

THE IMPACT OF KINDERGARTEN ON CHILDREN'S SOCIO-EMOTIONAL DEVELOPMENT

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ABSTRACT: *Scholars emphasized to believe that age 3-5 is the most optimal for the children formation of learning enthusiasm. This age will allow children to succeed at the next levels of the educational system as well as enjoy lifelong benefits. The early education is the cornerstone to children to establish the first Socio-emotional development contact. Furthermore, there are cultural, parental, and environmental factors, incorporate the kindergarten institution that could affect the quality and feasibility of early education. Yet some positive economic and parental factors can help kindergartens in its educational endeavors. The study found that the elements of family, school and community factors, as well as play, relationships, and environments, work in synergy to support children's Socio-emotional development. The present research emphasized that to help the educational institutions to improve its image that is preferred, it is necessary to address issues that minimize the quality of education and render kindergartens irrelevant.*

KEYWORDS: kindergarten, education, children, socio-emotional development.

INTRODUCTION

The present research is dealing with the phase of education that contributes arguably the greatest problem and direction to people's education. Overall, the research seeks to study kindergartens, their impact in early education and contribution to children's Socio-emotional development, as positive and negative involved factors. Also, for children in early childhood education stage is to offer recommendations of how to improve the image of kindergartens as an educational institution and to provide varieties of learning and teaching pedagogies. These goals will help to prove the outcome statement that kindergarten has a very positive influence on children's education and Socio-emotional development. However, they might be obstructed by some negative factors and the deficit of the kindergarten concept appeal, which requires improvement measures.

Preschool had a positive effect on children from both society vantage, but there was still higher attribution of vulnerability among children living in declined societies who attended preschool than children from high-level communities who never attend. The present Research highlights the significance of attendance of preschool for reinforcing strong developmental learning outcomes and effective school transitions for all children. Due to the lower attribution of preschool attendance by declined community, children might be led to early developmental susceptibility and injustice. Contradictory, at school, children from low socio-economic areas who attend preschool and are safe by the AEDC transition will continue to perform quite well, even not as children from the higher socio-economic community who attend preschool.

REVIEW OF LITERATURE

Boyd et al (2005, 2009) explained that Children need to be able to cooperate, follow directions, demonstrate self-control and pay attention. Unfortunately, many preschool students are in need fully support to their Socio-emotional development as well they are suffering as their Socio-emotional developments. Children must be able to collaborate, obey rules, elucidate restraint, and be careful as well.

For a reason ,as far as the education of children doesn't start as late as the school age, researchers appear united believing that it would be better for children to have knowledge and skills at least at ages three and five. At this age-frame, kindergartens offer early education that could contribute to children's Socio-emotional development of the formation of the basis for the lifelong learning. Not only development in everyday contexts but also to support kindergarten children's Socio-emotional way of life. Moreover, for the sake of success at other educational periods as well as the children's future line of duty ,Young children's social-emotional development seize a broad amount of specific outcomes, ranging from the capability of identifying and perceive one's own . Moreover, the feelings of others, as firm and sustainable relationships with peers could adjust each of his own behaviors, emotions, and thoughts. However, still, there what it could be contributed for Socio-emotional, cultural, and parental factors that may influence the efforts of kindergartens. To neutralize them and add appeal to the image of kindergartens that might be not as popular as they should be, it would be better off taking some measures, including the improvement of the education service quality.

Kirk and his colleague (2018) have defined "Social" and "emotional" terms that are so interlaced as they are often termed together not as two separate construction. As at fig (1), Social and "emotional as one term connected with learning the values, knowledge, and skills. Moreover, the children have to relate to others effectively and efficiently as contributed positively to the family, school, and the environmental community as at fig (2). However, still there are three elements as at fig (3) as such; environment, play, and relationships work with interaction or cooperation to support children's Socio-emotional development.

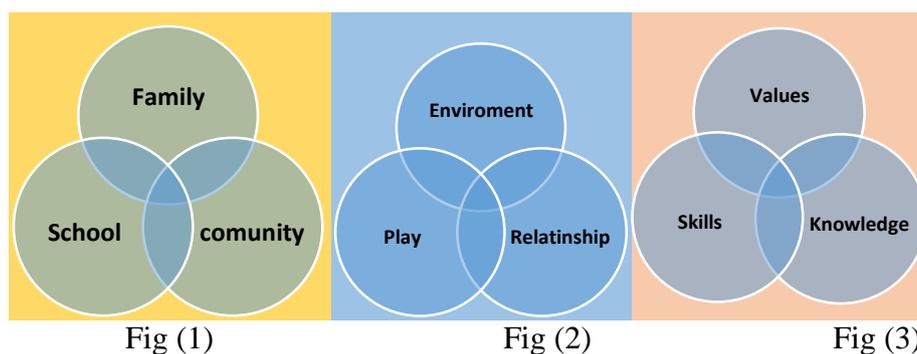


Fig (1) is showing the intersection of family, school and community.

