

SOCIAL AND EMOTIONAL SKILLS DEVELOPMENT OF PRE- PRIMARY SCHOOLS CHILDREN IN BANGLADESH: TEACHERS' ROLE

Maksuda Laila Sucky

Instructor, URC, Ministry of primary and Mass Education, Dhaka, Bangladesh.

Abstract

Teachers are the most important persons for a child who creates the social situation of education. A social and emotional skill is a global rising concern. In the preschool years, social and emotional skills development increases to include children social capability, managing behavior, social perception and self-regulatory abilities. In Bangladesh preprimary education is one year duration and school based actions for learning have been adopted as important strategies in primary education. The government has made PPE as an integral part of the primary education and incorporated this intervention into the national program, Third Primary Education Development Programme (PEDP-III). Evidence shows that there is a relationship between social and emotional development and behavior and school success. The study aimed to explore the knowledge of preschool teachers, in developing social and emotional skills of children aged 5 to 6 years in pre- primary schools. The study was carried out qualitative in nature and was guided by the explorative approach. Data were collected from two government pre-primary schools of Dhaka city In-depth interview with teachers, classroom observation and document review methods were used to collect information. After collecting data it was managed and analyzed using content analysis technique according to different themes emerged from the research questions. The study findings from curriculum review revealed that social and emotional skills were included and emphasized in pre-primary curriculum of Bangladesh. It is found that most of the teachers know the core features of social and emotional skills. There is a gap between the scope of these domain mentioned in the curriculum and classroom practice by the teachers. The study confirms that social and emotional skills of preprimary children's is highly dependent on teachers readiness, so the study suggests that the preprimary teachers need to be familiarized with the curriculum in order to get an in depth knowledge, the government should closely monitor the classroom practice.

Key words: *Social and Emotional Skills, Development, Pre- Primary schools children, Bangladesh, Teachers' role.*

1. Introduction:

Development is a continuous process of growth and change that occurs across the lifespan. Early childhood is a unique period when the structure and functions of the rapidly growing brain are organized through a child's early care experiences. Early childhood development provides the blueprint for all future development and learning. Early socio-emotional development is defined as "form close and secure adult and peer relationships; experience, regulate, and express emotions in socially and culturally appropriate ways; and explore the environment and learn — all in the context of family, community, and culture" (Yates et al. 2008)

The early childhood period is a crucial time for developing young children's social and emotional skills and capacities. Infants, toddlers and preschoolers rapidly develop capabilities in emotional regulation, relationships, cognition, motor development and language. These capabilities are the foundation for later development whether that foundation is sturdy or fragile depends to a great degree on the quality of the young child's early environments and relationships (Granholt M. Jennifer; Janet Olszewski Social and Emotional Development in Young Children Michigan Department of Community Health).

Children need to experience authentic, loving and interactive relationships with responsive and trusting adults (such as their families, and in some cases, teacher) to grow up socially and emotionally. Through positive relationship children develop their self-confidence, sense of self, emotional skills such as learning how to experience and express a range of emotions, having empathy for others and cope with challenges; and social skills, such as how to interact with others. Social and emotional skills includes emotion expression and management, perspective taking, empathy, inhibitory control, self-confidence, and the ability to develop

and support relationships with others (Denham, 2006; National Scientific Council on the Developing Child, 2007; Yoder, 2014)

Social and emotional skills support every other aspect of a child's development; such as learning, school readiness and cognitive and language development. Children with greater self-control are more likely to grow into adults with better health, have higher incomes and fewer financial struggles, and fewer criminal convictions than those with weaker self-regulatory skills (Moffitte, et al., 2011). It is evident that failure to develop secure attachments with caregivers may lead to later difficulties communicating or managing emotions, or developing positive relationships with peers (Sroufe, 2005). Relationships and social experiences are very important for the children to become competent.

Children whose early care experiences have been positive, it is expected that their relationships with others and their world will be positive. Positive early care experiences organize a child's brain so they have the ability, skills and confidence to engage in satisfying, positive relationships and experiences as children develop social and emotional skills, they gain the confidence and competence needed to build relationships, problem-solve, and cope with emotions (National Research Council & Institute of Medicine, 2000, Parlakian, 2003).

It has demonstrated that early relationships and experiences have lifelong implications for mental health, wellbeing and also relate to how children function as contributing members of society. Sensitive teacher responses to troubled children can facilitate better adaptations to everyday learning experiences (Atwool, 1999; Bennathan & Boxall, 2000; Pianta, 2003) Children learn better when they are both cognitively and emotionally engaged in tasks (Goldstein, 1999; Siraj-Blatchford, Sylva, Muttock, Gilden & Bell, 2002) This study will emphasize the importance of teachers' role in development social and emotional skills the early years which the foundations for children's development.

