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Relationship between Pedagogical Approaches and Socio-Emotional Development of Students in Early Childhood Education

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Abstract: *Socio-emotional development is the process in which students acquire awareness of themselves, interpersonal skills, and decision-making abilities, which are required for success in the classroom, workplace, and life. Normally, schools keep putting more emphasis on learning through rote learning, and socio-emotional skills are overlooked. This study was designed to determine the association between socio-emotional development and pedagogical strategies. The study was descriptive and delimited to the private ECE schools in Rawalpindi. The target population of the study was comprised of all instructors from private ECE institutes. A purposive sampling technique was applied to select forty teachers from twenty private ECE schools. Observational checklists for teachers were self-developed and pilot-tested. The face and content validity of the scale was improved through experts' opinions. Data was collected from teachers personally by the researcher. Researchers spent three-month time for data collection. Data was analyzed by using descriptive statistics and correlation. The findings indicated a positive relationship between pedagogical approaches and the students' socio-emotional development. The effectiveness of these teaching methods for enhancing students' socio-emotional development was found. The study recommends that teachers should encourage games-based activities to utilize the relationship skills of pupils at the early childhood level.*

Key Words: Socio-emotional Development, Pedagogical Approaches, Teacher Engagement, Providing Directions, Self-awareness

Introduction

In early childhood education, pedagogical techniques are founded on methods intended to encourage children's learning. Various things must be the emphasis of the teaching approaches. These consist of play-based learning, child-centered learning, interactive education, and a dedication to non-violence. Stated differently, it is vital to guarantee that pedagogical approaches utilized in the field of early childhood education are child-centered. Since learning starts with play, it is important to highlight play-based learning strategies. The pupils must be treated with decency and consideration. Working and educating young children in a nursery school can be rather demanding at times.

It is imperative that educators cultivate positive perspectives and manage kids in a proficient way. In addition, equal rights and opportunities should be granted, and discrimination of any type should not be practiced on the grounds of any category, including age, gender, caste, creed, race, religion, gender, or ethnicity (Kapur, 2019). The model of the pyramid is comprehensive, as tertiary, secondary, and primary levels are covered. The primary level is comprised of two phases of practice in building relationships based on conscientious and compassionate care, in addition to an excellent environment for support. It supports young children's social-emotional development. At this point, when adults establish a connection with

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youngsters, they ought to actively encourage their involvement. In addition to their surroundings, they listen to the children's attempts at communication and engagement, provide guidance within a routine, game, or scheduled activity, and offer support and encouragement to enhance acquiring knowledge and developing new abilities (Hemmeter, Fox, Jack, & Broyles, 2007).

When occupied with young pupils in this grade, tutors are expected to use a curriculum that promotes students' overall development, assists them in creating learning environments that are safe, developmentally, and culturally appropriate, helps them understand expectations and rules regarding behavior, and designs lessons and activities that promote student participation and education (Artman, Fettig, Barton, Penney & Zeng, 2015).

According to Eccles and Roeser (2009), a child's socio-emotional development has a significant impact on their academic, behavioral, and cognitive results in addition to their overall developmental trajectory. Bowlby (1969) proposed that the establishment of solid emotional attachments in early childhood is the precursor to the development of emotional regulation and resilience in later life. According to Thompson's (2006) developmental cascade model, the socio-emotional development of a child plays a pivotal role in dictating the short- and long-term consequences in multiple domains of their lives.

Good socioemotional development acts as a trigger, impacting mental health, future relationships with others, and even academic and cognitive performance. Because it influences a child's behavior, emotions, and cognitive abilities, socio-emotional development is crucial because it sets the foundation for a child's complete developmental path (Denham, 2006). According to Bronfenbrenner (1979), the ecological model of human development views socio-emotional competence as an essential element that impacts both a child's immediate environment and their capacity to adjust to more extensive societal situations.

Statement of the Problem

Socio-emotional learning is sometimes not sufficiently incorporated into the curricula of early childhood education programs, which might result in developmental gaps in the kids. The significance of socio-emotional skills is frequently overlooked by academically oriented techniques, and several modern approaches that highlight these skills lack empirical backing or well-defined implementation plans (Babar et al., 2024). Because of this gap in understanding and application, it is imperative to carefully investigate how different instructional strategies relate to the socioemotional growth of young children.

Research Objectives

To determine the relationship between socio-emotional development and pedagogical approaches for early childhood students.

Research Hypothesis

Ho There is no significant association between the socio-emotional development of students and pedagogical approaches for early childhood students.