Fig (2) is showing the intersection of play, relationships, and environments as contributed to develop Socio-emotional skills.

Fig (3) is showing the intersection of values, skills and knowledge.

Obviously all of these factors are connected to support children Socio-emotional development. Furthermore, Boyd et al (2005, 2009) as mentioned previously, classified the Socio-emotional aspect as follows:

- Socio-emotional development facilitates cognitive development as it necessary in its own right.
- Whenever children are young, the adults around them as parents, adult care-givers with the preschool instructors considered to play an important part on their socio-emotional development.
- High-quality preschool education could support early socio-emotional development in ways that produce a very long term beneficial.

In fact the high-quality preschool education could lead to more children benefit to improve and adequately support their socio-emotional development.

Silva (2015) has defined the Quality **Early Childhood Education and Care** as known as **ECEC** service as driven factors by inter-related quality indicators as follows:

- Learning and development educational programs support.
- Interaction's quality between children and staff.
- Family and community interrelation.
- Relationship between leadership and management service.
- The qualifications of the staff and training as a ratio of staff-to-child.
- The child requirements of physical environment.
- The child requirements of health and safety.

Raver (2002) shows that children who have Socio-emotional difficulties as they aren't coincide emotionally with peers, controlling negative emotions; they show an evidence of poorer school performance.

Audas (2001) reported that as the phenomena of decreased likelihood of children graduation associated with Socio-emotional behavior of aggressive children's as well as low socio-economic status could demonstrate an early academic difficulties.

According to the theory of Katz's (1993) Ceglowski and Bacigalupa (2002) debate exhibit that there are four modalities standpoint on ECEC quality as follows:

- Researcher and professional standpoints,
- Parent standpoints.
- Child standpoints.
- Staff standpoints.

Researchers and professionals disputed where to concentrate on variables such as:

- Constitutional elements such as teacher / child ratio, teacher capacity, environmental natural, curriculum through the programme, bearing in mind safety and health is included.
- Educational philosophy and educational process as well as the elements of the teacher/child interaction, staff/parent communication, staff/staff interaction.
- Parental standpoint on quality converges on the flexibility offered.

A study in Baltimore Public Schools (2005) found that more than 9,000 children attend kindergartens, where more than half of them weren't ready for Socio-emotional behavior.

Definitely, the essentiality of children learning in the classroom could be developed at preschool. The children who required following directions, rules commitment, emotion administer; solve problems, manage and organise, complete tasks, and agree with peers, might help the development of socio-emotional skills.

O'Connell (2016) reported that Baltimore educational process Program offered guarantee to the child will be ready for school started at birth where they influenced by every experience in those all-important first five years. A national organisation promoting the healthy development of infants and toddlers stated that the children become wishful learners from the age of Zero to Three years. Its, therefore, to develop skills as could be in five items:

- Communication, consisting of the use of words in a structured and conventional way.
- The ability to read and write.
- Using thought or rational judgment, including counting, systematically arrangement, and problem-solving.
- The ability that child control his violence.
- Feeling of trust in his own capacity.

Cloney et al (2015), have found that education in the early time prior to school provides children with a real chance to develop crucial skills where it is especially important for children who haven't opportunity of exposure to a high standard learning environment.

Sylva, (2010) and Burchinal et al, (2009) in their studies have strictly emphasis on the influences of early education quality on children's Socio-emotional development.

THE IMPORTANCE OF EARLY CHILDHOOD EDUCATION

Falk (2016) reported that as far as early, childhood education conquers the ability to master specific disciplines. For instance; more than 90% of children's brain development for foreign languages took place in the first 5 years of life. Falk continually explained that early education critically allowing children to acquire new skills and learning opportunities. The better part of cells transmitting nerve impulses and a nerve cell is believed formed between birth and three years old. If parents are to have master foreign languages to their children in educational facilities must offer early childhood education. However, they do need to start early when children's linguistic learning predisposition as it is the most optimal and productive period.