2. Statement of the Problem:

Social and emotional development is a growing concern worldwide. In Bangladesh, one year pre-primary education has been adopted as important strategies in primary education for better outcomes with inclusive access, equity and quality of instruction in PEDP-II (2005-11) and pePEDP111(2011-16). The national educational policy in 2010 stipulates the gradual introduction of one year of pre-school for 5-6 years old, which has also been incorporated under the scope of PED-PIII (UN, 2015). Therefore, it should be taken into consideration to understand teachers' knowledge and monitor their practices and interaction techniques to promote social and emotional skills of children from early years for developing social competence. This could imply that pre primary school going children in Dhaka city are subjected to inadequate social emotional development. So it would be necessary for a teacher to use a teaching approach which will help the children acquire both the academic skills and social emotional skills which are necessary to help them cope with life situations. Teachers play a key role in the education and also student's life. A person with proper vision, experience and an education degree can enter the teaching profession. Teaching job has impact on the physical, mental growth and wellbeing of the children. The teachers of present time are quite diverse than past and have wide role in almost every aspect of the life of their students. Teachers not only impart knowledge but shape children's life by understanding their attitudes and emotional needs. From different researches it has been found that social and emotional development is important both in its own rights and cognitive development. Children's social and emotional development during the early childhood years lays the foundation for their development through middle childhood, adolescence, and beyond (Denham, 2006; Denham & Brown, 2010).

Children carry over knowledge and skills through experience of positive relationships developed with peers and adults in the classroom (The Utah Early Childhood Common Core State Standards Initiative, 2013). Children's academic performance is interrelated with their emotional and social skills (Wentzel & Asher, 1995). Evidence showed that as many as 32 percent of preschoolers in Head Start programs have behavioral problems. These missing social and emotional skills mean that teachers will face severe classroom management problems (Judi Boyd et al., 2005). If these problems are not addressed, the result can be growing aggression, behavioral problems and, for some, delinquency and crime through the school years and into adolescence and adulthood (Judi Boyd et al., 2005).

A vast number of primary schools are operating in Bangladesh since East-Pakistan. Now there are 25 types of schools Government Primary School (GPS) are Newly Nationalized Primary School (NNPS) Kindergartens, BRAC schools, ROSC Anandya schools, Ebte dayee Madrash, High Madrasha attached Ebte dayee, Registered Non - Government Primary School (RNGPS), Non-Registered Non-Government Primary School (NRNGPS), PTI Experimental schools, Community schools; and Shishu Kollyan schools. With approximately 17.5 million Children. Bangladesh Government has placed high priority on education, particularly at the primary school level for human resource development (Directorate of primary education, 2013). The country runs one of the largest primary education systems in the world, with around 22 million primary school age pupils, 466 thousand teachers and about 107 thousand schools. This education system is one that uses Bangla as the primary medium of instruction. Their curriculum has been provided under the supervise National Text Book Board in Bangladesh. These schools follow the NCTB syllabus. This goal of the schools is to provide each student with opportunities to build up intellectually, artistically, physically emotionally socially

and morally to his or her fullest potential. However, this curriculum has been vastly spread, expected and popular from 72's.

PEDP-III, the sector-wide program for primary education development, focuses on quality and improvement of the teaching-learning process. This is attempted through different means such as introducing Diploma in Education as the professional training course for the teachers. Each Child Learn pilot initiative emphasizing active teaching-learning and learning assessment reforms etc. Mainstreaming pre-primary is another major initiative by government to improve the overall of learning. Through all these efforts, qualitative change is expected to contribute to enhancing the quality of learning. The theoretical understanding is not enough to change the deeply rooted traditional practice about the teaching learning process.

Moreover, much research has not been done in this area in Bangladesh. Recent study reveals that there are not much scope of child directed, spontaneous play in the classroom activities which is utilized for developing children's social and emotional skills in Bangladesh (Rashid, 2016). Therefore, this study will provide us with the true picture of teachers' understanding, belief, practices and scopes for improvement to implement standard practice in the context of Bangladesh children's social and emotional skills development. Additionally, this study will help us to find out the present attitude and practice of teachers and the gaps in promoting children's social and emotional skills.

3. Objectives:

The main objective of the study was to explore the role of teachers in developing social and emotional skills of 5-6 years old children in Government pre-primary schools.

- I. To know about teachers' understanding on social and emotional skills of 5-6 years old children.
- II. To find out the berries in developing social and emotional skills of 5-6 years old children in Government pre-primary schools.

Research Questions:

The study was conducting to find answers to the following questions-

- What do teachers know about social and emotional skills of 5-6 years old children?
- How do teachers support the children in developing their social and emotional skills in Government pre-primary schools?
- What are the berries that teachers face in developing social and emotional skills of 5- 6 years old children in Government pre-primary schools?

LITERATURE REVIEW:

The research issue from various points of view and instigates to provide a rational for farther study on social and emotional skills. This section sheds light on developing social and emotional skills of the children and teachers knowledge and practices on this issue.

Social and Emotional Skills Development in Early years

Social emotional skills are supported by Erick Erikson's (1903-1994) theory of psychosocial development which ascertains that children develop through dealing with crisis and how they deal with it is what makes one have a high self-esteem. Failure to deal with crisis at a certain stage will lead to a reflection of that crisis at a later stage. A direct correlation between childhood maltreatment and exposure to violence in the home and community has been identified as one of the risk factors that can lead to school failure (Henry, 2000). This may prove that it is crucial to develop the child's social emotional skills right from early childhood, for future success in school. Piaget's stages of development (Erick, 2001) demonstrate that as children develop they acquire skills that afford them the opportunity to progress through the different stages. So, social emotional skills need to be developed as early as achievable.

According to Vigotsky social interaction pave the path of development. Through socialization children get consciousness and better cognition. In his theory he mentioned that children learn better within zone of proximal development (ZPD). It is the distant between the ability of the child to perform a task with adults'/peers' guidance and the child's ability to perform individually. He insisted on promoting a kind of learning context where students play an active role in learning and teachers facilitate them to acquire knowledge. Learning should be a reciprocal experience for both teachers and children.

