011**). Effective social and emotional learning programming involves coordinated classroom, school wide, family, and community practices that help students develop the following five key skills:

Self-Awareness

Self-awareness involves understanding one's own emotions, personal goals, and values. This includes accurately assessing one's strengths and limitations, having positive mind-sets, and possessing a well-grounded sense of self-efficacy and optimism. High levels of self-awareness require the ability to recognize how thoughts, feelings, and actions are interconnected.

Self-Management

Self-management requires skills and attitudes that facilitate the ability to regulate one's own emotions and behaviors. This includes the ability to delay gratification, manage stress, control impulses, and persevere through challenges in order to achieve personal and educational goals.

Social Awareness

Social awareness involves the ability to understand, empathize, and feel compassion for those with different backgrounds or cultures. It also involves understanding social norms for behavior and recognizing family, school, and community resources and supports.

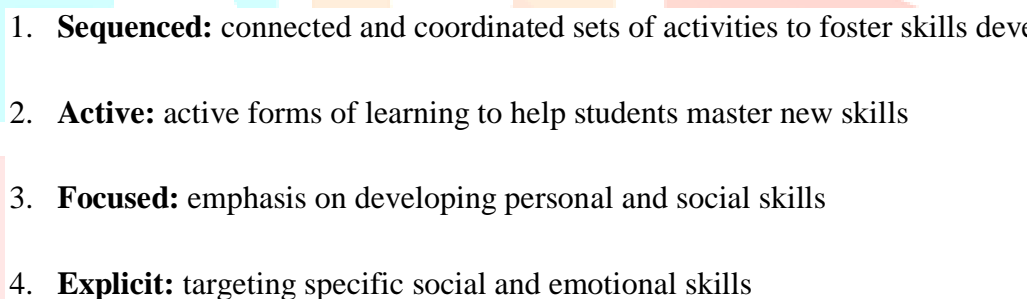
Relationship Skills

Relationship skills help students establish and maintain healthy and rewarding relationships, and to act in accordance with social norms. These skills involve communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking help when it is needed.

Responsible Decision Making


Responsible decision making involves learning how to make constructive choices about personal behavior and social interactions across diverse settings. It requires the ability to consider ethical standards, safety concerns, accurate behavioral norms for risky behaviors, the health and well-being of self and others, and to make realistic evaluation of various actions' consequences.

School is one of the primary places where students learn social and emotional skills. An effective SEL program should incorporate four elements represented by the acronym SAFE (Durlak et al., 2010, 2011):

- 
1. **Sequenced:** connected and coordinated sets of activities to foster skills development
 2. **Active:** active forms of learning to help students master new skills
 3. **Focused:** emphasis on developing personal and social skills
 4. **Explicit:** targeting specific social and emotional skills

The Short- and Long-Term Benefits of SEL

Students are more successful in school and daily life when they:

- 
- Know and can manage themselves
 - Understand the perspectives of others and relate effectively with them
 - Make sound choices about personal and social decisions

These social and emotional skills are some of several short-term student outcomes that SEL programs **promote** (Durlak et al., 2011; Farrington et al., 2012; Sklad et al., 2012). Other benefits include:

- More positive attitudes toward oneself, others, and tasks including enhanced self-efficacy, confidence, persistence, empathy, connection and commitment to school, and a sense of purpose

- More positive social behaviors and relationships with peers and adults
- Reduced conduct problems and risk-taking behavior
- Decreased emotional distress
- Improved test scores, grades, and attendance

In the long run, greater social and emotional competence can increase the likelihood of high school graduation, readiness for postsecondary education, career success, positive family and work relationships, better mental health, reduced criminal behavior, and engaged citizenship (e.g., **Hawkins, Kosterman, Catalano, Hill, & Abbott, 2008; Jones, Greenberg, & Crowley, 2015**).

Promoting social and emotional development for all students in classrooms involves teaching and modelling social and emotional skills, providing opportunities for students to practice and hone those skills, and giving students an opportunity to apply these skills in various situations.

One of the most prevalent SEL approaches involves training teachers to deliver explicit lessons that teach social and emotional skills, then finding opportunities for students to reinforce their use throughout the day. Another curricular approach embeds SEL instruction into content areas such as English language arts, social studies, or math (**Jones & Bouffard, 2012; Merrell & Gueldner, 2010; Yoder, 2013; Zins et al., 2004**). There are a number of research-based SEL programs that enhance students' competence and behavior in developmentally appropriate ways from preschool through high school (Collaborative for Academic, Social, and Emotional Learning, 2013, 2015).

Teachers can also naturally foster skills in students through their interpersonal and student-centered instructional interactions throughout the school day. Adult-student interactions support SEL when they result in positive student-teacher relationships, enable teachers to model social-emotional competencies for students, and promote student engagement (**Williford & Sanger Wolcott, 2015**). Teacher practices that provide students with emotional support and create opportunities for students' voice, autonomy, and mastery experiences promote student engagement in the educational process.