Begley (1997) pointed out that the first 12 months of child's life is an important opportunity for language learning since it is the time that the auditory map of the child is formed. This means that the child will be incapable to pick out the phonemes even, not heard thousands of times, which will be due to neurons not having been assigned to the job of reacting to the sound. Still, other researchers extend the longevity of the period of early childhood education that allows language learning.

Shrum and Glisan, (2015) pointed out that the language acquisition falls between the age-frame 2 and 5, the optimal language acquirement period as such that spans the years between the age of 2 as well as puberty onset. Karin and his colleague (2014) indicated clearly that the early childhood education and care (ECEC) service could be a quality evaluated as internationally increasingly important. However the data research over time indicates that the 'high quality' programme is promoted the children's achievement outcomes and sustainability.

OECD (2006) & UNESCO (2006) at the roles of UNESCO indicated that Across the Western and developing world the economy of ECEC is a policy accomplished research and experience questions about the programme such as the objective, type and quality. However, as question has emerged; what kind of forms of families best support economy to promote and best children's learning improvement and development?

Many researchers have explained the factors influencing the Early Childhood Education and emphasised that the relationship between quality of ECEC programmes and child learning outcomes is complex. On other words, at different types of early childhood programmes, studying children learning outcomes detects a range of factors, such as:

- Family factors (Hustedt, et al (2007).
- The countenance of structural quality (Early et al., (2007).
- The level of age and programme consistency (Campbell et al., (2008).
- Childe /environmental quality of interactions (Burchinal et al (2010).
- The development professionalism of teacher (Burchinal et al (2010).
- The universal quality of the learning process environment.

Some of the early education researchers pointed out that through the prism of children's has improved learning capacity as Gormley et al. (2009) concluded that high-quality preschool education had a potential for boosting Socio-emotional development. This is true particularly in the fields of behavior that influence children's engagement in learning and awareness. This point of view seems echoed in what Trawick-Smith (2014), had to reveal on the potential of early education for shaping the learning capacity required for education at later ages. Thus, as identified, research is said to demonstrate that children engaged in quality preschool programs in their time were more likely to come to school rigged with emotions, cognitive, and Socio-emotional skills required for engagement in learning.

Sylva, (1994); Reynolds et al., (2001); Goodman & Sianesi, (2005) have indicated that Kindergartens have been found to offer continued benefits that persist over the lifetime, including family wellbeing, health outcomes. Furthermore, improved economic participation, the children from underprivileged backgrounds stand to gain the most. Duncan & Magnuson, (2013) approved that this opinion is far from solitary, as other researchers associate various types of enrichment provided by early childhood education with individual performance at school and success in the labor market. It would be safe to note that research findings approved that kindergartens being a springboard for success in later education and life periods. In general, such as Socio-emotional and cognitive development ,studies revealed that the early years of children paved the way for future development giving a solid base for lifelong learning and learning ability. Some researchers agreed with the influence of early education on all further learning efforts of children to gain what would make them competitive professionally. The source assured that the moderate levels of participation in quality early childhood education were associated with the higher levels of Socio-emotional skills, employment, and educational success (Akinrotimi (2016).

According to Kaga (2008), explanation that children who aren't given sufficient food, healthcare and general physical and emotional support, the effective learning becomes so difficult. However the researchers in agreement with these kindergarten outcomes are conventionally logic. If kindergartens improve educational success, they will allow getting higher quality education, which

enhances the controversy of better economic participation. Moreover, the presence of higher socioeconomic community, where the per capita income is higher, will lead to a higher quality healthcare. Eventually, Peisner et al. (2010), reported that healthcare and the family financial stability, therefore, ensured by quality education seems very important to family wellbeing.

SOCIO-EMOTIONAL DEVELOPMENT: SIGNIFICANCE AND BENEFITS

Rogoff (2008) explained that directing the children's participation in the activity of cultural might drive to “participatory appropriation,” which reshaping the notion adaptability or forming the external knowledge and conception one’s own. This could be noticed through the responding of children in Socio-emotional situations. Eventually; increased responsibility will take over of children in the cultural participating.

Socio-emotional development refers to the way a child learns to interact with others. They also gain ability to communicate with others and to process their actions as they develop and perceive their own individuality within their communities. Socio-emotional development most often involves the development of friendships and other relationships as well as the handling of conflicts between children and peers. This development is closely linked to the development of emotion and cognitive skills. These developmental landmarks are believed to be the basis for developing numerous relationships, interactions, managing stressful situations and enforcing behavior. Barber (2017) reported that the development of relations and the acquisition of the behavior regulation ability are very essential where Socio-emotional skills allow children to merge into the society. Moreover it become worthy members, which may be what the government seeks to achieve by prioritising Socio-emotional development. These rationales make themselves observed in the works dedicated to Socio-emotional development and its importance.

