

## Study of Social- Emotional Learning of Girls and Its Relation to Their Father's Occupation at Early Childhood

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### ABSTRACT

Family income has positive, wide-reaching effects on child well-being. A mother's unique orientations, strengths, and styles of interaction may appear to be more important in the socio-emotional lives of their children, yet many studies over the past two decades consistently demonstrated that father's have a measurable impact on children. The current study aims at exploring the social emotional learning of girls and its relation to their father's occupation at early childhood. The study consists of 30 girls from each age group of 4yrs, 5yrs and 6yrs. The sample was drawn from both Government and Private Schools (Play schools and Anganwadis) in Hyderabad. Early learning Observation Rating Scale by Gills, M., West, T., & Coleman, R., M , (2010) was administered. Data was analyzed using Descriptive statistics, Chi Square test for Independence and Pearson correlation coefficient. Results revealed that there is no significant relation between the social emotional learning of girl's and their father's occupation. A weak positive correlation exists between the social emotional learning of girl's and their father's occupation at early childhood.

**Keywords:** *Social Emotional Learning, Father's Occupation, Early Childhood*

*"..the greatest returns on education investments are from nurturing children's non-cognitive skills, giving them social, emotional and behavioral benefits that lead to success later in life..."*

**Nobel Laureate, James Heckman (2004)**

Increasing efforts across the world move towards preparing young students to reach their full potential by meeting their social and emotional developmental needs through effective teaching and learning. Consistent with the existing theory, the quality of parent-child relationship during early childhood affects children's social relationships and behavioral adjustments .A father's role is as vital as a mother's in nurturing and caring for their children.

### **What is Social-Emotional learning?**

Social-emotional learning refers to the process of integrating thinking, feeling and behaving in order to become aware of the self and of others, make responsible decisions, and manage one's

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own behaviors and those of others (Elias et al., 1997). The Collaborative for Academic, Social, and Emotional Learning (CASEL) defines Social and Emotional learning as *knowledge, habits, skills, and ideals that are at the heart of a child's academic, personal, social, and civic development. They are necessary for success in both school and life. This type of learning enables individuals to recognize and manage emotions, develop care and concern for others, make responsible decisions, establish and maintain positive relationships, and handle challenging situations effectively.*

Zero to Three: National center for Infants, Toddlers, and families (2014) emphasizes that it is through relationships that young children develop social and emotional wellness, which includes the ability to form satisfying relationships with others, play, communicate, learn, face challenges, and experience emotions. Maguire, et al., (2015) studied the relationships between emotional development and social behavior and the potential impact of gender. The results showed evidence of gender differences in levels of externalizing behaviors, inhibitory control and emotional expression. Emotional understanding played a less important role in predicting externalizing behavior for boys than girls. Matthews, Ponitz and Morrison (2009) found that girls performed better than boys in behavioral regulation.

### ***Do father's influence socio-emotional learning of children; especially girls? - Review of Literature***

Parental high warmth and responsiveness have been associated with superior child prosocial skills in early childhood (Sroufe, 1985). A mother's unique orientations, strengths, and styles of interaction may appear to be more important in the socio-emotional lives of their children, yet many studies over the past two decades consistently demonstrated that father's have a measurable impact on children. Studies have found that the quality of parenting exhibited by the father as well as the resources they bring to their family predict children's behavior problems, depression, self-esteem, and life-satisfaction (Eggebeen, 2012). Popenoe (1996) noted that involved fathers bring positive benefits to their children, which includes the area of social-emotional development that no other person is likely to bring. A father's closeness to and engagement in the life and activities of his children has predicted positive child outcomes in every area of social-emotional behavior (Parke, 2012). Bogels & Phares (2008) reviewed the indirect role of the father in the development of their children is through the support they give to the mother and the family which might be emotional or behavioral but also financial. Thus, better the economic support, children have access to more educational resources and have better opportunities to learn (Kaplan, Lancaster & Anderson 1998). In a study to analyze the relationship between the father's occupational status and children delinquency, it was observed that high rate of delinquents had fathers who are low-paid workers (Siva Sankara Rao, 2013). Many a times the importance of the father has been underestimated in lives of especially daughters. Findings from a study at University of Bristol revealed that girls developed depressive symptoms in adolescence whose fathers were absent during their first five years of life when