At the *school level*, SEL strategies typically come in the form of policies, practices, or structures related to climate and student support services (**Meyers et al.**). Safe and positive school climates and cultures positively affect academic, behavioral, and mental health outcomes for students (**Thapa, Cohen, Guffey, & Higgins-D'Alessandro, 2013**). School leaders play a critical role in fostering schoolwide activities and policies that promote positive

school environments, such as establishing a team to address the building climate; adult modelling of social and emotional competence; and developing clear norms, values, and expectations for students and staff members.

Fair and equitable discipline policies and bullying prevention practices are more effective than purely behavioral methods that rely on reward or punishment (Bear et al., 2015). School leaders can organize activities that build positive relationships and a sense of community among students through structures such as regularly scheduled morning meetings or advisories that provide students with opportunities to connect with each other.

An important component of schoolwide SEL involves integration into multi-tiered systems of support. The services provided to students by professionals such as counselors, social workers, and psychologists should align with universal efforts in the classroom and building. Often through small-group work, student support professionals reinforce and supplement classroom-based instruction for students who need early intervention or more intensive treatment.

SEL begins in early childhood, so family and early childcare settings are important (**Bierman & Motamedi, 2015**). Higher education settings also have the potential to promote SEL (**Conley, 2015**).

5 Guiding Principles of Social and Emotional Learning

According to CASEL, social-emotional learning can be defined 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.”*

While students’ emotional well-being and social skills has always been on educators’ radar, recent years have witnessed a shift towards a stronger focus on SEL in the classroom. Researchers have come to understand the connections between academic performance and SEL, as well as the importance of attending to the many facets of student learning experiences in an effort to educate the *whole child*.

But implementing SEL initiatives in your school or classroom can be a challenge — whether you’re looking to improve your school climate, integrate SEL lesson plans into traditional academic work, or partner with community organizations to meet your goals, gaining momentum to influence real change will be difficult. To help get you started, Annie Snyder, Learning Scientist from our Applied Learning Sciences team, has written a guide entitled *Building Social Emotional Learning into the School Day: Five Guiding Principles*. Find the [full guide here](#), or read on for a synopsis:

5 Guiding Principles of SEL: Create, Integrate, Communicate, Instruct, Empower

1. Create

The purpose of this principle is to consciously create a nurturing, caring, and safe environment for students. In the guide, you'll find specific strategies and a full, narrative example for carrying out this principle.

Sample strategy: Provide multiple ways for students to report, discuss, and work through conflicts.

2. Integrate

The key to this principle is to incorporate SEL skill-building into academic instruction whenever possible. It's about keeping social and emotional learning top-of-mind, and constantly revisiting your incorporation tactics to find new, creative ways to integrate. You'll find strategies and a narrative example in the guide.

Sample strategy: Design a full classroom unit based on a real-life theme (e.g. helping a local organization increase environmental sustainability.)

3. Communicate

This principle takes your larger community into account, and stresses that you communicate early and often with all SEL stakeholders. Every educator a student encounters during the day should be aware of SEL objectives and communicate with colleagues or partners about concerns and progress. The guide provides individual strategies for communicating with parents, school staff, and community partners.

Sample strategy: When communicating with school staff, researchers recommend that schools form a core team of school staff and administrators to lead in the communication and integration of SEL into school-wide strategies.

4. Instruct

The purpose of this principle is to consider social and emotional learning as you would any other subject area — as information and lessons worth explicit, planned instruction. With clear guidance, you will ensure that your students fully understand SEL content and expectations. Find step-by-step strategies and narrative examples in the guide.

Sample strategy: Explicitly teach protocols and procedures for handling challenging social situations. Recognize that time spent on topics such as conflict resolution counts as a “teachable moment” just as time spent on academic content.

5. Empower

This principle gets at the core of any social-emotional learning instructional plan: to empower students to take charge of their own social and emotional learning. It's about ensuring that students are supported and ready to take on the next phase of their academic and emotional lives with confidence.

Sample strategy: Provide data and feedback that students can use to modify and extend their own application of SEL strategies learned in the classroom.

Factors That Influence Children's Social and Emotional Development

The child's mind is like a mold of clay and can be shaped easily. Also, there are many factors that influence children's social and emotional development. Here are a few examples.

Positive caring and bonding

Your child learns early in life about the importance and significance of relationships. Hence, if you teach her about it early and reinforce with positive caring and attention, you will lay a strong foundation for her social development.

Playing is the work of children and that's how they learn. Moreover, positive play and family play time will ensure that she learns importance skills along with having a healthy brain development.

Provide a nurturing environment

A positive environment is a key to foster the child's emotional and social development. This is because kids are constantly watching and learning from adults about the acceptable social behaviour. So, make sure she has a supportive, stimulating, and caring environment, which will foster her brain development during the crucial years of her life.

The importance of loving caregivers

Punishing, beating, and shaming, if that's your motto of parenting, you're doing it wrong. It is important that you enforce discipline without making her feel unloved. To have loving caregivers is as essential as oxygen to your child's brain growth and development, so make sure she has all your attention and love.

Raising a child as a "Team"

Raising a child is not just the shared responsibility of the parents, but also that of the family. Therefore, it is important for every member of the family to contribute and be there to work as a team. So, make sure everyone follows the family norms, contributes their bit to raising a child and fosters her social and emotional development.

