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Observation of Socio-Emotional Development among Students in Early Childhood Education

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Abstract: Socio-emotional development is a major concern of teachers' pedagogical approaches to early childhood education. This research was designed to identify self-awareness, self-management, social awareness, and relationship skills among junior students. The study was descriptive in nature, and the target population was comprised of students from ECE private schools in Rawalpindi. Getting consent for classroom observation was a sensitive process, and a sample of 160 students from twenty schools was considered sufficient. The observational tool was divided into four broad categories of socio-emotional development, i.e., self-awareness; self-management; social-awareness; & relationship skills of students. The observational checklist was pilot-tested on forty students, and face validity was improved through experts' opinions. Data was collected, scored, tabulated, and analyzed by using percentages. Self-awareness among students was prominent, and pupils could identify their emotions when feeling happy, angry, or sad. Students were kept responsible for their work and focused on their tasks without being distracted. Most of the students have good social awareness and possess relationship skills with peers.

Key Words: Socio-emotional Development, Pedagogical Approaches

Introduction

Socio-emotional development refers to the skills that are important for building secure relationships with adults, maintaining solid bonds, directing one's behavior and feelings, and developing a valid sense of individual character. Positive socio-emotional development provides the foundation for deep-rooted growth and learning. In early adolescence, socioemotional well-being predicts positive social, behavioral, and academic changes in middle adolescence and young adulthood. It enables children to explore new situations, encourages the development of lasting associations with peers and adults, and strengthens their ability to take an interest in learning exercises. Children with emotional or behavioral difficulties may receive less support for development and learning and may be more withdrawn from peers (Koser, 2017). Socio-emotional development is a process that develops the ability of pupils to interact with others, how to develop friendships and other relationships, manage and express their emotions, handle conflict with individuals, and show empathy to others (Gehlbach & Hough, 2018). Students who possess these qualities and talents are more likely to thrive academically.

All teachers are considered an integral part of the teaching base of formal schooling. The teacher is undoubtedly essential to the general structure of the school's course, which will affect their social and beneficial outcomes. You can do the last thing. Certainly, students' and teachers' authentic structures are positive when students have the opportunity to embody an expected place and a socially valued method that can be shared academically in the classroom (Koser, 2017). In schools and classrooms, teachers are the fuel that propels SEL initiatives and practices. Student and classroom outcomes are mediated by the

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quality of the teacher-student interaction, the management of the students and the classroom, and the implementation of the social and emotional learning program (Jennings & Greenberg, 2009).

Warm teacher-child relationships in the classroom are helpful for kids' deep learning because children who feel at ease with their teachers and peers are more likely to handle complex material and persevere at difficult learning tasks. The term "SEL" describes the processes through which people acquire and apply the abilities, mindsets, and understanding required to manage feelings, express and demonstrate empathy for others, set and meet challenging objectives, create and sustain satisfying connections, and make moral decisions. For students who have a positive relationship with teachers, despite intellectual barriers and the task of developing social consent, it is understandable to examine the classroom or school both informationally and socially and give them a foundation. It should be used as a shield. Guaranteeing relationships in this way from this point, students how to get a portion of identified responses despite socially fitting practice and desire for academic achievement to serve these goals.

Working with young children at this grade, educators are expected to use a curriculum that supports their development in all areas, helps them create safe, developmentally and culturally appropriate learning environments, guides them in understanding expectations and rules regarding behavior, and plans lessons and activities in the classroom that encourage students' participation and education (Artman, Fetting, Barton, Penney & Zeng, 2015).

Problem Statement

Socio-emotional development has been less focused in our schools, both at the primary and secondary levels. The focus of schools is chasing the learning process of students through rote learning. In schools' children who lack socio-emotional competence are at risk for reduced socialization opportunities, rejection, withdrawal, self-awareness, and achievement problems. That is the reason for the high dropout rate in our schools. Teachers play a very important role in student's socio-emotional development. When teachers use different teaching strategies and activities for the development of students in the classroom, such activities can promote the student's socio-emotional development. This study intends to focus on the social and emotional development of students and to see which pedagogical approaches are used for the socio-emotional development of students.

Research Objectives

To identify the current level of self-awareness, self-management, social awareness, and relationship skills among early childhood students.

Research Questions

What is the current level of self-awareness, self-management, social awareness, and relationship skills among early childhood students?