Implication of the Study

This research contribution to the expanding corpus of research on pedagogical approaches in early childhood education is significant because it gives educators and stakeholders a methodical way to evaluate, address, and improve the socioemotional well-being of prep class kids.

Delimitation of the Study

The limitations of the study were as follows:

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

Literature Review
Teaching Pyramid Model's

Socio-emotional development is considered an essential concern at schools of early childhood (Babar et al., 2024). There are various evidence-based techniques to assist the social, emotional, and behavioral development of young children (Hemmeter, Ostrosky, & Corso, 2012). Addressing problematic behavior and encouraging constructive behavior are the primary goals of this group. The successful techniques pay special attention to the following tactics. Praising and rewarding good behavior in children, monitoring negative behavior in children, modeling positive behavior in children, and explicitly teaching social skills, expectations, and behaviors appropriate for various environments are all crucial aspects of child development (Hemmeter et al., 2012).

This method involves ongoing data collecting and utilization from instructors, classrooms, kids, and families to make decisions about how the kids react to intervention. Team-based decision-making is used within this strategy. According to Fox, Carta, Strain, Dunlap & Hemmeter (2010), the Pyramid paradigm is used in the K–12 preschool Responsive to Intervention (RTI) and Positive Behavior Initiatives and Supports (EC-PBIS) programs. Although it is administered and taught in early care and education programs in a way that is developmentally appropriate for young children, it is similar to PBIS and RTI in many important ways, including principles, activities, and strategies.

It is important to adhere to the program-wide intervention since it is intended to create an environment that promotes involvement from all students (Fox & Hemmeter, 2009). Like PBIS, the Pyramid Approach is a structure for teaching and behavior management that can be used in the preschool setting. Studies show that early childhood facilities should use a PBIS framework that primarily focuses on supporting preschool kids in their emotional and social development and helping them refrain from harmful behavior (Fox, Dunlap, Hemmeter, Joseph, & Strain, 2003). Though the Pyramid Model was created specifically for programmers aimed at children ages three and four, the research-based tactics are not exclusive to these programmers. To address the needs, the methods were developed and put into use in K–3 schools across several states.

Principles of Pyramid Model

A number of the Pyramid Model's ideas, such as clearly defining expectations and rewarding good behavior, are famous as evidence-based tactics for promoting desirable actions. Furthermore, the Pyramid approach incorporates teaching methods that have been exposed to outcomes in favorable social and behavioral results for beginning kids. Some of these approaches involve "deliberately promoting playing with kids, reacting to young people's conversations, promoting the interpersonal efforts of kids with puts off in speech and disabilities, providing particular recognition to encourage suitable conduct, determining beneficial relations with kids and relatives, and collaborating with coworkers along by other specialists (Fox & Hemmeter, 2009).

Levels of Pyramid Model of Teaching

These are the levels of the Pyramid model of teaching.

Nurturing and Responsive Relationships

According to Fox and Hemmeter (2009), social competence development requires interactions that are both nurturing and responsive. According to Hemmeter, Ostrosky, and Corso (2012), the Pyramid Model places a strong emphasis on building strong relationships with families as well as children to provide a secure setting in which to address problematic behaviors as they emerge. To establish relationships before harmful behaviors manifest, decisions regarding a child are made in consultation with parents, teachers, and carers. By maintaining open lines of contact with the student's parents and other cares, good instructors help to cultivate these bonds. Early childhood educators need to interact properly with each kid in their care every day to create lasting bonds with them (Fox, Hemmeter, Snyder, Binder & Clarke, 2011).

High-Quality Supportive Environments

Providing young infants with a stable and nurturing environment is the second component of the preferment approach. It emphasized seven features of excellent primary infant teaching, including the following: 1) Comprehensive, 2) Caring, 3) Regular, 4) Interactive, 5) Exciting, 6) Inquiry, and 7) Comprehensive learning across the curriculum. By making standards and expectations clear, these settings promote appropriate behavior. Children's disruptive behaviors decrease when they are taught positive standards and attitudes and have the chance to practice them (Steeling, 2013).

Embattled Social-emotional Supports

Tier 2 intervention in K–12 PBIS targets kids who may have socio-emotional impairments and offers each child more individualized social and emotional support. The aim of this tier is to spot kids who exhibit early warning indicators of possibly troublesome behavior and provide them with targeted support; an individualized behavior plan is not required at this stage. It's typical for young children to want assistance from adults to appropriately communicate their feelings.

To help them recognize their emotions, communicate them effectively, form connections, and employ appropriate social problem-solving techniques, some children will require specialized training in socio-emotional skills (Hemmeter, Ostrosky & Fox, 2006).