“The true measure of a nation’s standing is how well it attends to its children – their health and safety, their material security, their education and socialization, and their sense of being loved, valued and included in their families and societies they are born in.” (UNICEF Innocenti Research Center, 2007)

CHAPTER 2

Review of Literature:

Dubey, A. and Srivastava, A (2014) studied parental factors, achievement motivation and performance of adolescents. Results indicated that high performance group of students have more achievement motivation in comparison to low performance group of adolescents. The scores on parental factors are also high in high performance group. Amongst the four parental factors, parental approval emerged as the most significant predictor of achievement motivation and performance followed by resources made available by parents, parental encouragement and parental pressure. The high performance group girls are more future oriented with high level of aspiration as their expected and achieved scores are less discrepant, however, the same is not true for low performance both boys and girls. They expected more and achieved less than their expectation. These findings imply that in order to improve children’s education, parental approval warrants the future orientation.

Tiwari, V. and Verma, S. (2013), studied mental health status of Adolescents in relation to perceived parental support. The aim of the present study is to examine the relationship of perceived psychological and instrumental support along with various mental health problems of adolescents. The study was carried out on 400 adolescents (200 boys and 200 girls) with age range of 15 to 19 years. Results revealed that girls perceived more instrumental parenting support (both paternal and maternal) than boys. On psychological support (paternal and maternal), boys and girls emerged to be more or less equal. Most of the associations of parental support, along Perceived Parenting in relation to Mental Health and Social Maturity 48 with various mental health problems, were found negatively significant. Perceived paternal psychological support emerged as a significant predictor for most of the mental health problems. The present study provides the conclusion that parental support is related to better mental health of adolescents

Dhanalaxmi, D. (2013), studied self-concept, anxiety and mental health among adolescent boys and girls. The results of the t-test revealed that gender differences exist in self-concept, anxiety and mental health. It was interesting to note that the adolescent girls have better self-concept than the boys, providing space for positive thinking. In contrary, boys were very anxious compared to the girls, which can be attributed to active participation in the daily activities, be it at home or at school. The mental health scores were high among the adolescent girls than boys. Pearson’s correlation explains that self-concept and mental health

were positively Perceived Parenting in relation to Mental Health and Social Maturity 57 related while anxiety and mental health were negatively related. Suitable interventions must be designed at school to improve the self-concept of the student at the adolescent phase of their career in their line of education.

Kirkpatrick, Stant, Downes and Gaither (2013) examined the relationship between LOC and student success by presenting students with timed opportunities to name specific internal or external events that would engender their individual success. First, the authors revisited the relationship between grades and academic performance by measuring LOC, grades in general psychology, and overall grade point average (GPA). Then, they devised a task that would require students to name the actual events (their own 84 choices or external happenings) purported to exert causal control over academic outcomes. They hypothesized that skilled and discriminating students could easily identify behaviors in which they routinely engage, but would have difficulty making up answers that were not already in their repertoire. By timing the task, the authors aimed to diminish the influence of self-serving attributional bias. Finally, although not specifically spelled out, they integrated the LOC concept into a first-year psychology course to demonstrate its pedagogical value. In this manner, they have begun a process of integrating student development issues into the academic curriculum in a manner that might eventually facilitate academic success without compromising or detracting from curricular integrity.

Gifford, Brice-o-Perriott and Mianzo (2012) in a study of more than 3,000 first-year students assessed a traditional pre-college predictor, the ACT, along with a new potential pre-college predictor, locus of control, to determine their effectiveness in predicting first-year student academic achievement as measured by end-of-first-year cumulative GPA. The results indicated that first year students who entered university with lower scores on the locus of control scale (internals) obtained significantly higher GPAs than those who scored higher (externals) on this same scale. Pre-college ACT scores also served as an effective predictor of student academic success as demonstrated by significantly higher cumulative GPAs at the end of the first year. In addition, it 83 was also found that first-year students retained to their sophomore year demonstrated a statistically higher GPA than those who were not retained.

Ashtiani, Ejei, Khodapanahi and Tarkhorani (2012) in a study surveyed some of personality characteristics of adolescents and their associations with academic achievement: According, 1314 randomly allocated students of Tehran's high schools were assessed by Beck self-concept inventory, Coopersmith self-esteem inventory, Spielberger State-Trait anxiety inventory, Beck depression inventory. Results indicated that self-concept was correlated with self-esteem and those two have positive impacts on augment of academic achievement. Moreover, the increase of self-concept and self-esteem were related to the decrease of anxiety and a negative significant relation found to be existed between self-concept, self-esteem and depression which will ensue decrease in academic achievement. They also quoted Wiest et. al., (1998), who observed that academic performance, is influenced by locus of control.