Significance of the Study

The significance of this study is to contribute to the growing body of knowledge on socio-emotional development in early childhood education, providing educators and stakeholders with a systematic approach to assess, intervene, and elevate the socio-emotional well-being of prep class students.

Delimitation of the Study

The limitations of the study were as follows:

- This study was delimited to the urban areas of Rawalpindi.
- This study was also delimited to the private early childhood education level schools in Rawalpindi.
- It is further delimited to prep
- classes of early childhood students in Rawalpindi.

Review Of Related Literature

Socio-emotional Development at the Primary Level

All people can develop their skills; no one was born with them fully formed. Thankfully, socio-emotional competencies are attainable and practical. Anyone can learn and practice them in any environment. Since the early stages of brain development are the ideal period to acquire socioemotional skills (ages of 0 and 3 years), early childhood is the best time to teach socio-emotional skills (Young, 2002). However, this does not preclude the possibility of picking up additional abilities after this time. They will be learned later in life to the great benefit of teens and adults. However, as socioemotional skills are acquired early on, the advantages will grow over time.

Early childhood education provides a child's cognitive development and enhanced socio-emotional benefits. Adaptive neuroscience studies have shown that children have particularly high brain development abilities at about the age of three. In the right learning environment, engaging in sports can also lead to an increase in brain size. In economic conditions, employment, labor force participation, and ECE have long-term positive effects (Government of Pakistan, 2008). Early childhood education is also preprimary education. Primary schooling is sometimes referred to as early childhood education. Early childhood education in the public sector refers to programs offered to children ages 1 to 3 before grade 1. Between the ages of three and six, it was first identified in Pakistan in the 1970s with the Katchi and Pakki classes. Children are taught the fundamentals of good behaviors and manners to be in any location these days; this method is known as Montessori education.

Socio-emotional Development at the Elementary Level

In elementary schools, pupils' total development includes the socio-emotional growth of each student. According to Eccles (2004), socio-emotional development is the development of emotional and social intelligence that enables individuals to successfully traverse social environments and deal with the demands of daily living. Cooperative learning, mindfulness exercises, and service learning are a few examples of activities that might support socio-emotional growth. These exercises can enhance students' interpersonal skills, self-awareness, emotional control, and problem-solving abilities, which will benefit both their academic achievement and general well-being.

Cooperative learning is one practice that teachers can employ to encourage elementary school students' socioemotional growth.

According to Johnson and Johnson (2009), cooperative learning can support students' growth in social assistance and group processing abilities, encouraging interconnection and individual accountability. With each student having a distinct role and duty, cooperative learning entails students working together in small groups to accomplish a common goal. Students can establish strong relationships and a feeling of community in the classroom by cooperating and learning how to communicate, handle disagreements, and support one another.

Mindfulness exercises are another activity that teachers can employ to encourage the socio-emotional growth of their secondary school students. According to a study by Schonert-Reichl and Lawlor (2010), mindfulness exercises can help students improve their attention and focus as well as their emotional regulation, self-awareness, and stress-reduction abilities. Students who practice mindfulness gain the ability to pay devotion to their judgments, feelings, and instantaneous physical experiences without passing judgment. Students' overall well-being and academic performance can be enhanced by learning to control their emotions and react to stressful situations and challenging circumstances more skillfully via the practice of mindfulness.

Service learning is an additional activity that educators can employ to encourage secondary school students' socioemotional growth. According to Afzal and Hussain (2020), service knowledge can help students increase their problem-solving and critical thinking abilities as well as their sense of civic responsibility, empathy, and respect for diversity. Students engage in curriculum-integrated community service projects as part of service learning. Students can learn to collaborate with others, hone their leadership abilities, and gain a greater comprehension of social issues and how they affect the community by participating in service learning.



Role of Teacher In Socio-emotional Development (Sed) of Students

According to Smith and Jones (2018), early childhood educators play a vital part of performing to play in fostering socio-emotional growth by creating a loving and encouraging atmosphere for students. It highlights the vital contribution that early childhood educators make to promoting socio-emotional development, stating that teachers who create supportive and emotionally safe environments positively influence children's social and emotional growth (p. 72).