The opportunities for skill practice and regular progress tracking are increased when this technique is used. The profession can also provide families with these services to help foster the development of a kid's emotional and social competencies at home. With this form of family-focused instruction, pupils may develop social skills more effectively (Jones, Daley, Hutchings, Bywater, & Eames, 2008).

Individualized Intensive Intervention

According to Maag (2016), It is possible to interpret a child's behavior by creating an individual conduct plan using data from a functional evaluation. A functional assessment includes determining which elements of the child's surroundings have an impact on their behavior. Based on these facts, Hemmeter, Ostrosky & Fox (2006) propose that training positive replacement behaviors that serve the same purposes as the problematic behavior and enforcing consequences that do not exacerbate the issue behavior could be part of an intervention. Further details on this strategy are available in the Prevent-Teach-Reinforce for Young Children (PTR-YC) guide. A Framework for Customized Positive Behavior Intervention in the Early Years of Development (Dunlap, Lee, Joseph, & Strain, 2015).

Individual behavior plans

A multi-tiered support system for young children needs to take into account a few factors to work. Initially, young children spend a lot of time in a variety of settings in a single day (such as their homes, kindergarten, daycare centers, etc.), so it's critical to consider care' skills in each setting when creating a customized behavior plan for the child (Hemmeter, Ostrosky, & Fox, 2006). Certain challenging actions displayed by young children may be expected or considered normal for their developmental stage, or they may stem from their unfamiliarity with specific social environments (Hemmeter, Snyder, Fox, & Algina, 2016).

Evaluation of a child's behavior to determine whether it is age- and developmentally-appropriate is crucial. When a child exhibits behavior that is not in line with their developmental stage, adults have a responsibility to establish constructive behaviors and provide the child with relevant support. It takes time for young infants to become prosocial, and they may act in "mistaken" ways if they are unable to engage in an activity that would benefit them more (Gatrell, 1994). While creating adaptable, age- and situation-appropriate behavior strategies for children, remembering these things can help.

Material and Methods
Study Design

In order to meet the objectives, this research was done in a descriptive, quantitative manner. The primary objective of a descriptive design is to observe and describe a particular phenomenon or group of people without influencing or intervening in any way (Siedlecki, 2020).

Population of the Study

All teachers of private early childhood education institutions in Rawalpindi city made up the study population.

Sample and Sampling Technique

The study included twenty private early childhood education schools, providing a variety of settings for examining teaching methods. Twenty ECE schools provided a purposive sample of forty teachers. This enabled a comprehensive analysis of the effects of instructional tactics. In order to ensure that the private ECE schools and teachers were carefully selected, a purposeful sampling strategy was employed in this study.

Research Instrument

An observational tool for ECE instructors was created to gather data. The construction of the observation tool was informed by pedagogical approaches, including the use of schedules, routines, and activities; transitions between activities; supportive conversations; encouraging child engagement; giving instructions; fostering collaborative teamwork; imparting social and emotional competencies; teaching children how to express their emotions; teaching problem-solving techniques; and teaching friendship skills to the teachers. It took the researcher's initiative to develop the observational tool. Regarding students' socio-emotional development, the pedagogical approaches tool concentrated on the instructional tactics employed. While on-site, the researchers observed the targeted schools.

Pilot Testing of the Observational Checklist

Pilot testing is a crucial stage in the research process that guarantees the precision and efficacy of the tools utilized to gather data. Before making official observations, pilot testing was used in this study to reduce mistakes and validate the instruments. In order to initiate the process, ten randomly selected early childhood education (ECE) school instructors took part in a pilot test of the observational checklist. The purpose of this initial phase was to evaluate the general applicability, clarity, and simplicity of the checklist. Based on user feedback and expert advice, a few minor adjustments were made to enhance the instrument.

Validity

Experts from several colleges and institutions were consulted in order to ascertain the validity of the scale used in this investigation. Their expertise ensured that the factors the observational checklist was meant to capture were being measured accurately. Their remarks included two topics: face validity, which involved ensuring that the questions appeared appropriate and helpful to participants as well as experts, and content validity, which involved ensuring that the checklists addressed all relevant aspects of the observations. The tools received the necessary adjustments to their recommendations. The alterations were made with the intention of improving the checklist items' thoroughness, relevance, and readability. Through the application of the recommended improvements, the study ensured that the instrument was valid and reliable.