Sinha, Chhaya & Gupta, Anshum (2012) investigated the relationship between depression, life events and perceived social support among adolescents. Adolescence is a time of multiple transitions, which often leads to an experience of distress that is reflected in academic failure, failing standards and other mental problems among students. One such common mental illness is depression. The purpose of the study was to examine the relationship between depression, life events and perceived social support among adolescents. A total of 60 adolescents from a public school were chosen. Beck Depression Inventory – II and scales of perceived social support Perceived Parenting in relation to Mental Health and Social Maturity 58 (family, friends) were administered along with a semi-structured interview for dimensions of social support and self-report of life events. The results showed that non-depressed adolescents reported higher level of perceived social support from the family as compared to the moderately depressed adolescents. Moderately depressed adolescents reported a negative change in quality and quantity of family support and feeling of inadequacy of social support as compared to non-depressed adolescents. Non depressed participants reported feelings of confidence and happiness as compared to participants in the mildly, moderately depressed. Depressed adolescents reported more number of negative events as compared to non-depressed adolescents. Males recalled more number of daily pleasures as compared to females; the study establishes that depression in adolescence is relate to negative life events and lower levels of perceived social support.

Farokhzad, Pegah (2012) undertook a study of adolescent's depression in relation to personality and family environment. Depression is one of the most prevalent psychological disorders and can be caused by several factors, of which family may have the most impact. It is indeed the primary social influence on health related behaviours in adolescence. The study aims to explore the relationship of personality and family environment with depression among Iranian adolescents and gender differences on depression. A sample of 200 adolescents (males and females) in the age range of 16 – 19 years was drawn from the schools of Tehran city. Subjects were tested on Beck's Depression Inventory, Family Environment Scale and Eysenck's Personality Questionnaire – Revised. Results reveal that boys were higher on depression than girls. Also there was a positive relationship between depression and psychoticism and neuroticism; a negative relationship with cohesion, expressiveness, independence, intellectual cultural orientation, active-recreational Perceived Parenting in relation to Mental Health and Social Maturity 59 orientation and organization

Elias & Huey.T (2011). The purpose of this study was to examine the relationship between perceived paternal and maternal parenting styles (permissive, authoritarian, and authoritative) and students 'academic achievement (Form Three public examination results). The sample consisted of 247 Form Four students in two secondary schools.dimensions of family environment. In conclusion, experiencing depression during childhood or adolescence can lead to re-occurring negative affects and emotional problems. The family environment thus has a key role in maintaining healthy relationships and parent-

child relationships that send a message of acceptance and connections facilitating positive outcomes in life.

Tümkiye, Aybek and Çelik (2010) investigated the correlation between the life satisfaction and loneliness levels of students of Faculty of Education with respect to age and gender variables. The participants were students at the Educational Faculty of Çukurova University in Adana/Turkey. The sample consisted of 422 students, 223 female and 199 male. Their life satisfaction and loneliness levels were measured by the “UCLA Loneliness Scale” and “Life Satisfaction Scale”; also “Personal Information Form” is used to gather personal information. To analyse data, t-test, one-way ANOVA, stepwise regression and correlation statistical techniques were used. The research findings showed that the male students’ loneliness level is higher than the female students’ loneliness level. There was no significant difference found between male and female students’ life satisfaction.

Stewart (2010) found that several of the family influence variables directly or indirectly affected 12th grade academic achievement. Furthermore, most of the individual influence variables were directly related to 12th grade achievement. A surprising finding from this study was the non-significant effect of family income on 12th grade achievement. Overall the findings supported the notion that family and individual-level characteristics are important predictors of academic success among African American students.

Abd-El-Fattah (2010) in a study revealed that students’ perception of parental involvement factors was the most important predictor of academic achievement, followed by parents’ education, and family school disengagement. Students’ perception of at-school parental involvement and parents’ education had an indirect effect on academic achievement through their effect on school disengagement. Parents’ education was the most important predictor of school disengagement. There was a reciprocal relationship between academic achievement and school disengagement.

Ribadu (2010) examined the influence of family cohesion, family adaptability, self-image, and locus of control on two measures of academic achievement among male and female adolescents. Using a self-administered questionnaire, data were gathered from a convenient sample of 230 students from five high schools in San Bernardino County in Southern California. Family cohesion, family adaptability, self-image and locus of control were significant predictors of both measures of academic achievement. Also, family cohesion and family adaptability was weightier predictor of GPA more so than self-image and locus of control suggesting the importance of family to academic achievement among adolescents.

Lan.P (2009) in his threefold dissertation found that Socio-Economic Status has a significant and positive effect on nurturant parenting and on adolescents’ academic achievement, which in turn, affect adolescent

self-esteem. MANOVA results showed a gender effect for academic achievement and a grade effect of parental education on adolescents' academic achievement.

Jeynes (2009) using the 1992 NELS data set, assessed the effects of three aspects of parental involvement and family structure on the academic achievement of those children. It was found that family structure and two of the three aspects of parental involvement were associated with higher adolescent academic achievement, when gender, race, and socio-economic status are controlled. Family structure was the single greatest predictor of academic achievement and the extents to which parents discussed school issues and attended school function also had a positive impact on adolescents' academic achievement.

Kakihara, Fumiko & Weaver.T, Lauree (2009) studied adolescents' interpretations of parental control: differentiated by domain and types of control. To determine whether adolescents interpret parental behavioral and psychological control differently, type, level, and domain of control were manipulated across three interpretations (adolescents' competence, mattering to parents, and parental intrusiveness).