Most children spend several hours each week being supervised by someone other than their parents. Tutors show a similar role in fostering socio-emotional growth as guardians do when children are young. Likewise, caregivers who are warm and responsive are likely to foster strong socio-emotional skills in their children. Classroom conditions should allow teachers to focus on exceptional children and build an association between instructors and pupils, just as parents and children relationship (Kasor, 2017).

Teachers are essential in fostering the socioemotional growth of secondary school students. Students can develop social and emotional competencies like self-awareness, self-management, social consciousness, interpersonal abilities, and conscientious executive with the aid of teachers who foster a positive and encouraging learning environment, according to Brackett, Rivers, Reyes, & Salovey (2012). Teachers can pay a series of practices to encourage socio-emotional development, including setting an inclusive and safe environment, modeling healthy behaviors, and offering chances for reflection and self-evaluation. To encourage socio-emotional growth, teachers can also employ team pedagogy and collaborative learning.

Teachers can encourage socioemotional development by utilizing restorative justice procedures in addition to the previously listed methods. Restorative justice techniques, according to Morrison and Vaandering (2019), can enhance student relationships in the classroom, lower disciplinary incidents, and help students become more empathetic, self-reliant, and problem-solving savvy. Students who have been involved in a disagreement are brought together as part of restorative justice practices to talk about the consequences of their behaviors and collaborate on a solution that makes up for the harm done. Teachers can assist students in acquiring a feeling of accountability for their actions, empathy, and respect for others by involving them in the process of healing damage and mending relationships.

Giving pupils the chance to participate in service-learning projects is another method educators can utilize to encourage socioemotional growth. According to research by Afzal and Hussain (2020), service-learning activities can enhance students' communication and problem-solving abilities while also fostering a feeling of civic responsibility and social awareness. Through community service initiatives that are directly related to the curriculum, students can apply their academic learning in practical settings through service-learning projects. Students can get a feeling of purpose and agency, as well as empathy and respect for many groups and viewpoints, by participating in service-learning initiatives.

Pedagogical Approaches for SED in the Classroom

A pedagogical approach is a term used to describe the techniques and approaches teachers employ to encourage student learning. Additionally, strong instructional strategies can support kids' socio-emotional growth. As an illustration, specific education, feedback, and metacognitive tactics can assist students in acquiring a growth mindset and enhancing their self-control abilities. According to Diez-Palomar et al. (2020), inquiry-based learning can help students become more motivated and engaged in their studies while also enhancing their critical thinking abilities. Pedagogical practices that support students' social and emotional skill development can help teachers create a welcoming learning environment in the classroom that supports the development of these skills.

It is crucial for kids' overall performance in school and beyond those pedagogical techniques to be supported to foster their socio-emotional growth. Supportive learning, learning through problems, and Project-based instruction are just a few of the pedagogical methods that teachers can employ to encourage students' socio-emotional growth (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011). For example, problem-based learning and project-based learning can help schoolchildren grow their critical thinking and problem-solving skills, which may enhance their socio-emotional outcomes. Cooperative learning can also assist students in developing societal skills, such as statements and teamwork. Teachers

can assist students in acquiring the knowledge and abilities essential to excel in all facets of life by utilizing pedagogical strategies that support socio-emotional development.

Student attitudes towards learning can be enhanced with the use of pedagogical strategies that support socio-emotional growth, which can result in better academic results. For instance, by enabling students to explore their interests and passions, inquiry-based learning can foster a love of learning in them (Diez-Palomar et al., 2020). The same is true for personalized learning: it can foster a sense of ownership and control over students' education, which can boost motivation and engagement (Pane, Steiner & Hamilton, 2015). Teachers can foster a good learning environment that fosters students' academic and personal development by utilizing pedagogical strategies that enhance socio-emotional development.

Materials and Methods

Study Design

To accomplish the goals, this research was done in its descriptive (quantitative) nature. Normally, a descriptive design tries to observe and describe a particular phenomenon or group of people without influencing or interfering in any manner (Siedlecki, 2020), and the major intention is to present a precise and thorough picture of the topic under study.

Population

The term population targets the individual taken under consideration for specific research that satisfies a particular set of requirements or shares a particular trait (Babbie, 2016). The study population consisted of all students enrolled at private ECE schools in Rawalpindi City.