Data Collection

Observational checklists were utilized to collect the data from early childhood education teachers. The collected data was analyzed using the observational checklist, descriptive statistics, and correlation provided by SPSS version 16.0. Three months of observations were conducted from December to February 2024 in order to collect information for the instructional techniques study. Forty educators from 20 private ECE schools participated in the study. The observational data collecting platform was used to conduct a thorough data collection process on the teaching methods of educators. Using an observational data collection tool facilitated the process of making systematic and consistent observations. This checklist played a major role in capturing accurate and thorough data on the teaching tactics that teachers employed.

Data Analysis

Correlation analysis was used to analyze all of the data using SPSS Version 16.0 for Windows. Using correlation as a test of statistical significance, the data was gathered, graded, tabulated, and analyzed. An observational checklist was used in this investigation. This gave an in-depth look at calculating the relationship between pedagogical strategies and the socioemotional development of the students. The strengths and directions of the correlations between the pedagogical approaches' indicators and the observed socio-emotional development indicators were ascertained by the use of Pearson product-moment correlation coefficients.

Relationship Between Pedagogical Approaches and Socio-emotional Development

This section investigates the connection between early childhood students' socioemotional development and instructional practices. The variables that made up the pedagogical approaches include schedules, routines, activities, transitions between activities, supportive conversations, encouraging child engagement, direction-giving, collaborative teamwork, teaching social skills and emotional competencies, teaching kids how to express their emotions, teaching problem-solving, and teaching teachers how to be friends. Four variables, including self-awareness, self-management, social awareness, and interpersonal skills, were also used to categorize socio-emotional development. Furthermore, the following provides a full account of the relationship between instructional approaches and students' socioemotional development.

Table 1

Relationships among scheduled routine activities, self-awareness, self-management, social awareness and relationship skills

Correlation	SR_1	SA	SM	SWA	RS
SR_1	1				
SA	0.698**	1			
SM	0.474**	−0.037	1		
SWA	0.607**	0 .424**	0.607**	1	
RS	0.546**	0.381	0.546**	0.900**	1

Note: the association Coefficient Range (−1 to 1), where 0 denotes no association, −1 represents a perfect negative correlation, and 1 represents an ideal positive correlation. Significance: (not given here) may generally suggest p <.05. ** may generally suggest p <.01. Schedules, routines, activities (SR) and self-awareness (SA), self-management (SM), social-awareness (SWA), and relationship skills (RS). These variables are not computed.

Table 1 illustrates the correlation between Schedule routine activities (SR) and SA, SM, SWA, and RS. Possesses a highly significant positive correlation with schedules, routines, actives, and SA (r = 0.698), (p <.01). Exhibits a somewhat positive connection with schedules, routines, actives, and self-management (r = 0.474), (p <.01). Shows a significant positive connection with schedule, routines, actives and SWA (r = 0.607), (p <.01). Displays a moderately positive connection with schedules, routines, actives and RS (r = 0.546), (p <.01). The observation shows that SA, SM, SWA and RS was significantly linked with schedules, routines, and activities. This suggests that as people engage in more structured schedules and routines, these skills tend to improve together. The particularly strong positive correlation between social awareness and relationship skills indicates that these two skills are closely related to each other. There were means that as social awareness increases, so do relationship skills, and vice versa. However, these skills can also develop independently of each other. The data indicates that self-awareness and self-management are not strongly correlated, meaning they likely develop independently from each other. On the other hand, schedules, routines, activities, and the skills of SA, SM, SWA, and RS generally increase or decrease together. There was a pattern shown by the strong positive correlations among them, suggesting that improvements in one area are associated with improvements in the others. Conversely, declines in one area are likely to coincide with declines in the others.

Table 2
Relationship among transitions between activities, SA, SM, SWA, and RS

Correlation	TR_2	SA	SM	SWA	RS
TR_2	1				
SA	0.480**	1			
SM	0.698**	0.688**	1		
SWA	0.562**	0.538**	0.806**	1	
RS	0.424**	0.630**	0.607**	0.466**	1

Note: Transitions between activities (TR), self-awareness (SA), self-management (SM), social awareness (SWA), and relationship skills (RS). These variables are not computed.

Table 2 illustrates the correlation between transitions between activities (TR), SA, SM, SWA, and RS. When people switch between activities more often, their self-awareness improves moderately (r = 0.480), (p <.01). Frequently changing activities has a strong positive effect on self-management skills (r = 0.698), (p <.01). Switching activities also boosts social-awareness from moderate to strong levels (r = 0.562), (p <.01). Relationship skills get better with more activity changes, showing a moderate improvement (r = 0.424), (p <.01). Socio-emotional development variables was all positively connected. When one improves, the others tend to improve, too. Self-awareness was closely linked with SM, SWA, and RS. SM had a very strong connection with SA and a moderate to strong connection with RS. SA and RS were positively related, but the connection was not as strong as some others.