Social-emotional development includes the child's experience, expression, and management of emotions and the ability to establish positive and rewarding relationships with others (Cohen, et al., 2005). It covers both intra- and interpersonal processes. The foundation of social competence developed in the first five years of a child's life is linked to emotional wellbeing and social skills needed later in life. Raver & Knitzer (2002) points that in particular a child's emotional status affects early school performance which in turn predicts later outcomes. Therefore, it is important for a teacher to choose a teaching method which will develop children social emotionally.

Science has established a compelling link between socio-emotional development and behavior and school success (Raver, Zins, Bloodworth, Weissberg, & Walberg, 2004). Young children cannot learn to read if they have problems that distract them from educational activities, problems following directions, problems getting along with others and controlling negative emotions, and problems that interfere with relationships with peers, teachers, and parents. "Learning is a social process" (Zins et al., 2004).

According to CASEL (Collaborative for Academic Social and Emotional Learning) Social and emotional learning (SEL) is the process through which children acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, feel and show empathy for others, establish and sustain in positive relationships, make responsible decisions and develop resilience. They also mentioned that many risky behaviors (e.g., drug use, violence, bullying, and dropping out) can be prevented or reduced when multiyear, integrated efforts are used to develop students' social and emotional skills. This is best done through effective classroom instruction, student engagement in positive activities in and out of the classroom, and broad parent and community involvement in program planning, implementation, and evaluation.

According to National Scientific Council on the Developing Child, (2004), children build social skills that connect them with family, peers, teachers, and the community. These growing capacities help young children to become competent in negotiating increasingly complex social interactions. The core features of emotional development includes the ability to identify and understand one's own feelings, comprehend emotional states in others, control strong emotions and their expression, regulate one's own behavior, develop empathy for others, establish and maintain relationships.

The National Education Goals Panel (1996) recognized that a young child must be ready to learn, e.g., possess the pre-requisite skills for learning in order to meet the vision and accountability mandates of academic achievement and school success. Academic readiness includes the prosaically skills that are essential to school success. Research has demonstrated the link between social competence and positive intellectual outcomes as well as the link between antisocial conduct and poor academic performance (Zins et al., 2004).

According to The Utah Early Childhood Core Standards, social and emotional category has two standards. The first standard focuses on the development of self-awareness and positive self-esteem. The second standard is focused on the child's social ability to promote positive interactions with others. This includes self-control, developing skills to interact cooperatively with others, respecting others and their belongings, as well as developing skills to solve conflicts. Children carry over these knowledge and skills through experience of positive relationships developed with peers and adults in the classroom. (Common Core State Standards Initiative, 2013).

Evidence shows that social and emotional learning play influence non-academic outcomes, and improve children's academic performance and lifelong learning (Rashid, 2016). Neuroscience says that optimal learning environment creates an internal brain states well attuned for learning. In short there is a direct link between emotion and teach (Zins et al., 2004).

Pre-primary Education in Bangladesh Context

Early Childhood Care and Development means the provision for all necessary assistance in realizing the rights of every child in terms of survival, safety, care, development and education, which will ensure the healthy development of the child from conception to age 8 ECCD is holistic and comprehensive system that helps to achieve fully the rights of every child to survival, safety, care and development through interventions undertaken by society, family, community, learning centers and schools.

Bangladesh has achieved a dramatic increase in pre-primary enrolment rate. The net enrolment rate of 52.6% in pre-primary in 2013, which is four times since 2008 (Education Watch, 2013). Governments allocate more budgets for pre primary. The allocation for pre- primary increased from 0 to \$287 in 5 years under the third phase of primary education development programme (PEDP-III). Resources have been allocated for training 38,000 teachers for pre-primary. A national pre-primary curriculum and textbook, along with teachers' guide, is also being implemented nationally.

The National Education Policy, 2010 of Bangladesh recommended a yearlong pre-primary education for the children of 5+ age group with a view to laying the foundation of total personality development & life-long education and providing readiness for formal primary education. The Education Policy has termed the pre-primary education as readiness educations and emphasized the importance of creating an environment which will be conducive to the child in acquiring mental and physical readiness. The policy has laid down that the pre-primary education curriculum should focus on, Tolerance towards others; formation of ideas about discipline of formal education at later stages.

The National Children Policy (2011) recognized the importance of social and emotion development for Children in section 6.6 and emphasized that each educational institution shall have play-ground and sports equipment. The policy also states that the initiatives shall be taken to ensure environment for sound growth of universal human faculties and pre- primary education shall be strengthened and expanded to make formal education fruitful.

The Comprehensive ECCD policy (2013) emphasized on child friendly environment for 3 – 6 year old children. In the draft ELDS (2016) of Bangladesh the specific aspects of social and emotional development are clearly mentioned. Social development includes pro-social behavior, interaction with adults, and interaction with peers. Emotional development includes emotional expression, and self-control National standards.

Role of Teachers in Child's Social and Emotional skills Development

According to Schwartz, (1984), teachers have a amazing power in their hands, they can significantly affect a child's whole life. Besides this it has been revealed by many studies that educator's attitudes and knowledge of inclusion affects the type and quality of classroom practices (Kuyini&Desai, 2007).