Sample and Sampling Technique

In a research study, a sample is a collection of people, things, or events that are chosen at random from a larger population to represent that population (Neuman, 2014). Keeping in the view of taking consent from private institutions for their participation in the research process was normally considered a more sensitive process on the basis that they hesitate to give any information regarding their teaching process. Further, obtaining permission for students' observation was the most challenging task, as most schools were unwilling to allow for such a task. The researcher had to visit each institution individually and use personal connections to gain access. Different schools had varying numbers of students in the prep class, with some having 20-30 students. Despite these challenges, the researcher was committed to the study and targeted 20 private ECE schools for the sample population. In this way, a sample of 160 students was available for data collection. The investigator believed that 160 responses would be sufficient for the study because this observation was based on individual observation. The researcher observed the individual through repeated sessions.

Research Instrument

According to Bryman (2016), an instrument is a tool or equipment that is used to gather data for a research project. Examples of instruments include questionnaires, interviewing protocols, and observation schedules. For data collection, an observational instrument was developed for the students of ECE. The observational tool was divided into four broad categories of socio-emotional development, i.e., self-awareness; self-management; social-awareness; & relationship skills of students.

Pilot Testing

For study validity and reliability, a pilot study was directed. The observational checklist was pilot-tested on forty students other than sample students.

Validity

The degree to which an instrument measures what it claims to measure is known as validity. The goal of validity is to demonstrate the veracity of the study findings (Zohrabi, 2013). The specialists from various colleges and universities determined the validity of the scale. The tool has been adjusted as needed, taking into account the suggested changes.



Data Analysis

According to Creswell (2017), data analysis is the act of methodically evaluating, categorizing, and interpreting data to develop deductions and conclusions about the phenomena under investigation. The data was analyzed through SPSS, and version 21 was used. Data was collected, scored, tabulated, and analyzed by using percentages.

Table 1

Self-awareness among students

Aspects	Responses					
	No		To some extent		Yes	
	Frequency	%	Frequency	%	Frequency	%
Can identify emotions	38	23	43	27	79	50
Strengths and challenges	35	22	73	45	52	33
Seeking the Help	23	14	54	34	83	52
Self-confidence	25	15	57	36	78	49

Table 1 indicates the observations made by the researcher during the teaching-learning process, and it was observed that 50% of the students were able to identify their emotions. In response to the activity *emoji* (happy, sad, and angry), students picked the emoji-related components of their emotions. Most of them picked the accurate emoji to reflect their emotions. 33% of pupils could discuss their strengths and challenges with teachers. The teacher asks the students what they can and can't do. Students easily discuss their strengths and challenges with teachers. 52% of pupils ask for help from teachers when they have problems. Students ask for help from the teacher when she starts the lesson. Students ask the teacher how to write a class assignment, how to read, and how to prepare a notebook. Students ask for help when they are having trouble in the classroom. 49% students are self-confident. Most of the students' attitudes show that they were confident and satisfied with their work.

It highlighted that self-awareness among students was prominent because the majority of the pupils could identify their emotions in situations of feeling happy, angry, or sad. At the same time, I will observe their strengths and challenges in engaging in classroom activities. Children could seek the help of the teacher while writing class work, reading a lesson, or preparing a notebook. Students were self-confident and satisfied with their actions. Students' observation during the teaching process: teachers used different pedagogical approaches, and these approaches reflected the student's self-awareness development. Most of the time, these pedagogical approaches reflect the student's overall development. When pupils are aware of these domains of self-awareness, it means that pupils' awareness is there about self-awareness. It is obvious that one-third of students were not aware of self-awareness, and two-thirds of students were aware of self-awareness.