Table 3
Relationship among supportive conversations, SA, SM, SWA, and RS

Correlation	SC_3	SA	SM	SWA	RS
SC_3	1				
SA	0.543**	1			
SM	0.630**	0.630**	1		
SWA	0.607**	0.607**	0.688**	1	
RS	0.466**	0.466**	0.538**	0.370*	1

Note: Supportive conversations (SC), self-awareness (SA), self-management (SM), social awareness (SWA), and relationship skills (RS). These variables are not computed.

Table 3 illustrates the correlation between supportive conversations (SC), SA, SM, SWA, and RS. A positive moderate association between supportive conversation and SA was (r = 0.543, p <.01). There was an implication that SA tends to increase along with an increase in encouraging talks. The positive connection between supportive conversation and SM (p <.01, r = 0.630). A strongly positive association was seen between supportive conversation and SWA (r = 0.607, p <.01). Positive moderate association between a supportive conversation was RS (r = 0.466, p <.01). According to the considerable positive correlations between supportive conversations and all sub-activities of socio-emotional development, tend to increase in tandem with the number of helpful talks. There was a high positive connection between SA and SM, as well as a moderate positive correlation with RS, suggesting a close relationship between these sub-activities. Self-management appears to have a very close link with social awareness based on its very strong correlations with social awareness and moderate to strong correlations with relationship skills. In comparison to other relationships, SWA and RS had a moderately positive correlation, which suggests a meaningful but weaker association.

Table 4
Relationship among promoting children's engagement, SA, SM, SWA, and RS

Correlation	ENG_4	SA	SM	SWA	RS
ENG_4	1				
SA	0.640**	1			

Correlation	ENG_4	SA	SM	SWA	RS
SM	0.538**	0.854**	1		
SWA	0.370**	0.806**	0.688**	1	
RS	0.466**	0.753**	0.882**	0.607**	1

Note: Promoting children's engagement (ENG), self-awareness (SA), self-management (SM), social awareness (SWA), and relationship skills (RS). These variables are not computed.

Table 4 illustrates the correlation between promoting children's engagement (ENG), SA, SM, SWA, and RS. High degree of positive connection between promoting children's engagement and SA (p <.01, r = 0.640). The self-awareness to rise in tandem with initiatives to boost children's participation. The positive association between promoting children's engagement and SM (r = 0.538, p <.01). Demonstrates a strong correlation between rising children's engagement and self-management. Promoting children's engagement and SWA was a positive connection that was moderate (r = 0.370, p <.05). It implies a strong positive correlation between encouraging kids' participation and SWA. Promoting children's engagement and RS was a positive connection that was moderate (r = 0.466, p <.01). It suggests a favorable correlation between promoting children's engagement and RS. All components of social-emotional development had strong positive associations with encouraging children's engagement. Self-awareness exhibits moderate correlations with SWA, very strong correlations with self-management, and strong correlations with RS, suggesting a close relationship between these sub-activities. SM demonstrates a particularly close association with SA and RS, as evidenced by its very strong correlations with self-awareness and RS, but no significant correlation with SWA. SWA and RS have a substantial positive correlation, signifying a noteworthy positive association.

Table 5
Relationship among providing directions, SA, SM, SWA, and RS

Correlation	PD_5	SA	SM	SWA	RS
PD_5	1				
SA	0.040	1			
SM	−0.076	0.151	1		
SWA	0.327*	0.612**	−0.096	1	
RS	0.306	0.151	−0.053	0.546*	1

Note: providing direction (PD) and self-awareness (SA), self-management (SM), social-awareness (SWA), and relationship skills (RS). These are not computed variables.

Table 5 illustrates the correlation between providing directions (PD) and SA, SM, SWA, and RS. Very slight positive connection between providing direction and SA (p =.903), (r = 0.042). It was suggested that there was no meaningful connection between SA and providing direction. Very weak negative connection between providing direction and SM (p = 0.639), (r = −.076). It was suggested that there was no meaningful connection between SM and providing direction. SWA was a weak positive connection (r = 0.327), (p <.05). There was implies that giving directions and SA was a marginally positive connection. The value of RS and providing direction correlation are (r = 0.306), (p <.05) indicates a moderately positive connection. It shows a somewhat positive correlation between RS and providing direction.