Teaching young children to manage their own behavior allows teachers to spend more time teaching and less time dealing with occurrences of challenging behaviors in their early childhood classrooms. (Center on the To be considered high quality environments for developing children's social emotional skills, preschools should incorporate social emotional development into their curriculum, and also ensure that teachers receive training on how to improve and enhance children's social emotional skills Curricula that most effectively develop children's social-emotional skills are those that include: direct.

Instruction and skill modeling, numerous opportunities for children to practice using their social and emotional skills, opportunities to generalize these skills to naturalistic settings, and feedback.

Emerging research on early schooling discloses that children's making and sustaining relationships with peers and teachers depends on their ability to regulate emotions in pro- social versus antisocial ways. These relationships then either help or hurt children's chances of doing well academically (Ladd et al., 1999).

Practice of Social and Emotional Skills in the classroom

A school's environment is very important for children's social and emotional development. It has been observed that school environment has a significant contribution in children's social, emotional and behavioral well-being (Gutaman & Feinstein, 2008). Berk (2001) said that once children were in a school setting, other factors affected their social development. Moreover, Ecological theory of Bronfenbrenner (1995) conveyed the importance of interrelationships within and across the social environments or systems surrounding a child. According to the theory, children develop through interactions with their immediate environments and through the relationships between their immediate environments and wider social environments (Wise, 2003).

Socio and emotional skills are the one of the pre condition for school readiness. If social and emotional skills are not well developed, children are unable to enjoy school. At School they interact with peers, teachers and share learning materials. They also learn to cooperate, see others' viewpoints and work together for the common welfare. Children and young people with low socio emotional well-being are more likely to have difficulties at home and in their peer groups at school and often experience negative emotions (for example: depression, worry, stress), negative behaviors (such as bullying), academic under achievements and disengagement from learning (Department of Education and Early Childhood Development, 2010). As, here in Bangladesh Pre-primary level has been started from 2011, so school environment for children's social and emotional developments has been exposed.

METHODOLOGY:

Qualitative approach was applied in the study to explore how teachers supported the children in developing their social and emotional skills in Government Pre-primary schools. The study was conducted at Dhanmondi area in Dhaka city of Bangladesh. There are 11 Government Primary schools in Dhanmondi of Dhaka and every primary school has Pre-primary classes which are operated by separate teachers who are specially appointed only for Pre-primary education. The study participants were teachers who teach 5-6 years old children in Government pre- primary schools in Dhanmondi area in Dhaka city. In the study, 5 pre-primary school teachers were selected purposively. Two pre-primary classes were selected to observe how teachers teach and support social and emotional skills. In addition to that the pre-primary curriculum was reviewed. In-depth Interview (IDI) guideline was developed according to the research objectives and questions. Then it was reviewed by the experts to check validity. Before data collection, an appropriate relationship was established with the schools' authorities for getting premises to conduct the study. Before interview, the researcher was communicating with the teachers to gain consent and to arrange comfortable schedule for the interviews.

Five teachers who teach in pre-primary children were interviewed through IDI questionnaire. All interviews were conducted in the comfortable place and convenient time. During the in- depth interview, clear and open ended questions were asked and sensitive and misleading questions was avoided. Questions were sequential as well and semi-structured. All interviews were conversational. The length of each interview was 40 to 50 minutes. Demographic information of all participants was collected. Researcher was conducted all interviews by herself and keep audio record with the permission of the participants. In this study, researcher was also observing two pre-primary classrooms to understand teachers' practice and review the curriculum. After data collection from the participants, researcher started to scrutinize all data manually, check data sheets and find out if there is any gap. If any data is missing, researcher was recollecting it as soon as possible. Then, all data was transcribed with proper identification numbers and reviewed again. A thematic framework was identified

by the reading and memoing. It was started during the IDIs as well as describing data was gone whenever needed. Researcher wrote memos in the form of short phrases, ideas or concepts that was help to develop categorizations.

Data was presented by summarizing the findings under different themes and subthemes. Some direct quotation of the participants was presented to validate the findings.

RESULTS & DISCUSSION:

The purpose of the study was to explore the teacher's role and scope of developing social and emotional skills in the government preprimary curriculum and classroom practices in Bangladesh. It will shed the light on findings of the study and discussion on them. For understanding the teacher's role in developing children's (5-6) social and emotional skill this section has been organized in three major themes, teacher's knowledge's, practice and barriers. In this section highlights the teacher's belief, knowledge regarding children's social and emotional skills and how foster these skills are highlighted. In the practice section how teachers are implementing their knowledge to support their belief is brought to light. Lastly the barrier they met to carry out their duty is explained in detail.

Demographic profile of the participants

The age range of the teachers was between 23-46 years. All of them have master degree; one of them has B.Ed. Degree. They worked in government primary schools. All of them had fifteen days basic preprimary training .Three of them had seven days subject-based training. One of them had twenty days ICT training. Teaching experience varied according to the age of teachers. The older teachers had 12 years of experience and the younger one 3 year experience of teaching in primary sector.

The result is presented under different themes:

Theme 1: Teacher's knowledge about social and emotional skills of 5-6 years old children

The result revealed different aspects of teacher's knowledge about social and emotional skills participants has positive understanding and knowledge. Observation data unconverted the fact that teachers tried it but the class room environment and large number of students did not supports it and teacher did to seem to have much knowledge about social and emotional development.