Graph 1

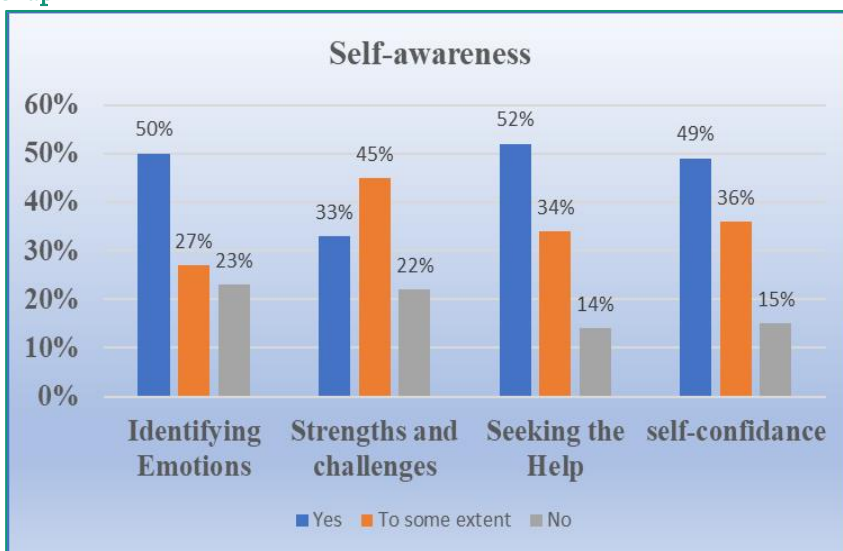


Table 2

Self-management among students

Aspects	Responses					
	No		To some extent		Yes	
	Frequency	%	Frequency	%	Frequency	%
Emotional control	61	38	76	47	23	15
Following Rules	28	17	55	34	77	49
Responsibility	31	19	57	36	72	45
Focus and Task	35	21	59	36	66	43

Table 2 indicates the observation made by the researcher during the learning process: 47% of students sometimes control their emotions. However, 38% of students were not able to control their emotions. 76% of students, to some extent, control their emotions, and 61% do not control their emotions. 49% of students are following the rules. Students follow the classroom rules and listen attentively to the teacher. It follows the class teacher’s words and what she is doing. At that level, the class teacher is the role model for the students, and the teacher gives the prize to the students who follow the rules. 45% of students take responsibility for their belongings and clean up after themselves. Students want to be favorite students of their class teacher. So, the students take on all the responsibilities related to the work and cleanliness. Forty-three percent of students focus on their work and tasks without being distracted. When students were noting the classroom work, they completed their work without distraction.

The finding illustrated that students controlled their emotions; some of the time, they controlled their emotions. Half of the students were not able to control their emotions and feelings. i.e., when students entered a classroom feeling sad, all the time, they were sad. At the pre-primary level, most of the students followed the classroom rules. Students followed what the teacher said and what she was doing. Classroom rules are written in the chart, and teachers strictly follow these rules from the students. Students were responsible for their work and belongings. Students were focused on their task. Students completed their classwork without being distracted. Teachers employed several methods of instruction to enhance students' development throughout class activities. These tactics were used to raise students' awareness of self-management development. Findings show that the majority of the students know about self-management skills.

Graph 2



Table 3

Social awareness among students

Aspects	Responses					
	No		To some extent		Yes	
	Frequency	%	Frequency	%	Frequency	%
Empathy	43	26	61	38	56	36
Understanding Others	51	31	49	31	60	38
Cooperation	21	13	56	35	83	52
Respect for Difference	26	16	66	41	68	43



Table 3 illustrates the observation made by the researcher during the learning process: 36% of students show empathy towards their fellow students. Students show concern and care toward their fellow students when they are upset. 38% of students understand the feelings of their fellow students with their facial expressions and words. However, some of the students do not understand the other feelings. 52% of students cooperate with fellow students in classroom work and activities. The teacher divided the students into a group. In the activity, students cooperated and played with each other. 43% of students show respect for differences and treat their fellow peers with kindness and a respectful manner. At that level, students give respect to everyone.

Findings: students show the empathy and kindness that towered over their peers. They knew about the feeling of empathy. Students were understanding how their peers felt through their facial expressions and how to communicate with their fellow students. Some of the students could not understand the other person's feelings. Students show cooperation in classroom activities. Most of the students had good social skills. They were wanting to play their fellow students, and the pupils were happy to play the fellows. Students were showing respect to the teachers and fellows. It treated the peers with kindness and care. Instructors used several instructional strategies to boost the growth of students during classroom activities. These strategies were implemented to increase students' understanding of social awareness.