Keijsers, Branje.T, Wim et al (2009) investigated the developmental links of adolescent disclosure, parental solicitation, and control with delinquency: moderation by parental support. The 4-wave study among 309 Dutch adolescents and their parents examined changes in adolescent disclosure, parental solicitation, and parental control and their links with the development of delinquent activities. Annually, adolescents and both parents reported on adolescent disclosure, parental solicitation, and parental control, and adolescents reported on delinquent activities and parental support. Latent growth curve analyses revealed a linear decline in parental control between ages 13 and 16. Adolescent disclosure decreased gradually in adolescent reports and showed an L-shaped pattern in father reports and a V-shaped pattern in mother reports. A stronger increase in delinquent activities was related to a stronger decrease in disclosure in mother and Perceived Parenting in relation to Mental Health and Social Maturity 52 adolescent reports and to lower levels of disclosure in father reports. The linkages between levels of disclosure and delinquent activities were stronger in families with high parental support than in families with lower support. Furthermore, in lower parental support families, a stronger decrease in paternal control was related to a stronger increase in delinquent activities. In high parental support families, however, a stronger decrease in adolescent-reported parental control was related to a less strong increase in delinquent activities

Rationale of study-

Till date there are very few researches conducted on the social and emotional learning as it is an extremely new concept launched first in the United Kingdom as the “SEE learning”, and all the researches before were either on adolescents (13-19yrs) Or elder people, college students etc. stating the social and emotional learning partially and throwing more light on the mental health, anxiety, depression, locus of control, social maturity parental support.

No research focused on the foundation of the age group from where the social and emotional learning starts in a person, i.e. the early childhood (3-5 years) and the middle childhood (6-12 years).

This study is to examine the social and emotional learning in the early and middle childhood also finding a comparison for the same.

The SEE learning concept is now being included in the upcoming schools with the new curriculum.

It's important to conduct this research as it would provide knowledge to the young parents or caregivers/guardians about how much the child is stable in the social learning (outside environment as well as the emotional leaning (knowing how emotionally competent) the child is. In the foundation stages of child development.

Chapter 3

METHODOLOGY

Aim: To study the social and emotional learning in the early and middle childhood

Objectives:

- To assess social and emotional learning in early childhood.
- To assess social and emotional learning in middle childhood.
- To compare social learning in early and middle childhood
- To compare emotional learning in early and middle childhood

Hypothesis:

H1 There would be significant difference in social learning in early and middle childhood.

H2 There would be significant difference in emotional learning in early and middle childhood.

Design:

The study is a two group Non-Experimental Research Design, as it is 'Natural' that Social and Emotional learning/ development keeps on increasing with age, so there is less of social emotional learning in the early childhood compared to the middle childhood.

Variables:

Dependent variable- social and emotional learning

Independent variable- early and middle childhood.

Sample and its selection:

The sample of the study comprised of 100 children which was divided into two age groups (i) 3-5 years, (ii) 6-12 years, 50 sample size for each of them. The sample included both boys and girls from various schools in NEW DELHI AND NOIDA from whom data was collected.

The sample was collected through convenience sampling.

After collecting data, Microsoft EXCEL was used to tally the responses and calculate the Sten Scores. The tallies of all responses were then exported into the Statistical Package for the Social Sciences (SPSS) 20.0 FOR WINDOWS.

Prevalence of Social and emotional Learning on the early and middle childhood was examined primarily with the help of SPSS.

- To find out if there is significant difference between social and emotional learning in early and middle childhood T -test was used.

Description of the tools employed:

Panorama's SEL measures are designed help educators understand students' social-emotional competencies and their perceptions of how supported they are in their school environment. The questions and prompts are created to be broadly applicable and can be used in many types of school settings, including public, independent, and charter schools. These SEL measures are appropriate for school communities serving students from a range of socioeconomic backgrounds. Questions and prompts are designed for two separate groups: students in grades 3-5 and students in grades 6-12.

Research Process: These SEL measures have been used in thousands of schools across the United States and are regularly checked for validity and reliability. Many schools and districts have found positive correlations between these SEL measures and important student outcomes, including GPA, test scores,

and attendance. Many of the SEL measures were created by Dr. Hunter Gehlbach, Associate Professor at the Gevirtz Graduate School of Education at the University of California, Santa Barbara (UCSB) and Director of Research at Panorama Education. Some measures have been adapted from work developed by the CORE Districts, Transforming Education, and their research partners, as well as work developed at Harvard University by Dr. Hunter Gehlbach and his research team at the Harvard Graduate School of Education. We are grateful for the support and contributions of our partners. Using the Measures to meet the needs of your school communities, we encourage you to choose which SEL measures to use by selecting the scales that seem most important in your community. The scales are grouped into three categories: student competencies, student supports and environment, and teacher skills and perspectives. Within categories, we have also divided the scales into “recommended” and “supplemental” scales, as an indication of which scales many of our partners have chosen to measure.

The tool is built upon several dimensions like:

1. Grit — Recommended

How well students are able to persevere through setbacks to achieve important long-term goals. Example Question: How often do you stay focused on the same goal for several months at a time?

2. Growth. Mindset — Recommended

Student perceptions of whether they have the potential to change those factors that are central to their performance in school.

Example Question: In school, how possible is it for you to change...how easily you give up?