The significance of social and emotional development is perceived by all the participants. Most of the teachers were aware of the children's social and emotional skill (SES) and its' importance. Most of the teachers said that SES meant following social, cultural & religions norms, taking to friends, sharing things, caring others, ability to cope with other and new environment, working in a group, interacting, turn talking, solving problems and understanding others feelings. One teacher said, *"Understand good or bad things, share & care for others, talk to friends, answer to elder people and ability to cope with other."* Someone describe this skill as following cultural and social norms of our country and religion.

Another teacher shared, *"Success of children depends on the social & emotional development. All types of learning depends on these skills"*

Another participant was not sure about these terms of social and emotional development. She mentioned *"It may be not fitting with others and not to be rude are the social and emotional skills"*. She actually could not explain emotional skills well. Teachers were asked about the acceptable standard practice of social and emotional development of children most of them mentioned that sharing and caring ability. One of the teachers described social development as, *"It's important to learn sharing, if they cannot learn this, it will affect their future life"*. In early years all the above excerpts demonstrate teachers have a strong belief regarding the importance of learning sharing and caring abilities.

A large number of participants referred turn taking behavior as one of the aspects of social development. They thought, in every area of learning children need this skill. One of the teachers emphasized on turn talking skills. She practiced it in the group activity.

Another participant said *"Understanding others 'feeling is very important. If the child can feel others pain she won't hurt others. This is a life skill that will help the child to mix up with others and have long lasting friendship."* Though they were not aware of the terminology of ' Standard Practice ', they could still figure out many aspect of developmental milestone of children's social and emotional skills development. Though they could relate the social aspects with children's overall development, lack of understanding of the emotional components were visible. The findings also demonstrate that most of the teachers are well aware of the fact that children's social and emotional skills development is very important in early years.

Theme 2: Teacher supports the children in developing their social and emotional skills

According to the participants inculcating values in children is very crucial in early years. They mentioned this is the time when they will learn by practicing the values. Most of the teachers shared that they taught the children different social and emotional skills such as greetings , respect others, taking turn, seeking permission, sharing, supporting other children, resolving conflict and understand others feeling. One of them stated *"In every day we add a value in our lesson plan and teach them and practice these values in day to day activities. This is very important, because children come from various socio-economic back ground. Sometimes we notice*

that few of them even don't know the common values." During observation it was noticed that teachers were teaching the children not to take others belongings without permission. They also discussed that how they would feel if others take their things. One teacher asked them *"If someone takes your pencil without asking how you would feel?"*

Greeting is a socially accepted and expected behavior. This is been perceived and supported by all the participants. During the observation it was well noticed. Teachers were playing game of greeting anyone who enters the class in the play time. The teachers taught those skills through different activities like group activities, free play, dramatic play, encouraging them to help other, praising or rewarding them and disseminating social messages in the classroom. One of the teachers mentioned *"Very often children are reluctant to greet others. We introduced a game where they have to greet anyone before teachers or whoever enters the class. They feel challenged and try their level best to win the game. We even follow it outside the class in the corridors. This become a habit and inadvertently they will pick up this value and practice it in daily life."*

Most of the teachers who has long teaching experience strongly agreed upon developing problem solving skills. One of them mentioned *"When I was small I used to go to a school. My teachers probably did not know about this skill. I remember they used to solve every conflict that used to arise among my friends. But now I know that how important this is to instill in children. Their whole life depends on the ability of this skill. In our school this is one of the assessment criterions in the reporting system. So we take it very seriously."* In supporting this participants mentioned *"We teach social words to the children like-sorry, thank you etc. We teach these words gradually and practice these words in different situation. We role model this social behavior as they love to follow their teachers."* A chart holding these words was seen in the class. Evidence from the observation showed that teachers asked children to solve their problems on their own using these social words. At the same time they monitored the process of resolving the conflict. One of the children from the class came and informed teacher how he solved a problem to hang a bag on the hook which was lying on the floor. He did it without being prompted by the teacher. Teacher appreciated his effort then and then and mentioned happily *"I am happy that they have started to solve problems even if they are not being told to do that."* Most of the teachers could understand the significance of instilling the problem solving skill in children as this is a lifelong learning. One teacher shared, *"I encourage the children to resolve their conflict if the matter is not serious and I monitor them"*

Different respondents stated varied ways to promote social and emotional skills in children. Different respondents stated varied ways to promote social and emotional skills in children. One of them mentioned *"I discuss the issue with the children first. Then I show them videos on the computer on the same issue."* In support to this. From the above discussion it is clear that teachers try to promote social and emotional skills. It was observed that the teachers practiced few SE skills in the classroom. Through various ways regarding acknowledging children's effort for any good deed, Respondents also mentioned about conversing with children, questioning them about their daily life, letting them to ask questions regarding any issue. Some of them mentioned that they understand the significance of peer interaction. Thus, they create opportunity to promote this skill.

Theme 3: Barriers that teacher face in developing social and emotional skills Most of the teachers shared that lack of parental support and their mind set, larger class size, lack of play materials, and inflexible class routine were the barriers. Most of the participants pointed out on the fact that parents mind set are the barrier of promoting children's social and emotional development in the school. One participant mentioned *"Most of the parents don't let their children grow up like a normal human being. They come to solve trivial matters of their ward to us. Whereas the children could solve this on their own and gain better self-esteem."* One participant mentioned, *"The target of completing the syllabus on time is a big challenge for us. We cannot give our best and support those children as we have a pressure to complete the syllabus."* Few of them mentioned that due to lack of time and opportunity they cannot focus more on the children who has some need to be met. A large number of students with a big class size seemed a great challenge for the teachers to manage the learning session. With a large class size and all not engaged in meaningful activity, a large number of students were found distracted or gossiping during the learning session. Here observation showed that teachers encouraged pair work and group work but did not have the separate plans address individual differences.