Graph 3

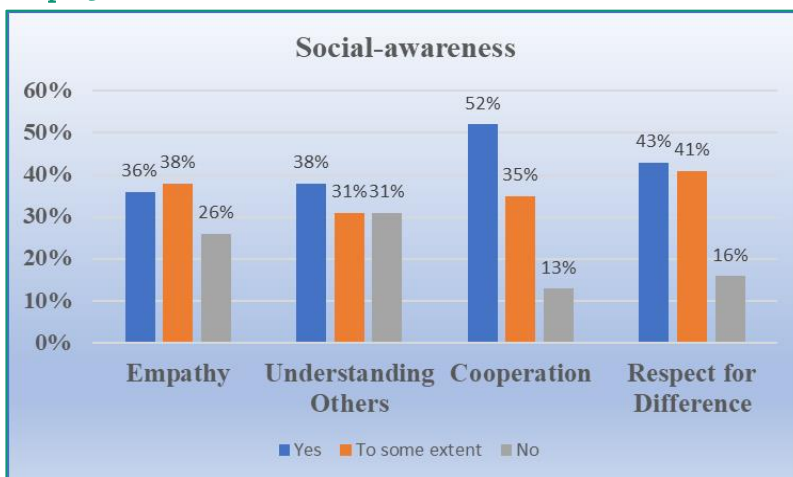


Table 4

Relationship skills among students

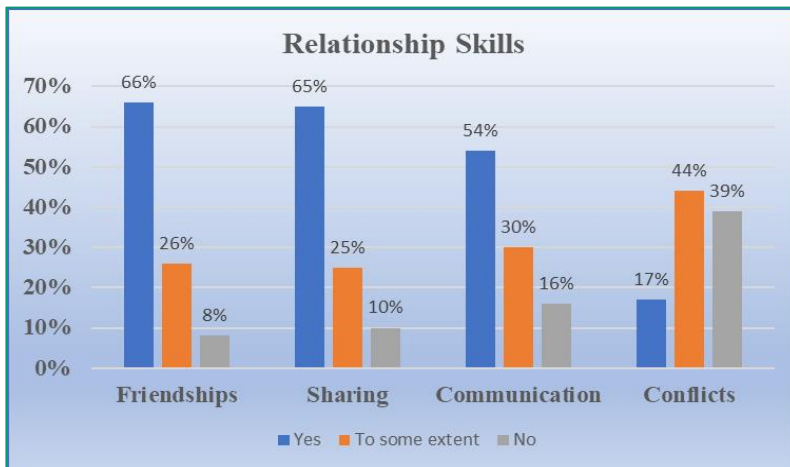
Aspects	Responses					
	No		To some extent		Yes	
	Frequency	%	Frequency	%	Frequency	%
Friendship	13	8	42	26	105	66
Sharing	16	10	41	25	103	65
Communication	26	16	49	30	85	54
Conflicts	62	39	70	44	28	17

Table 4 illustrates the observation made by the researcher during the learning process: 66% of students made friends in a classroom. Students easily made friends and had good relationship skills. 65% of students shared their things with other classmates. In break time, pupils share snacks, games, or toys with peers. 54% of students had good communication skills. The kids communicated with teachers and fellow students respectfully and politely. 44% of students managed their conflicts among classmates. Students were able to manage their conflicts through collaboration and discussion. 39% of students were not able to manage their conflict.

It demonstrates that students can easily make friends and build relations with other students. Students have shared the toys or games with fellow peers. Students easily communicated with the teachers, friends, and others respectfully. Students managed the conflict by discussing the teachers and peers. Half of the

pupils were not able to understand and manage their conflicts with peers. Instructors used a variety of teaching techniques to support the development of learners during class activities. These methods helped pupils strengthen their interpersonal skills.

Graph 4



Discussion

Thinking about ourselves in a way that helps us recognize our traits, maintain this knowledge, and apply it to how we act and relate to other people is part of the process of being self-aware. Introspection, self-examination, and self-absorption are examples of thought processes (Carden, Jones, & Passmore, 2022).

According to Cech (2014), social awareness is the state of paying focused attention to social advantages and how they affect one's everyday life. It also indicates how much one considers public welfare issues. The process of becoming a professional greatly influences one's capacity to evaluate public welfare concerns. The ability to acknowledge one's feelings and thoughts and how those impact behaviors is known as self-awareness. This entails having a strong sense of positivity and trust, as well as judging one's abilities and boundaries effectively. This demonstrated that preprimary students know about the four social awareness domains: empathy, understanding of others, cooperation, and respect for differences. Students show empathy toward their fellow students, and they also understand their fellow students' feelings. It shows cooperation with classmates and gives respect to their fellow students.