Lynch and Simpsons (2010) in their research found that the acquisition of Social skills is a further form of Socio-emotional development by involving children's ability to positively approach others, easily taking their turns, negotiating and cooperating with other children. Consequently, children may possibly grow into responsible society members. This interpretation of Socio-emotional development reflects the willingness of the society to rear law-abiding and Socio-emotionally harmless civilians.

Another definition shows a different utility of such development at a young age where Kostelnik et al. (2018) clarified that Socio-emotional development implied the skills of learning, knowledge, and values. These aspects allow children to relate to others effectively. This definition of Socio-emotional development seems to indicate that such development may be about cultivating in children's ability of responding positively to community and establishing Social contacts therewith. If so, Socio-emotional development makes perfect sense since people are what their society could be. In the absence of such social engagement, human beings run the risk of never assuming Socio-emotional features.

A variety of researchers shares an understanding that the society is a defining developmental factor for humans. Peters (2017) argued that the natural environment tended to shape the character of people and their Socio-emotional as well as the personal identities. Another confirmation is found in the work of Bush (2017) who referred to William James the US psychologist, considered people constituted by their Socialisation. He regarded people as “very much a product of their Socio-emotional environment.

The question is: What better institution is there to get children Socio-emotionalised than a kindergarten? There is a tendency in the scholarly discourse to downplay the role of parents which is another positive proof of the relevance of educational establishments as Socio-emotional development on which it is focused. Thus, for example, Wormer (2017) challenged the claim that parents teach and shaped the personality of their children as much as their own culture.

The researcher considered this presumption as a dogma. Counterproductively, if this manner is bad attitude, parents still insist to influence their children. The claim, therefore, does not seem all too definitive.

Since parents are a part of the human environment that imparts values and knowledge to children, the contested claim does make sense, the effort to conclude from the importance of parents as represents of Socialisation goes to show that educational institutions are deserved. However the lack of exposure to conflicts and emotional outbursts that may occur in families and communicate wrong behavioral model, and due to the presence of appropriate educators at proper Socio-emotional communicating values, it's better to consider more important directors.

The period of kindergarten's education may fall on which is central to the establishment of what people are. It is to be trusted, if the Freudian vision as regards the period of life when the human personality is at its formative stage. Kindertartens however will appear to shape children's personality at the exact point when it could be subjected to formation. Davies and Janosik (1991) stated that Sigmund Freud's considered opinion that personality was shaped by the age of 5 or 6 years. The role of the educational institution may come into question if alternative views are taken into account. Continually, although Davies cited the author of a psychosocial-emotional theory of personality development as kernel preserved the Freudian theory but widened its scope.

Erikson (2017) postulated that the development of the human personality occurred in the course of the entire life moving sequentially through 8 essential development phases. Actually, rather than avoid the Freudian claim, the researcher takes the particular status of personality away from the kindergarten intervals totally while distributing the role among other age periods. In any case, it is possible to say there is a range of factors that can contribute to or preclude the Socio-emotional development and education of children.

FACTORS INFLUENCING THE CHILD'S SOCIO-EMOTIONAL DEVELOPMENT

Socio-emotional development refers to the process by which a child learns skills in interaction with people around them. They also develop knowledge of self-skills by communication, developing and maintaining friendships, and ways of handling conflicts in interactions with peers. Some factors therefore, influence a child's Socio-emotional development as include parenting styles, friends, teachers, culture, and extracurricular activities among others.

Boyd (2005) set a Socio-emotional development definitions and importance as children involve the procuration of a set of skills as capability of:

- Children with their own feelings supposed to identify and understand.
- By emotional states in others, children have to read and understand accurately.
- Children supposed to manage their strong emotions and their expression in a deductive behavior.
- Regulate their own behavior.
- Promote sympathy for others, and

- Relationships erection and sustainability.

Although the skills build on one another but each of these skills develops on his own schedule. However the very young children must learn to know and realize their own feelings, and eventually and progressively learn to cooperate verbal labels to those feelings. On the other hand, to learn that feeling, others have the same feelings too, and to begin to share the feeling each other.