Table 6
Relationship among collaborative teaming, SA, SM, SWA and RS

Correlation	CT_6	SA	SM	SWA	RS
CT_6	1				
SA	.474**	1			
SM	.306	.538**	1		

Correlation	CT_6	SA	SM	SWA	RS
SWA	.370*	.640**	.221	1	
RS	.474**	.806**	.688**	.370*	1

Note: Collaborative teaming (CT), self-awareness (SA), self-management (SM), social awareness (SWA), and relationship skills (RS). These are not computed variables.

Table 6 illustrates the correlation between collaborative teaming (CT), SA, SM, SWA, and RS. The positive correlation between collaborative teaming and self-awareness was (r =.474, p <.01). It suggests that SA tends to grow along with an increase in collaborative teamwork. A weak positive correlation (r =.306, p =.055) was shown in SM and collaborative teaming. While it was shown that collaborative teaming and SM have a favorable association, it was not statistically significant at the 0.05 level. SWA and collaborative teaming were a positive connection (r =.370, p <.05). It suggests that collaborative teaming and SWA had a strong favorable association. CT and RS had a positive moderate connection (r =.474, p <.01). This implies that RS tends to grow along with an increase in collaborative teamwork. Collaborative Teaming has significant positive correlations with SA, SWA, and RS but a weak and not significant correlation with SM.

Table 7
Relationship among teaching social skills and emotional competencies, SA, SM, SWA, and RS

Correlation	TSC_7	SA	SM	SWA	RS
TSC_7	1				
SA	.698**	1			
SM	.474**	-.037	1		
SWA	.607**	.424**	.607**	1	
RS	.546**	.381	.546**	.688**	1

Note: Teaching social skills and emotional competencies (TSC), self-awareness (SA), self-management (SM), social awareness (SWA), and relationship skills (RS). These variables are not computed.

Table 7 illustrates that teaching social skills and emotional competencies (TSC), SA, SM, SWA, and RS. Teaching social skills and emotional competencies and SA had a strong positive correlation (r = .698, p < .01). There was suggests that as teaching social skills and emotional competencies increases, SA tends to increase significantly as well. SM and teaching social skills and emotional competencies had a moderate positive correlation (r = .474, p < .01). There was an indication that teaching social skills and emotional competencies was positively associated with SM but less strongly than with self-awareness. Teaching social skills and emotional competencies and SWA had a strong positive correlation (r = .607, p < .01). There was a robust positive relationship between teaching social skills and emotional competencies and SWA. RS and teaching social skills and emotional competencies had a moderate to strong positive correlation (r = .546, p < .01). There was a significant positive relationship between teaching social skills and emotional competencies and RS.

Table 8
Relationship between teaching children to express emotion between SA, SM, SWA, and RS

Correlation	TEE_8	SA	SM	SWA	RS
TEE_8	1				
SA	.424**	1			
SM	.698**	.607**	1		
SWA	.562**	.753**	.806**	1	
RS	1.00**	.424**	.698**	.562**	1

Note: Teach children to express emotion (TEE), self-awareness (SA), self-management (SM), social awareness (SWA), and relationship skills (RS). These variables are not computed.

Table 8 illustrated that teaching children to express emotion (TEE), SA, SM, SWA, and RS. and teaching SA children to express emotion had a moderate positive correlation (r = .424, p < .01). It was suggested that as efforts to teach children to express emotions increase, self-awareness tends to increase significantly as well. SM and teaching children to express emotion had a strong positive correlation (r = .698, p < .01). There was a significant positive relationship between teaching children to express emotions and SM. SWA and teaching children to express emotion had a strong positive correlation (r = .562, p < .01). There was a significant positive relationship between teaching children to express emotions and SWA. RS and teaching children to express emotion was a perfect correlation (r = 1.000, p < .01). This perfect correlation indicates an extremely strong relationship between teaching children to express emotions and RS, suggesting they might be measuring the same construct or have highly overlapping content. Teaching children to express emotions had significant positive correlations with all sub-activities of socio-emotional development, suggesting that as efforts to teach children to express emotions increase, all related sub-activities tend to increase as well.

Table 9

Relationship among teaching problem-solving between SA, SM, SWA, and RS

Correlation	TPS-9	SA	SM	SWA	RS
TPS_9	1				
SA	.479**	1			
SM	.619**	.667**	1		
SWA	.612**	.490**	.560**	1	
RS	.520**	.756**	.882**	.476**	1

Note: Teaching problem-solving (TPS), self-awareness (SA), self-management (SM), social awareness (SWA), and relationship skills (RS). These variables are not computed.