They also mentioned that children came from different geographical and socioeconomic culture with local dialogues. It might be a big challenge for teachers to make the children understand the SE skills. One teacher said, *"I have a student who came from a very poor family and talk in local dialogue. She cannot understand what I am saying. It is very difficult for me to make her understand any instruction."*

Curriculum Review findings:

The standards for social and emotional development involve behaviors that reflect children's emotional growth and their growing ability to successfully navigate their social worlds through interactions with teachers and

peers these standers include a focus on children's developing abilities to regulate attention, emotions, and behavior and to establish positive relationships with familiar adults and with peers.

For preparing a pre-primary curriculum according to the guidelines enunciated by the Frame- work for conducting and managing Pre-primary Education 2008, the Ministry of Primary and Mass Education formulated an organizational frame specifying & distributing responsibilities.

This structure formulated by the technical committee was handed over to the Pre-primary Curriculum Committee constituted by the NCTB. While preparing the present pre-primary curriculum, this Curriculum Committee of the NCTB followed appropriate methods & procedure, was assisted by a working group consisting of specialists drawn from GO & NGO, adhered to the structure approved for the curriculum.

The aim of the curriculum is to create a joyful and spontaneous entry into the primary education courtyard by the pre-primary school-age children (5+) and their coronation through offering assistance to them for their over-all development via physical, mental, emotional, social, cognitive and linguistic growth and development according to the age & ability in a child friendly and delightful environment and to lay the foundation for learning in later life.

Yet there is no national ECCE curriculum but PPE curriculum has been prepared based on draft ELDS and approved in 2013.

a) Basic principles:

There are several core principals in the curriculum such as child centeredness, children as active learner, family involvement, school as responsive social institute, inclusiveness, local culture and heritage, relationship, immediate environment and environment friendliness. The curriculum addresses the following learning areas – physical and motor, social and emotional, language and communication, pre-math, creativity and artistic, environment, science and technology, and health and safety.

b) Development and Learning outcome:

In a pleasant and child friendly environment the pre-primary age children in regard to their age and ability will be able to develop physical, emotional, social, artistic, cognitive and language which will help for setting lifetime learning base.

This curriculum has been developed as per the outlines of the pre-primary education curriculum and the related policy-guidelines. It is essentially based on the Early Learning Development Standards (ELDS). In ELDS the over-all development of children has been divided into four domains which, in turn, have been divided into 13 sub-domains. These 13 sub-domains have further been divided into 31 specific subjects. According to the demand of the curriculum, the four domains of development have been divided into 08 learning areas while preparing the curriculum for pre-primary education. The learning areas have been specified according to the demand of the curriculum after classifying the domains & the sub-domains and the specific subjects of ELDS in a variety of ways. In specifying the achievable competencies and the learning outcomes from the achievable competencies, not only the competencies described in the ELDS have been considered.

There are four main domains which have been included in per primary curriculum of Bangladesh .social and emotional development is one of them .under this domain there ha se been many areas included like self-control, self-esteem, social norms and values, behavior with others, responsibility, Bangladeshi culture etc. the major areas and some learning outcome of social and emotional development are given below:

Learning area	Achievable outcome	Learning outcome
Social and emotional	Communicate and interact with elders by following the social norms.	Will greet elder people with salam Will keep good interaction with teacher and elder person
	Interact with friends and peer	Will show assisting thoughts to peer and friends. Could make two or more friend in all places.
	Work together by attaining social quality	Could follow the leadership Could maintain other peoples decision in group. Could solve small problems in group work.
	To be self-conscious, self- controlled and could express feelings.	Could express feelings to other about bown good feeling, bad feeling Could tell the name, address ,brothers/sisters name to other setc.

development	To be conscious about norms and ethics.	Could differentiate good or bad things Could praise for good work. Could show sympathy and empathy to others.
	Practice Bangladeshi culture and heritage.	Would know about the liberation war and about the father of the nation of Bangladesh. Could show respect to Bangladeshi flag and national anthem.

Through different activities and work children will learn these social and emotional skills like role play, listening and telling words, pair work, group work, observation game, chain drill, seeing and telling game, drawing etc. teacher will help students to do the activity and develop the skills, therefore, a teacher's guide has been provided to every preprimary teacher to facilitate the activities accordingly.

c) Teaching learning process:

Activity based, fun oriented, inquiry promoting and problem solving strategies are spelled out as learning experiences of the children where teacher would act as a facilitator, and the classroom environment would be child friendly along with attractive teaching learning materials. In this way social emotional skills would be also developed.

d) Assessment strategy:

There is no formal summative examination for the children to assess the social emotional development in the preprimary curriculum.

e) Curriculum design:

The curriculum has been designed based on child's age and development inclusiveness, social emotional development, ELDS, child demand had also been considered during designing of preprimary curriculum.