Mensah & Koranchie (2013) have explained that different parenting styles have an impact on children's socio-emotional development. Children brought up by authoritative parents who focus, reason, trust and show an understanding are more likely to have positive socio-emotional development. On the other hand, those with authoritarian parenting style who practice strict rules, threats and punishment push their children into developing anti-Socio-emotional behavior. The good Socio-emotional development in children, parents, therefore, needs to be more flexible and accommodative. Moreover, Berndt (2002) indicated that childhood friendships help in the enhancement of skills in Socio-emotional interaction where sensitivity children learn the principles of communication from their peers. Those children who have no friends may develop emotional and behavioral problems and have difficulty in interacting with others. In fact, teachers have roles to play an important part in the Socio-emotional development of children.

According to Schonert-Reichl (2017) teachers who support positive Socio-emotional interactions in the students could facilitate their Socio-emotional growth. On the other hand, by praises, allocating additional roles, will offer children to know what is acceptable to peers like sharing, apologizing, and greeting. Definitely, teachers who are in different to these teachings affect a child's ability to learn widely accepted norms. The presence of extra curriculum in schools like music, games, and drama, therefore, allows children to express themselves. They also develop positive competitive behavior and sympathy as well as develop skills in supporting peers. More importantly, the children learn to obey the rules of the interactions. Thus, schools that do not have extracurricular activities deter the Socio-emotional development of children.

Alesina & Giuliano (2015) indicated that the culture of a society is an essential part of shaping experiences where culture is a set of attitudes, values, beliefs, and norms of a given community by which children is one of the factors influencing Socio-emotional development. Children learn the norms through Socialisation with family and community. Thus, they develop traits depending on the socialisation they receive. For instance, children raised in westernized culture may be more individualistic than those who were born in an Asian culture where the tradition way of life is very warm and communal living is the norm. Children will also adopt the way of life of society regarding what is acceptable dependently on diversity from region to region and nation to nation.

Recommendations

Indeed some strategies promote Socio-emotional development of children in kindergarten. These include qualified teachers, parental style, encouraging friendships, and participating in extracurricular activities. Schools should employ teachers who are highly qualified in early childhood education. Educators should know about stimulating children socio-emotional development through guidance and encouraging appropriate behavior.

Killen (2014) proposed that any teacher should nurture a learning environment and formulate a suitable curriculum that enhances positive Socio-emotional development. Children should also

learn from teachers about positive methods of resolving conflicts. Furthermore; parents should endeavor to be supportive of their children. Instead of using punitive means of disciplining, they should adopt reasoning with their children. Also, they should enhance stability in their homes by allowing them to form more mindful relationships with their peers. Allocating responsibilities at home allows a child to make choices on their own. It also enhances a child's self-esteem by praising the child even with errors in their chores.

Schonert & Reichl (2015) emphasised that parents and teachers should teach children to be self-confidence and not to compare themselves with others since they aren't identical. That is the only way the children learn how to respect others, obey rules, and communicate effectively. Being allowed to interact with peers however, will enhance children interpersonal skills. Moreover; the caregivers should identify the interests in their children and support the talents. They could enroll them for private sessions to perfect their interests. In identifying schools for their children, parents should not only consider the quality of education but also the availability of extra curriculum activities. These are essential for a child's Socio-emotional developments. On the other hand, management of schools should invest in extracurricular activities to stimulate young children's Socio-emotional capabilities.

CONCLUSION

Kindergartens play a vital role in the early education of children by paving the way for their lifelong learning and help develop children's learning ability. By making children more receptive to and enthusiastic about education, kindergartens ensure that they will achieve quality education at later stages. Eventually will translate into lifelong benefits, such as family wellbeing, health outcomes, and improved economic participation.

At this stage, children learn a lot from their families, teachers and peers. It's therefore, essential for family and school institutions to put strategies in place to foster children's healthy Socio-emotional development. It's more likely that children in kindergarten are easy to teach what is acceptable in interactions with peers and society where therefore lessons should enhance positive behavior. Parents should role behavior models as children identify more with them. Since children come from different backgrounds, teachers should understand the diversity and the nurture of the children with care. Any negative influence should be carefully corrected to avoid contradicting the parents view or damaging a child's self-esteem. Kindergarten therefore, is an essential rite of passage for every child. The experiences with their peers and school rules make children more responsible and in control of their emotions and behavior which are essential traits in coping with demand adulthood. By contributing to children's Socio-emotional development, kindergartens make sure young residents will assume correct Socio-emotional roles and grow into Socio-emotionally responsible people.

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