

Fostering Social and Emotional Development of Grade School Children

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Abstract: Developing social and emotional abilities during early years can help one become happy, confident and easy to get along with. Hence, this study determined the perception towards social and emotional development of grade school children. Specifically, this study sought answers to the following questions: How do the respondents perceive their social and emotional development along the following aspects: social interaction, emotional awareness, and self – regulation? and, What is the implication of the findings of the study to the holistic development of young children?

Results showed that the respondents are highly developed emotionally and socially which brings out meaningful benefits for them. Strong social and emotional foundation eventually boosts children's learning academically.

The above-mentioned findings recommended that children must be encouraged to take every opportunity to explore their interests in a comfortable, natural environment. They must also be allowed to think for themselves and explore their thoughts with cognitive thinking. Understanding their interests and knowing what motivates them will help them discover their identity and purpose in life. With this, they can take a small idea and magnify on it by expanding its learning opportunities.

Keywords: Social and Emotional Development, Social Interaction, Emotional Awareness, Self-Regulation.

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Introduction

Social and emotional abilities play a vital role in one's life. These are ways in which we interact with others. If one develops good social skills during our early years, this can help us to become happy, confident and people who are easy to get along with. School is not only a place where children learn how to read, write and discover things along different areas. It is also a place where they learn to get along with others, develop friendships and social skills. It plays an important role in helping children learn to interact positively with their peers and teachers. They learn about healthy relationship skills and develop them further through interactions, both in the classroom and on the playground.

Communicating effectively with others, displaying good manners and being considerate of others' feelings are important components of solid social and emotional skills. Teachers, indeed, play one of the biggest roles in the development of our society's future, a role next in importance to that of parents (Marasigan, 2019). Parents and teachers eventually have a great part in developing the social and emotional skills of each child.

According to Glass (2013), well informed teachers of young children recognize the importance of children's social development. The development of social abilities lays a critical foundation for later academic achievement as well as work related skills. However the social skills that are important for first grade develop heavily on the social-emotional milestones that a child began to develop in Kindergarten. The child will continue to work on his communication skills on the first grade. In this year his social-emotional milestones revolve around his ability to get along with his classmates and other school mate.

Moreover, once the child starts attending childcare, the responsibility lies not only with the parents, but also with everyone involved in the child's care and education. Educators at the childcare center have a great deal of responsibility, becoming another composer that adds essential notes to the beautiful melody. The key is to maintain harmony between home and the childcare center, in terms of their attitudes toward various aspects of child development in general, and social competence in particular. A Pyramid Model for supporting socio-emotional competence shows how important it is to build children's health, social and emotional skills by establishing collaborative partnerships among parents and classroom team members (Fox, Carta, Strain, Dunlap & Hemmeter, 2009). This is primarily the reason why this research was conceived. It aims to determine the respondents' assessment on their social and emotional development along several aspects with the end view of determining its implication to the holistic development of young children.

Objective of the Study

The main purpose of this study was to determine the perception towards Social and Emotional Development of grade school children. Specifically, this study sought answers to the following questions: How do the respondents perceive their social and emotional development along the following aspects: social interaction, emotional awareness, and self – regulation? and, What is the implication of the findings of the study to the holistic development of young children?

Methodology

The main purpose of this study was to assess the 30 grade school children's social and emotional development in Inosloban-Maraway Elementary School. For this reason, this study made use of the descriptive method of research, a fact-finding method, through the use of researcher-made questionnaire. Using the questionnaire, the researchers determined the perception of the students on their social and emotional development with the following interpretation:

Scale	Mean Ranges	Verbal Interpretation
4	3.51 – 4.00	Often/Highly Developed
3	2.51 – 3.50	Sometimes/Developed
2	1.51 – 2.50	Seldom/Slightly Developed
1	1.00 – 1.50	Never/Not Developed

Results and Discussion

This presents the data gathered together with the corresponding analysis and interpretation. The data are presented in tabular form organized in a sequential manner, following the order of the specific problems posed at the beginning of the study.

1. Social and Emotional Development of the Respondents

The succeeding tables present the respondents' assessment on their social and emotional development in terms of social interaction, emotional awareness and self-regulation. It reveals the computed mean and standard deviation for each statement with its corresponding interpretation.