Child centric, assimilation, activity organization, ELDS, subjects appropriate to child's age and characteristics, social and emotional development, etc. have been given importance.

f) Including of social and emotional skills development:

Social and emotional development sectors have been included in preprimary level because of proper wellbeing of child. The curriculum emphasizes that children can maintain things like respecting the elders, showing affection to younger's, maintaining and following family culture, having harmonious relation with friends and cooperation with friends.

g) Importance of including social and emotional development:

It is in preprimary where most striking change in behaviors is linked to the child's growing since of his/her own identity and increasing independence. The child delights in mastering of skills and enjoys exploring the world outside his/her home.

h) Approach of developing social and emotional skills:

There are no particular subjects in preprimary curriculum for social and emotional education is given. Because, curriculum expert thought children are new and they should not lose interest by seeing book and notebooks. They will learn more through sports and stories.

There is no different subjects. Nevertheless, teaching is given through different activities, curriculum, books are designed in this way. In preprimary, there will be no introduction with books in the first three months. Children will go to schools, introduce with one another and with teachers. Social and emotional development education will be given through assembly, exercise, group works, sports, rhymes, etc. this is because children are new/small and they should not lose interest by seeing books and notebooks. They will learn more through sports and stories.

i) Teachers' Training:

It is the teachers who have the main responsibility for curriculum implementation. The teachers' capability, educational qualifications, skills, wisdom and sincerity play very important parts. The teachers are key person whose main responsibility is to implement the curriculum. The teachers' capability, co-educational qualifications, skills, wisdom and sincerity play very important parts necessary pre-condition for successful implementation of a curriculum. The teachers will receive intensive training at the last stage of the dissemination training. But only one training for a specified period is not enough for improving the professional skills of the teachers. Teachers from both GPS and other category for pre-schools to be trained on the newly developed pre-primary package, orientation training of supervisors/monitors/managers will also be provided to support the teachers to ensure quality

as well as refresher and professional development training will be arranged for continuous basis to improve skills of teachers. A basic preprimary training of 15 days for implementing the curriculum in the classroom has been given to the teachers.

j) *Teacher's role for social and emotional development of children*

Teacher's role is very important and teachers can make the learning fruitful. Teachers themselves will do for first three months and they will do with children. When and how to do the activities with children, everything is given in teachers' guide. Mainly teachers will encourage children.

Discussion:

This research attempts to explore the perception and practice of teachers in regards to developing preschool children's social and emotional skills. This was done through analyzing the curriculum, teacher's interview and observing the practice in the class focusing on the research questions and objectives of the study. Teachers' existing knowledge and current practice was explored and compared with a set of acceptable standard practices originated from global, regional and national level practices derived from relevant literature review.

The purpose of the study was to explore the scope of social-emotional development in the government pre-primary curriculum and classroom practices in Bangladesh. This was done through analyzing curriculum, interviewing teachers and observing the practice in the classroom focusing on the research questions and objectives of the study. The research findings indicate that social and emotional skills development had been included in the curriculum. Social and emotional skills had been seen to be practiced in the classrooms to some extent. The interview data reveal that teachers also possess a positive understanding regarding students' social and emotional development. In Bangladeshi Preprimary Curriculum four main domains have been included. Social and emotional development is one of them. So, the curriculum has significantly emphasized on social-emotional development. In many other countries equal emphasis has been given on social and emotional development in their curriculum. In England, for example, the Early Years Foundation Stage learning and development requirements have recently been simplified, reducing the number of learning goals from 69 to 17 and placing stronger emphasis on the three prime areas of communication and language, physical development, and personal, social and emotional development. (Eiforguk, 2016)

It is found from classroom observation that children interact with their teacher normally. Usually teachers entered the classrooms without any particular expression. Students also greeted teachers without salaam and without standing. At the time of observation it was evident that this socially expected skill was not visible. But when the researcher asked the teachers about what kind of skills children should learn in preprimary school, they said that children should learn how to behave with adults, show respect, greet others etc. So, this research showed that teachers hold positive understanding regarding relationship and interaction with teachers; however, their attitude was different in practice. Nevertheless, teachers should be a role model and children should learn from their teachers. According to Darling (2009), teaching quality is the teacher's ability to provide effective instruction for students. It incorporates curriculum goals and student needs.

Moreover, there are no particular subjects in preprimary curriculum for social and emotional education. This was justified by the Curriculum Expert. He explained that children in preprimary are too young and they should not lose interest in school by seeing books and notebooks. They will learn more through activities and stories. So, the teachers play a vital role for developing social and emotional skills of children. Pajares (1992) also has stated that teachers generally create the environment for play and learning and they scaffold children's learning. Every single teacher carries belief.

From the curriculum analysis it was found that the aim of Preprimary Curriculum is to develop children holistically and to prepare them for primary education. So, to attain the goal, child centeredness, Inclusiveness, relationship, environmental friendliness etc. have been given priority. The curriculum also focused on child centric, assimilation, activity organization, ELDS, subjects appropriate to child's age and characteristics, social and emotional development, etc. have been given importance. French, G. (2007) has also stated that, "The child's interests, strengths, culture, needs, and learning styles are placed at the center of planning for his/her learning and development". Consequently, teacher's guide has also been developed based on the curriculum for the teachers to achieve the outcomes. Teachers usually follow the teacher's guide. It was also affirmed by a teacher in the interview. Teachers shared that everything was written in the teacher's guide and we conducted the classes by following this. It has been proved that although the teachers tried to follow the teacher's guide but their body language and interaction with the children was not appropriate for children's social and emotional development. This is due to the teachers' lack of knowledge and understanding of children's social and emotional development as well as lack of monitoring. Calendar (1993) found that teachers tend to focus only on students' academic characteristics as indices of other development.