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compared to girls whose fathers left when they were aged five to ten years. Moreover, the quality of the relationship between the father and daughter is associated with many of the most troubling problems like poverty, lower education, lower level of self esteem and confidence, poor interpersonal relations etc (Zia, Malik & Ali, 2015). A study involving two and three year old children of a racially/ethnically diverse sample of low-income fathers revealed that father's education and income were uniquely associated with child measures (Tamis-LeMonda et al., 2004). Research also shows that fathers help their children to develop positive self-concept, self-esteem, social competence, empathetic abilities, self-confidence, and emotion regulation, minimal research finds results that are contrary. Studies note that father's socioeconomic status, race/ethnicity and residential status have contributed to the contradictory results (Harris, 2010). The role of a mother is often emphasized in the upbringing of children in all the faculties of development; especially girls but not much literature is available on the impact of a father on girls. It is intriguing to understand the relation of father with his daughter and how it has a bearing on her social- emotional learning.

### *Objectives*

1. To study the socio-emotional learning of girls aged 4yrs, 5yrs and 6yrs.
2. To study the relationship between socio-emotional learning of girls and their father's Occupation.
3. To study the existing correlations between Social-Emotional learning, and Father's Occupation.

### **METHODOLOGY:**

Survey method with purposive sampling technique is used to select the data from both government and private schools in Hyderabad. A total of 30 girls, 10 girls from each age group i.e., 4 yrs, 5 yrs and 6 yrs are selected for the study.

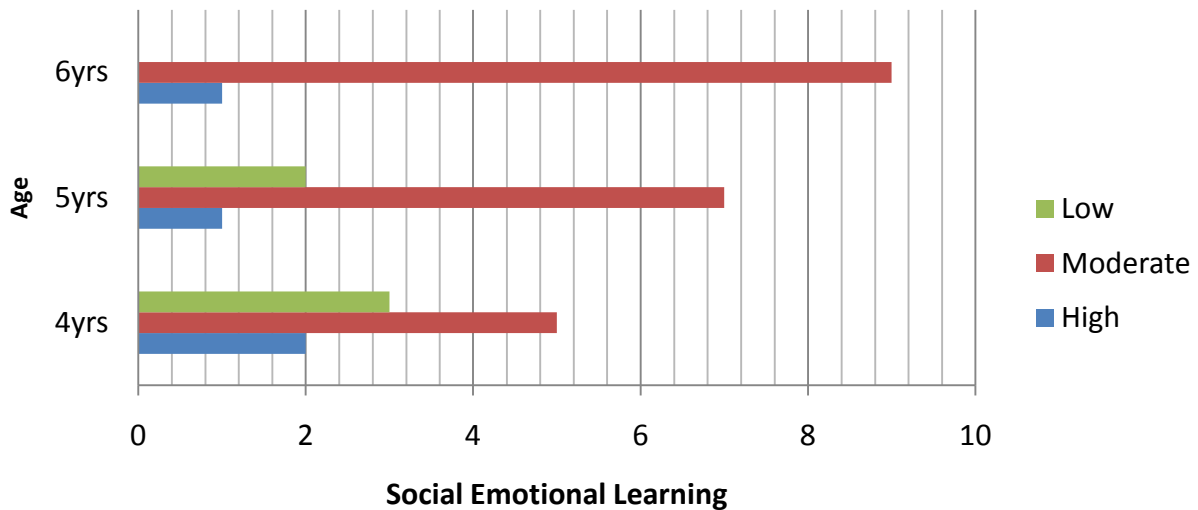
**Early Learning Observation Rating Scale** (Gills, M., West, T., & Coleman, R., M , 2010). The schedule measures seven domains of learning with 70 items (10 items each) to be rated on a 4 point scale for the intensity and the frequency of behavior and skill measured by each item. For the present study which is a working paper, the researcher has considered only the Social and Emotional domain which consists of 10 questions. This domain includes social interactions, friendships and play, turn-taking, reciprocal play, self-expression and emotions, interpreting emotions of others, cooperation, and participating in group activities. Validity of the tool was established by consulting the subject experts in the field and reliability by using split-half method (0.74). Descriptive statistics is used to study the social- emotional learning of girls of different age groups. Correlation analysis is done to study the relationship between the socio-emotional learning of girls with their father's occupation.