Table 9 illustrates that teaching problem-solving (TPS), SA, SM, SWA, and RS. Teaching problem-solving and SA had a moderate positive correlation (r = .479, p < .01). It was suggested that as efforts to teach problem-solving increase, SA tends to increase significantly as well. Teaching problem-solving and SM had a strong positive correlation (r = .619, p < .01). There was a significant positive relationship between teaching problem-solving and SM. Teaching problem-solving and SWA had a strong positive correlation (r = .612, p < .01). There was a significant positive relationship between teaching problem-solving and SWA. RS and teaching problem-solving were moderate to strong positive correlations (r = .520, p < .01). This suggests a significant positive relationship between teaching problem-solving and RS. Teaching problem-solving had a significant positive correlation with all sub-activities of socio-emotional development, suggesting that as efforts to teach problem-solving increase, all related sub-activities tend to increase as well.

Table 10

Relationship among teaching friendship skills between SA, SM, SWA, and RS

Correlation	FR-10	SA	SM	SWA	RS
FR_10	1				
SA	.698**	1			
SM	.474**	.698**	1		
SWA	.688**	.480**	.306	1	
RS	.607**	.424**	.607**	.630**	1

Note: Teaching friendship skills (FR), self-awareness (SA), self-management (SM), social awareness (SWA), and relationship skills (RS). These variables are not computed.

Table 10 illustrates that teaching friendship skills (FR), SA, SM, SWA, and RS. SA and teaching friendship skills had a strong positive correlation (r = 0.698, p < 0.01). There was a significant positive relationship

between teaching friendship skills and SA. SM and teaching friendship skills had moderate positive correlation (r = 0.474, p < 0.01). There was a moderate positive relationship between teaching friendship skills and SM. SWA and teaching friendship skills had a strong positive correlation (r = 0.688, p < 0.01). There was a significant positive relationship between teaching friendship skills and SWA. RS and teaching friendship skills have a strong positive correlation (r = 0.607, p < 0.01). There was a significant positive relationship between teaching friendship skills and RS. Teaching friendship skills shows significant positive correlations with all variables of socio-emotional development.

Findings

These are the findings of the research work.

1. It was deduced from the finding that schedules, routines, and activities had a positive correlation with all parameters of the socio-emotional development of students. It was beneficial for developing and enhancing SA, SM, SWA, and RS among students.
2. Transitions between activities positively correlate with SA, SM, SWA, and RS among students. SA was closely related to SM, SWA, and RS. Strong correlations between SM and SWA highlight their interconnectedness, indicating that improvements in one skill can lead to enhancements in the other.
3. It was deduced from the finding that supportive conversations had a strong positive correlation with all parameters of the socio-emotional development of the students. Supportive communication plays a crucial role in enhancing these skills.
4. The observation reveals that promoting children's engagement had strong positive correlations with all aspects of social-emotional development. These correlations suggest that efforts to increase children's engagement were likely to result in significant improvements across these areas: SA, SM, SWA, and RS.
5. The finding indicates that providing directions had a moderate correlation with SWA and RS but not with SA or SM. The importance of targeted strategies to improve specific socio-emotional development was highlighted.
6. Promoting collaborative teaming had a positive correlation with all aspects of the socio-emotional development of students. It also enhances SA, SM, SWA, and RS among students.
7. It was deduced from the findings that teaching social skills and emotional competencies has a strong positive correlation with all parameters of the socio-emotional development of the students.
8. The observations show that teaching children to express emotion and self-awareness had a moderate positive correlation. There was a strong positive relationship between SM and SWA. There was a perfect correlation RS.
9. It was also deduced that the problem-solving stage of teaching has a strong correlation with all the parameters of the socio-emotional development of students. Educators enhance and foster SA, SM, SWA, and RS in students through problem-solving stages. It also contributes to better socio-emotional development for students.
10. Friendship skills stagey had a strong positive correlation with SA, SM, SWA, and RS. Friendship skills were beneficial for enhancing and improving overall socio-emotional development and providing the opportunity for students for successful social interactions and personal development.

Discussion

The study looks into the pedagogical strategies practiced by instructors in early childhood education (ECE) to enhance students' socioemotional development. It emphasizes the essential elements of socioemotional development in young students, including self-awareness, self-management, social awareness, and interpersonal skills. The study also seeks to ascertain how these socioemotional competencies relate to the instructional strategies teachers use. It was found that pupils showed a high degree of self-awareness, identifying their feelings, including joy, rage, and grief. Pupils successfully handled their obligations and managed their work without becoming sidetracked. Pupils had good social awareness skills and exhibited good empathy, friendliness, and social awareness toward their peers. Most students were adept at developing friendships and exchanging games or toys with others, demonstrating great interpersonal skills.