3. Self-Management — Recommended

How well students manage their emotions, thoughts, and behaviors in different situations. Example Question: During the past 30 days...how often did you come to class prepared?

4. Social Awareness — Recommended

How well students consider the perspectives of others and empathize with them.

Example Question: During the past 30 days...how carefully did you listen to other people's points of view?

5. Self-Efficacy — Recommended

How much students believe they can succeed in achieving academic outcomes.

Example Question: When complicated ideas are presented in class, how confident are you that you can understand them?

6. Learning Strategies — Supplemental

How well students deliberately use strategies to manage their own learning processes generally.

Example Question: How often do you use strategies to learn more effectively?

7. Classroom Effort — Supplemental

How much effort students put into school and learning.

Example Question: How much effort do you put into your homework for this class?

8. Social Perspective-Taking — Supplemental

The extent to which students consider the perspectives of their teachers. Only for students in grades 6-12.

Example Question: How much effort have you put into figuring out what your teachers' goals are?

9. Self-Efficacy About Specific Subjects — Supplemental

How much students believe they can succeed in achieving academic outcomes in specific subjects.

Example Question: How confident are you that you can learn all the material presented in your [SUBJECT] class?

10. Emotion Regulation — Supplemental

How well students regulate their emotions. Example Question: How often are you able to control your emotions when you need to?

11. Teacher-Student Relationships — Recommended

How strong the social connection is between teachers and students within and beyond the school.

Example Question: How many of your teachers are respectful towards you?

12. Sense of Belonging — Recommended

How much students feel that they are valued members of the school community.

Example Question: How connected do you feel to the adults at your school?

13. School Safety — Recommended

Perceptions of student physical and psychological safety while at school. Example Question: How often do you worry about violence at your school?

14. Engagement — Supplemental

How attentive and invested students are in school.

Example Question: In your classes, how eager are you to participate?

15. Rigorous Expectations — Supplemental

How much students feel that their teachers hold them to high expectations around effort, understanding, persistence, and performance in class.

Example Question: How often do your teachers take time to make sure you understand the material?

16. Valuing of Specific Subjects — Supplemental

How much students feel that an academic subject is interesting, important, and useful. Example Question: How often do you use ideas from [SUBJECT] class in your daily life?

17. Valuing of School — Supplemental

How much students feel that school is interesting, important, and useful. Example Question: How important is it to you to do well in your classes?

There were 17 dimensions in total and Each of these dimensions contained between five and 10 questions.

This inventory was scored on a 5 point Likert Scale , i.e., the lowest was given a score of 1 to the highest was scored as 5.

Reliability of the measures speaks to how well the individual items, or questions, measure the same underlying concept.

Measures are reliable, with an average Cronbach alpha coefficient of .78 and minimum of .68.

Validity assesses how well the measures get at the underlying concept they are supposed to address. We looked at validity two ways. First, we found that the measures correlate with each other as expected. Similar measures (e.g. sense of belonging and teacher-student relationships) show a higher correlation than less related constructs (e.g. sense of belonging and grit). The table shows the SEL intercorrelations, with the shading and numbers indicating the size of the (Spearman) correlations.

	safety						
sense of belonging (SoB)	0.16	SoB					
growth mindset (GM)	0.01	0.28	GM				
grit	0.06	0.29	0.30	grit			
self-efficacy (SE)	0.10	0.43	0.34	0.50	SE		
teacher student relationships (TSR)	0.20	0.56	0.25	0.29	0.48	TSR	
social awareness (SA)	0.07	0.49	0.36	0.43	0.46	0.42	SA
self-management (SM)	0.16	0.37	0.34	0.46	0.52	0.38	0.69

Other aspects were also looked upon like student data, including student GPA, absences, and behavioral referrals, to be sure they correlate with SEL measures as we expected. Indeed, we found that correlations work as we would predict. For example, there is a relatively strong positive correlation ($r = .40$) between the self-efficacy SEL measure and GPA.

Panorama's social emotional learning survey — administered for formative purposes — exhibits the psychometric properties of good instruments: reliability and validity. We invite you to read the [preliminary report](#) to learn more about the design of the measures and to read the full explanation of the tests of reliability and validity. Panorama's social emotional learning survey — administered for formative purposes — exhibits the psychometric properties of good instruments: reliability and validity. We invite you to read the [preliminary report](#) to learn more about the design of the measures and to read the full explanation of the tests of reliability and validity

Procedure:

For the purpose of data collection all the children or their parents and siblings were approached on phone.

Firstly Rapport was established with the subjects and told them about the purpose of the study and orientation of the tool was given to them that were to be administered.

Consent was taken before the participants were asked to be a part of the research. They were also asked to fill in certain demographic details like child's name, guardians email Ids, child's Date of birth, gender, age etc.

The tool was constructed on Google forms and same was forwarded to all the subjects. All the instructions were given to the participants clearly. They were also instructed that there was no right or wrong response, and it was assured that all their responses will be kept fully confidential.

In the end they and their guardians were thanked for giving their valuable time.