A person's capacity for comprehension and empathy is known as their social consciousness, with people from other backgrounds and cultures to grasp moral and social norms for behavior and to identify people who are resources and supports to society as a whole. Examples of suitable questions about social awareness include: How can I understand the thoughts and feelings of others better? How can I learn more about the motivations underlying people's behaviors and thoughts? The earliest signs of empathy and social awareness can be seen in a newborn's concerned expression when another child is upset, a toddler's attempt to comfort a sad friend, or a toddler's labeling of fictional characters' emotions. It involves taking in, understanding, and acting upon the information that others have to provide. It is the process of taking in, understanding, and acting upon the knowledge that others have to provide. It is the process of communicating with people in a way that is most appropriate and socially acceptable by exchanging thoughts, emotions, and facts (Denham, 2006).

The result shows that the majority of students have social-awareness skills. The ability to form beneficial relationships and endure powerful, fulfilling bonds with others is known as relationship skills. Open communication, attentive listening, teamwork, rejection of inappropriate social pressures, constructive facilitation in the event of a disagreement, and offering and accepting assistance when required are all examples of this. A qualified relationship skills professional would inquire about things like: How can I alter my conduct to ensure that I have positive encounters with different people? How can I communicate my expectations to other people? How can I engage with people to understand and control what they expect of me? When babies and toddlers show an interest in interacting with others, whether it's by pacing back and forth with a caregiver or exchanging smiles or giggles with other kids, these are



early connection skills. Toddlers may exhibit early cooperation skills when they alternate between passing a ball and sliding down the slide. The above findings illustrated that students were aware of four domains of relationship skills: friendships, sharing, communication, and conflicts.

Findings

The findings of the research work were:

1. Self-awareness among students was prominent because a majority of the pupils could identify their emotions in situations of feeling happy, angry, or sad. While observing their strengths and challenges in the engagement of classroom activities, children could seek the help of the teacher while writing class work, reading a lesson, or preparing a notebook. Students were found to have a sufficient level of self-confidence and were satisfied with their actions.
2. It was observed that the majority of the students know about self-management skills. However, some of the students were not able to control their emotions and feelings. At the pre-primary level, most of the students followed the classroom rules. Students followed what the teacher said and what she was doing. Classroom rules were written in the chart, and students were strictly made to follow these rules. Students were kept responsible for their work and belongings. Students were focused on their task. Students completed their classwork without being distracted.
3. Most of the students have good social awareness and show empathy and kindness towards their peers. They knew about the feeling of empathy and understanding of how their peers felt through their facial expressions to communicate with their fellow students. However, half of the students were not able to understand their fellow pupil's feelings and emotions through facial expressions. Students showed cooperation in classroom activities. Most of the students had good social skills as they were willing to play with their fellow students happily. Students showed respect to the teachers and treated their peers with kindness and care.
4. The majority of the students possessed relationship skills. It demonstrates that students could easily develop friendships and build relations while sharing toys or games with fellow peers. Students could easily communicate with the teachers, friends, and others respectfully. Students were able to manage the conflict through discussing with teachers and peers. However, some of the students were not able to manage their conflict with class fellows.

Conclusion

In our research, we tried to examine the socio-emotional development of students at the pre-primary level of education. Also, examine the awareness about all aspects of socio-emotional development. The majority of the students were aware of socio-emotional development and its domain, self-awareness, self-management, social awareness, and relationship skills. Most of the students were aware of self-awareness with feelings of happiness, sad, and anger. The majority of the students had self-management skills, but some of the students were not able to control their emotions and feelings. Most of the students had good social skills, but some of them were not able to understand other feelings and emotions. Students had good relationship skills, but some of the students were not able to manage their conflicts.

Recommendations

1. It is recommended that teachers utilize the strengths of students, their confidence in classroom activities, reading activities, and critical analysis.
2. It is recommended that teachers encourage the launch of games-based activities to utilize the relationship skills of students at the early childhood level.
3. It is recommended that parents and teachers focus on the children's emotions and feelings and teach them how to control their emotions. It also focused on conflict management. When students do not manage and control their emotions and conflicts, it creates problems in their learning and also in the teaching-learning process.
4. It is recommended that students control their emotions and manage their conflict with peers.
5. Future researchers in this field are recommended to compare the socio-emotional development of private and public students. Also, compare the play-group and prep-class students' SED.

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