Studies show that teaching kids to solve problems through pedagogy has a substantial positive impact on their socio-emotional growth in several areas. Research indicates, for example, that students become more self-aware, identifying and comprehending their feelings in various contexts, including joy, rage, and grief (Wolfe, 2021). Additionally, these instructional strategies support students in efficiently handling their obligations and focusing on their work without becoming readily sidetracked (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011). Students show kindness and understanding towards their peers, enhancing their social awareness and empathy. Relationship skills are also improved because most students find it simpler to make friends and share things like games and toys. The combination of problem-solving pedagogy and socio-emotional learning creates a classroom atmosphere that is collaborative and supportive, fostering both academic and emotional growth.

Findings indicated that teachers used a variety of tactics to encourage students' socioemotional growth, putting in place organized schedules and activities. Keeping smooth transitions between tasks and having conversations that are encouraging with pupils promotes involvement and active participation. Provide precise directions for working cooperatively with students. Establishing and imparting behavioral standards teaching socio-emotional skills to students. Assisting kids in developing appropriate emotional expression skills, providing help to solve problems, and supporting pupils as they acquire friendship skills. Teachers help children express their emotions in healthy ways, create and teach behavioral standards, educate social and emotional competencies, and assist them in developing problem-solving and friendship skills (Jones, Barnes, Bailey, & Doolittle, 2017).

In primary education, fostering social and emotional competencies can have a big impact on children's overall development. A framework for implementing social and emotional learning (SEL) throughout the entire school is provided by those who also stress the significance of systemic approaches to SEL and show how these tactics promote a supportive learning environment (Oberle, Domitrovich, Meyers, & Weissberg, 2020). Findings indicated that students' socioemotional development and the pedagogical strategies teachers employ are significantly correlated. To help students develop their interpersonal skills, teachers should add game-based activities. They should also employ a variety of pedagogical approaches to encourage their students' socio-emotional growth. The study advances the field of education by offering information on pedagogical strategies that improve young children's socioemotional development. With its useful suggestions for developing socio-emotional abilities in young learners, it is especially beneficial for upcoming researchers, teachers, and students. Students' interpersonal skills and general development were improved, and recent research placed an increased emphasis on the value of integrating socio-emotional learning (SEL) with instructional practices. This is where game-based learning is most beneficial since it offers students a fun, interactive setting to practice social skills, emotional control, and cooperative problem-solving (Lawson, McKenzie, Becker, Selby, & Hoover, 2019; Murano et al., 2020).

To improve socio-emotional competencies, these exercises promote active engagement and offer real-time feedback. It demonstrated a variety of educational strategies, including project-based learning, cooperative learning, and direct SEL instruction, considerably promoting socio-emotional development. Project-based learning allows students to investigate real-world issues, which develops their critical thinking and resilience, while collaborative learning promotes cooperation and communication skills (Meyers, Domitrovich, Dissi, Trejo, & Greenberg, 2019). Students who get direct SEL teaching are better able to build healthy relationships, set and accomplish positive objectives, and comprehend and regulate their emotions. Because they offer practical insights into efficient teaching techniques that promote young children's socio-emotional development, these pedagogical tactics are essential for furthering the field of education. They provide useful recommendations for researchers and educators who want to help students develop these critical abilities. These methods can help pupils succeed academically while also preparing them for social situations and obstacles in the future (Schonert-Reichl, 2017).

Conclusion

In our study, we attempted to investigate the connection between instructional strategies and the socioemotional growth of pre-primary kids. Additionally, note that there was a perfect correlation between the factors related to instructional techniques and socio-emotional development indicators. Gains in one ability will likely lead to gains in the others, according to this suggestion. Relationship skills and self-

awareness have a perfect link, indicating a high degree of interdependence between the two. The results of the analyses show that RS, SWA, and SA were all substantially favorably connected by collaborative teaming. It did not, however, show a statistically significant or strong link with self-management. Some recommendations involving cooperative teamwork can significantly improve people's social awareness, self-awareness, and interpersonal skills, but they might not have a major effect on self-management.

Recommendations

1. It is recommended that teachers use different pedagogies to support their students' socioemotional development.
2. It is recommended that teachers implement pyramid modal teaching practices to help pupils develop socioemotionally.
3. It is recommended that teachers concentrate on the mental and physical growth of their students in the classroom.
4. It is recommended that teachers focus on helping students develop their confidence, as strong academic bonds and mutual trust between instructors and students.
5. It is recommended that schools provide counseling centers for teachers and students to address behavioral and psychological issues.

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