Chapter 4

ANALYSIS OF RESULTS

TABLE 1: Showing a significant difference in social learning in early and middle childhood

Dimensions	N	Mean	SD	t-value	Df	p
Grit	50	7.9000	2.28795	-20.352	98	0.001
Growth Mindset	50	9.9400	2.27147	-18.347	98	0.001
Self-Management	50	20.2800	2.67292	-16.801	98	0.001
Social Awareness	50	14.3000	3.79177	-19.445	98	0.001
Self-Efficacy	50	10.8000	2.88557	-13.376	98	0.001
Emotional Regulation	50	7.8800	2.51234	-23.467	98	0.001
Self-Efficacy about Specific Subjects	50	7.9600	2.55519	-19.475	98	0.001
Rigorous Expectations	50	9.2200	2.03329	-22.006	98	0.001
Classroom Efforts	50	8.7800	2.88055	-18.614	98	0.001
Engagement	50	8.4400	2.94965	-19.227	98	0.001
Valuing Of School	50	11.6200	2.40654	-18.448	98	0.001
ValuingOf Specific Subjects	50	7.8200	3.04182	-21.241	98	0.001
School Safety	50	10.9600	2.48226	-18.220	98	0.001
SenseOfBelonging	50	7.2400	1.86875	-26.676	98	0.001
TeacherStudentRelationship	50	7.9400	2.15151	-22.221	98	0.001
LearningStrategies	50	9.0400	2.68754	-16.181	98	0.001

Table 1 shows the T-test table for social learning and its dimensions for early and middle childhood.

The table above shows that there exists a significant difference across the dimensions of social learning. Grit (t value= -20.352 and p value $\leq .05$), Growth Mindset (t value = -18.347 and p value $\leq .05$), Self-Management (t value = -16.801 and p value $\leq .05$), Social Awareness (t value = -19.445 and p value $\leq .05$), Self-Efficacy (t value = -13.376

And p value $\leq .05$), Emotional Regulation (t value = -23.467 and p value $\leq .05$), Self-Efficacy about Specific Subjects (t value = -19.475 and p value $\leq .05$), Rigorous Expectations (t value= -22.006 and p value $\leq .05$), Classroom Efforts (t value= -18.614 and p value $\leq .05$), Engagement(t value=-19.227 and p value $\leq .05$), Valuing Of School (t value= -18.448 and p value $\leq .05$), ValuingOf Specific Subjects(t value= -21.241 and p value $\leq .05$), School Safety(-18.220 and p value $\leq .05$), Sense Of Belonging(t value= -26.676 and p value $\leq .05$), Teacher Student Relationship(t value= -22.221 and p value $\leq .05$), Learning Strategies(t value = -16.181 and p value $\leq .05$)

Thus, for Social learning there exists a significant difference across the two group.

TABLE 2: Showing a significant difference in emotional learning in early and middle childhood.

Dimensions	N	Mean	SD	t-value	Df	p
Grit	50	18.8600	3.04396	-20.352	90.970	0.001
Growth Mindset	50	18.0000	2.11891	-18.347	97.530	0.001
Self-Management	50	37.9000	6.91715	-16.801	63.314	0.001
Social Awareness	50	31.2200	4.84574	-19.445	92.643	0.001
Self-Efficacy	50	18.0800	2.54623	-13.376	96.505	0.001
Emotional Regulation	50	21.9200	3.40372	-23.467	90.171	0.001
Self-Efficacy about Specific Subjects	50	18.8400	3.01263	-19.475	95.457	0.001
Rigorous Expectations	50	19.9400	2.78047	-22.006	89.753	0.001
Classroom Efforts	50	20.0400	3.16202	-18.614	97.160	0.001
Engagement	50	19.8600	2.98985	-19.227	97.982	0.001
Valuing Of School	50	20.5800	2.45024	-18.448	97.968	0.001
Valuing Of Specific Subjects	50	19.9200	2.64066	-21.241	96.103	0.001
School Safety	50	20.1600	2.56634	-18.220	97.891	0.001
SenseOfBelonging	50	20.1800	2.87629	-26.676	84.112	0.001
TeacherStudentRelationship	50	20.1200	3.22389	-22.221	85.422	0.001
LearningStrategies	50	22.3400	5.15320	-16.181	73.819	0.001

Table 2 shows the T-test table for Emotional learning and its dimensions for early and middle childhood.

The table above shows that there exists a significant difference across the dimensions of Emotional learning. Grit (t value= -20.352 and p value $\leq .05$), Growth Mindset (t value = -18.347 and p value $\leq .05$), Self-Management (t value = -16.801 and p value $\leq .05$), Social Awareness (t value = -19.445 and p value $\leq .05$), Self-Efficacy (t value = -13.376

And p value $\leq .05$), Emotional Regulation (t value = -23.467 and p value $\leq .05$), Self-Efficacy about Specific Subjects (t value = -19.475 and p value $\leq .05$), Rigorous Expectations (t value= -22.006 and p value $\leq .05$), Classroom Efforts (t value= -18.614 and p value $\leq .05$), Engagement(t value=-19.227 and p value $\leq .05$), Valuing Of School (t value= -18.448 and p value $\leq .05$), ValuingOf Specific Subjects(t value= -21.241 and p value $\leq .05$), School Safety(-18.220 and p value $\leq .05$), Sense Of Belonging(t value= -26.676 and p value $\leq .05$), Teacher Student Relationship(t value= -22.221 and p value $\leq .05$), Learning Strategies(t value = -16.181 and p value $\leq .05$)

Thus, For Emotional learning there exists a significant difference across the two group.