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**RESULTS AND DISCUSSION**

*Table 1: Distribution of the sample according to Age vs. Socio-Emotional learning*

		Socio-Emotional Learning					
		High		Low		Moderate	
		Count	Row %	Count	Row %	Count	Row %
Age	4	2	20.0%	3	30.0%	5	50.0%
	5	1	10.0%	2	20.0%	7	70.0%
	6	1	10.0%	0	0.0%	9	90.0%



**Figure 1**

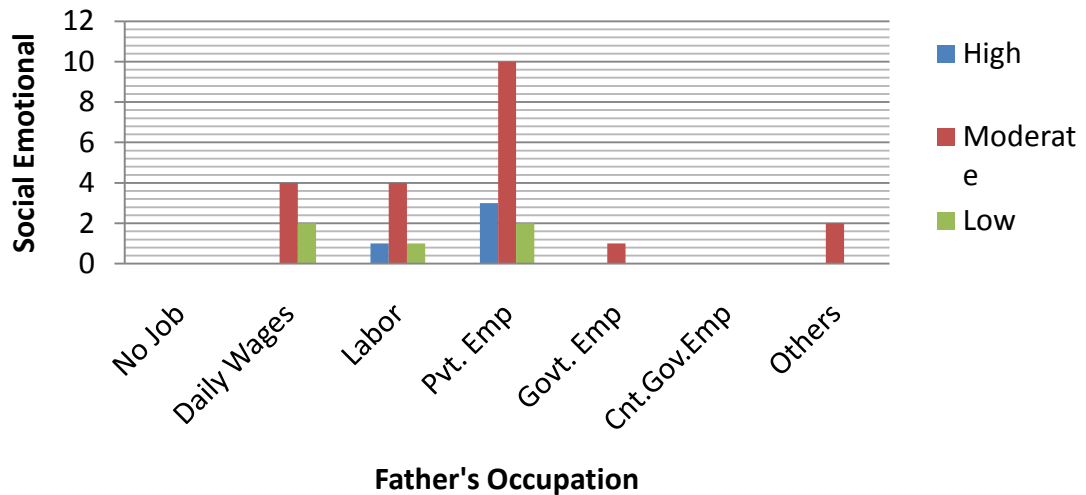
Majority of the girls in ages 4yr, 5yr and 6yrs have Moderate level of Social-Emotional learning i.e., As the Age increased, a decrease in the Low level of Social-Emotional learning is observed but there is not much increase in the High level of Social-Emotional learning. The results are akin to *Howes (1988) who delineated a development sequence of social competence among children which develops steadily, at an uneven pace, as they get older.*

Chi-Square test of independence between the Age of girl’s and their social emotional learning (sig.value – 0.349) revealed that there is no significant relationship between Age and Socio-Emotional learning at 5% level of significance.

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**Table 2: Distribution of the sample according to Socio-Emotional learning vs. Father's Occupation**

		Social-Emotional Learning							
		High		Low		Moderate		Total	
		Count	%	Count	%	Count	%	Count	%
Father's Occupation	No Job	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Daily Wages	0	0.0%	2	33.3%	4	66.7%	6	100.0%
	Labor	1	16.7%	1	16.7%	4	66.7%	6	100.0%
	Pvt.Emp	3	20.0%	2	13.3%	10	66.7%	15	100.0%
	Govt.Emp	0	0.0%	0	0.0%	1	100.0%	1	100.0%
	Cnt.Govt.Emp	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Others	0	0.0%	0	0.0%	2	100.0%	2	100.0%



**Figure 2**

Of the total sample majority of the girls have Moderate level of Social-Emotional learning, irrespective of their father's occupation. High level of Social-Emotional learning is observed more (20%) in girls whose fathers are working as private employees when compared to girls whose father's are in other occupations. There is no significant relationship between social-emotional learning of girls and father's occupation (sig.value-0.87) at 5% level of significance. The results are in contradiction to Tamis-LeMonda et al., (2004) but, consistent with the conclusions of Harris, (2010). Though the relations may not be significant, yet a weak positive correlation exists between social-emotional learning of girls and their father's occupation (Pearson correlation coefficient- 0.32).

**CONCLUSION**

Girls are seen smaller, weaker, and prettier (Rubin, Provenzano & Luria 1974). Studies have indicated that girls are more nurturant (Clarke-Stewart & Friedman, 1987), more socialized in

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home (Srilatha, 1988), more altruistic (Agarwal and Padmassi, 1991) than boys. The recent focuses on the girl child, empowerment of women have helped to develop a positive attitude towards their healthy nurturing. It is evident that father's indirect role in the development of their children (girl's) is through the financial support they give to the family (Bogels & Phares, 2008). Thus, better the economic support, children have access to more educational resources and have better opportunities to learn (Kaplan, Lancaster & Anderson 1998). The present study results have showed non-significant relationship between the occupation of father's in relation to their girl child's social-emotional learning, and also a weak positive correlation between father's occupation and the social emotional learning of girls.

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