Table 1. Social and Emotional Development in Terms of Social Interaction

Statements	Mean	Standard Deviation	Interpretation
As a grade school pupil, I ...			
1. mingle with my classmates and express my thoughts and feelings with them.	3.43	0.73	Sometimes
2. offer help with my friends and classmates.	3.47	0.68	Sometimes
3. show respect to all pupils, teachers and other personnel in our school.	3.70	0.47	Often
4. participate actively during classes.	3.63	0.49	Often
5. help my classmates when he/she did not understand the lesson.	3.57	0.57	Often
Composite Mean	3.56	0.59	Highly Developed

It can be observed in Table 1 that the highest mean of 3.70 was obtained by the item *show respect to all pupils, teachers and other personnel in our school* which somehow show how considerate the pupils are in Inosloban-Maraway Elementary School.

The table also revealed that the statement which garnered the least rank was *mingle with my classmates and express my thoughts and feelings with them* with a mean of 3.43 and the item *offer help with my friends and classmates* got the mean of 3.47 respectively.

All in all, the items garnered a composite mean of 3.56 which was interpreted as highly developed. According to Power-Solving LLC/Site development (2019), social interaction enhances students' communication with peers and adults and improves collaborative teamwork.

It also helps the students to have concern to others and become effective and caring individuals. Social interaction prepare students how set goals and persistence, skills that are needed to become successful individual in work and life.

Table 2. Social and Emotional Development in Terms of Emotional Awareness

Statements	Mean	Standard Deviation	Interpretation
As a grade school pupil, I ...			
1. feel excited about going to school.	3.80	0.41	Often
2. follow the DOs and DON'Ts during classes.	3.40	0.50	Sometimes
3. apologize when I offend someone or hurt someone's feelings.	3.43	0.50	Sometimes
4. comfort my friends when he/she feels bad.	3.57	0.50	Often
5. care about other's feelings by listening to their concerns.	3.57	0.50	Often
Composite Mean	3.55	0.48	Developed

It can be observed in Table 2 that the respondents' social and emotional aspects were highly developed in terms of emotional awareness. The highest mean of 3.80 was obtained by the item *feel excited about going to school* which somehow show how diligent the pupils are in Inosloban-Marawoy Elementary School. The table also revealed that the statement which garnered the least rank was *follow the Dos and DON'Ts during classes* with a mean of 3.40 and the item *apologize when I offend someone or hurt someone's feelings* got the mean of 3.47 respectively.

All in all, the items garnered a composite mean of 3.55 which was interpreted as highly developed. This may be supported by Enrichment Info graphics (2017) that emotional awareness is a stepping stone to success, both inside the classroom and beyond. Children with higher emotional awareness can easily relate to others and much better in managing themselves. This can help them develop improved self-motivation and more effective communication skills which are the essential skills to help students become more confident learners.

Table 3. Social and Emotional Development in Terms of Self - Regulation

Statements	Mean	Standard Deviation	Interpretation
As a grade school pupil, I ...			
1. express my thoughts and opinions with my classmates in a gracious manner.	3.63	0.49	Often
2. pacify myself even when someone was bothering me and saying bad things.	3.43	0.57	Sometimes
3. keep my temper under control.	3.43	0.50	Sometimes
4. finish the task given to me before the deadline.	3.60	0.50	Often
5. use gentle words and show care for others.	3.63	0.56	Often
Composite Mean	3.55	0.52	Highly Developed

It can be observed in Table 3 that the respondents' social and emotional aspects were highly developed in terms of self-regulation. The highest mean of 3.63 was obtained by the items *express my thoughts and opinions with my classmates in a gracious manner and use gentle words and show care for others* which somehow show how courteous the pupils are. The table also revealed that the statement which garnered the least rank were *pacify myself even when someone was bothering me and saying bad things and keep my temper under control which both* got a mean of 3.43. All in all, the items garnered a composite mean of 3.55 which was interpreted as highly developed.

According to Calkins *et al.*, (2018), self-regulation skills predict academic performance in the early grades better than earlier academic readiness skills.

Implication to the Holistic Development of Young Children

This study was conducted to determine how well the pupils developed socially and emotionally upon knowing their perception on social and emotional development towards learning. Based on the study, most pupils are socially and emotionally developed that shows great impact in their study and how they interact with their peers. In the elementary level, it is necessary that children explore and discover ways of learning. They must be given activities that would make them engage and involve in their interdependence between people, plants, animals and the surroundings.

Conclusion and Recommendation

This study revealed that the respondents are highly developed emotionally and socially which brings out meaningful benefits for all children. Strong social and emotional foundation eventually boosts children's learning academically.

Based on the conclusion drawn from the study, the researchers suggested the following recommendations: Children must be encouraged to take every opportunity to explore their interests in a comfortable, natural environment. They must also be allowed to think for themselves and explore their thoughts with cognitive thinking. Understanding their interests and knowing what motivates them will help them discover their identity and purpose in life. With this, they can take a small idea and magnify on it by expanding its learning opportunities.

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