Chapter 5

DISCUSSION

The aim of the research is to study the social and emotional learning in the early and middle childhood.

Social and emotional learning (SEL) is 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 isn't a designated subject like history or math, it can be woven into the fabric of a school's curriculum. When educators make academic lessons more personal and relatable to students, students may be more inclined to participate and may be less likely to mentally check-out during their subjects. By fostering a sense of empathy, self-awareness, and feelings of safety and inclusiveness in the classroom, SEL can have a positive impact that lasts a lifetime.

There are several different approaches to SEL. Some teachers have a more formally designated portion of the school day devoted to SEL — sometimes taught in homeroom. These lessons become a recurring theme throughout the rest of the school day to help make the core competencies of SEL more real to students. Teachers may want to have students journal or write about their thoughts and feelings on a particular SEL lesson, or even have younger students partner with an older “buddy classroom” (or vice versa) to help students across different age levels bond or find common ground.

While SEL has been more formally stood up as a program in preschools throughout all 50 states, very few states have made SEL a designated part of school curriculum at the elementary, middle, and high school levels. To date, only three states have a fully-designed set of standards for SEL programs with benchmarks for students at every grade level from K-12, according to the AEI/Brookings report. These states are Illinois, Kansas, and Pennsylvania.

Because so few states have made SEL a part of their curriculum for K-12 students, statistical evidence showing the benefits of SEL has been anecdotal. However, preschool-age children who were able to participate in an SEL program and learned these principles early on in their school career were able to reap the intended benefits. As more states and schools consider weaving SEL into their curriculum, it can provide educators with more statistically significant evidence of the program's positive impact.

Our study has focused on studying is there a significant difference in the social and emotional learning of a child in early stage of development and middle stage of development. For this purpose a sample of 100 students were selected. The students belonged to two different age groups i.e., (I) 3-5 YEARS & (II) 6-12 YEARS from various schools in New Delhi as well as Noida. The sample was selected through quota sampling.

The test was administered on all the students was Panorama's SEL measure which was designed to help educators understand students' social-emotional competencies and their perceptions of how supported they are in their school environment. The questions and prompts are created to be broadly applicable and can be used in many types of school settings, including public, independent, and charter schools. These SEL measures are appropriate for school communities serving students from a range of socioeconomic backgrounds. Questions and prompts are designed for two separate groups: students in grades 3-5 and students in grades 6-12.

Statistics used for the sample was two group independent sample T-Test.

Hypothesis 1 stated that there is a significant difference in social learning in early and middle childhood as the p value is 0.001 , which is below the significance level i.e., 0.05 , hence the hypothesis was proven to be true and we accept it.

Hypothesis 2 stated that there is a significant difference in emotional learning in early and middle childhood as the p value is 0.001 , which is below the significance level i.e., 0.05 , hence the hypothesis was proven to be true and we accept it.

From the results calculated it was found that both the variables are significantly linked to each other Some researches similar to it but not exactly same like At the *school level*, SEL strategies typically come in the form of policies, practices, or structures related to climate and student support services

(Meyers et al., in press). Safe and positive school climates and cultures positively affect academic, behavioral, and mental health outcomes for students (Thapa, Cohen, Guffey, & Higgins-D'Alessandro, 2013). School leaders play a critical role in fostering schoolwide activities and policies that promote positive school environments, such as establishing a team to address the building climate; adult modelling of social and emotional competence; and developing clear norms, values, and expectations for students and staff members.

Therefore we are accepting all our hypothesis that have been proved to be true (significant at 0.05 level). Our results are also validated in various researches that are done in the past (a few mentioned above). Hence it is proven that there is a significant difference in the social and emotional learning in the early as well as middle childhood.

Limitations:

The limitations of our study is the fact that due to the COVID 19 pandemic, the forms were to be filled by everyone only, and somewhere in this process it was difficult to get the responses specially from children between age 3-5 years.

Chapter 6

SUMMARY & CONCLUSION

SEL is commonly described by five core competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision making. Very simply put, SEL allows children and adults to understand their own emotions and the emotions of others, and to use this understanding in their choices and relationships.

While “SEL” has become a common buzz word among educators, social emotional learning does not just occur in the classroom; it is an important part of our home, as well.

It was really fascinating to learn about the social and emotional learning of the children at different age groups as it's a MILESTON in its self. No research till date is found on the social and emotional learning in the early and middle childhood, there as it should have been included in few researches being the most important germinating seed in today's time.

Now a days, the upcoming schools have started to include the SEE learning in its curriculum which is a green signal for a successful education as the students will gain greater first-person attentiveness and awareness of their own thoughts and feelings; greater awareness of others and their mental life; and greater awareness of interdependence as it relates to their own life and to broader systems within which they live.

From the studies in the past and the logical behavioral pattern the student with their growing age become socially and emotionally capable to learn.

Another major finding of the research was that a difference was found in the capacity to learn and adapt among both the age groups

“Education is not preparation for life; education is life itself”

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