According to Redistill (2011), "Children's bi-directional interactions with teachers are important for their successful transition to formal school." Our study also supports that, the teacher-student relationship was more bi-directional in nature as visible during the observation of the classroom activities. Teachers possess positive attitude towards child's behavior, adore children; their attitude reflects their concern, consideration and patience

towards children's behavior. This research showed that school teachers hold positive understanding regarding child friendly behavior; however, their attitude was different in practice. This also agrees with a research done by Sultan, (2014) who found that preschool teacher's attitude was different in practice. Interaction with peers is another important aspect of social and emotional development. In both the schools it was found that school children liked to interact

With peers and it was supportive for their social and emotional development which has been also described in the curriculum. Research also reveals that children's making a sustaining relationships with peers and teachers depends on their ability to regulate emotions in pro-social versus antisocial ways. (Ladd, G. W., Birch, S. H., & Buhs, E. S., 1999).

There are lots of indicators included in preprimary curriculum to promote social and emotional development like sharing, self-control, self-esteem, sympathy and empathy, interpersonal values and ethics, Bangladeshi culture and heritage etc. The findings gave a neutral impression of these skills as these had been developed among the children in classroom to some extent. However, practices of these skills are very important for children's social and emotional development. Review of the related literature also suggests that a complex range of factors are important for young learner's emotional well-being. "Social and emotional development involves the acquisition of a set of skills" (National Scientific Council on the Developing Child, 2005).

Results pointed that teachers failed to pay adequate attention to the students and was reluctant as they remained busy with board work, copy checking and lecture delivery while children were engaged in fighting, playing, eating, shouting and gossiping. The research also reveals that, the quality of teacher's attention emerges as one of the most important factors in developing social and emotional skills of children that helps to become successful learner" (Webster -Stratton, 1999),

Data revealed from the interview that teachers thought children should know Bangladeshi culture and heritage. But observation data revealed a different picture. Proper practice of Bangladeshi culture and heritage were missing in the classroom whereas this is an important indicator of curriculum.

Teachers' understanding reflects their attitude. Whenever their understanding is clear, their attitude is also positive. Teachers' positive approaches can assist in developing effective communication with children, whereas teacher's negative attitude creates a feeling of disappointment and fear in children's mind thus it hampers young learners' emotional well-being. However, there is a gap between teacher's view and practice in the classroom regarding social and emotional development of children. Teachers were quite concerned about children and had understanding of various issues of classroom but how to implement these properly in the classroom and which issues should be considered, they were uninformed. So, they had positive attitude but they have lack of knowledge as Though for implementing the preprimary curriculum properly teachers are given 15 days pre-service training on curriculum, but that period is not enough for absorbing the knowledge and skills. Darling (2009) stated that, Teachers from both GPS and other category for pre-schools to be trained on the newly developed pre-primary package, orientation training of supervisors or monitors or managers will also be provided to support the teachers to ensure quality as well as refresher and professional development training will be arranged for continuous basis to improve skills of teachers. Teaching quality is the teacher's ability to provide effective instruction. Respondents mentioned that more classroom space and less number of students are necessary for developed social and emotional skills. Teachers training helped them to know methods, knowledge and techniques. The training is not practice in large classroom. Class observation showed that some of the children as active to their work engaging all students actively are the most serious challenge for teachers. Class observation revealed that all of the teachers tried to engage themselves during the play activities they had knowledge about social and emotional skills but they are not practice in regularly other activities.

It is found that lack of parental support, their mind set and awareness, larger class size, in flexible class routine, lack of infrastructures, learning and play materials and inadequate teachers' training are the barriers for developing social and emotional skills in the classroom. To ensure socio emotional skills development and the success of the pre-primary education, the teachers should follow the curriculum as well as appropriate supervision and monitoring is required by the Directory of Primary Education (DEP) through Education office, Instructor and the School management committee (SMC).

Limitations of the study

Due to time and resource constrain researcher had to take small sample size and purposively selected the sample according to convenience which was least desirable in qualitative study (Patton). Moreover, Study was conducted only in urban school but most of the government schools are located in rural areas and the context and dynamics of urban and rural schools different in many ways. Another limitation was Generalization is not possible.

Conclusion:

Early childhood is a unique period. During this period each and every experience help the growing baring to organize and develop optimally. This development includes the social and emotional skills essential for

mental health and life success. The social and emotional skills has been included and emphasized in the preprimary curriculum of Bangladesh. According to the curriculum, children will learn social and emotional skills through different activities. But there is gap between the scope of the domain mentioned in the curriculum and classroom practice.

Teachers play a critical role in developing social and emotional skills, so teachers need to be familiarized with the curriculum for in depth knowledge. Awareness need to be created in both the teachers and parents that the holistic development. This study explored teachers' understanding, belief and practice of their knowledge regarding developing children's social and emotional skills. It has emerged clearly that most of the teachers understand few common aspects of social and emotional skills but still lacks vast knowledge regarding this area. Identifying ways to help teachers effectively promote social emotional skills development across early childhoods settings is a critical step toward ensuring that all children enter school with the social-emotional skills they need to be ready to learning kindergarten and throughout their schooling. These study findings reveal that most of the teachers have knowledge about social and emotional skills but they practice fewer skills in the classroom. These study findings reveal that most of the teachers have knowledge about social and emotional skills but they practice fewer skills in the classroom. It is also found that the SE skills are in the curriculum. There is a gap between curriculum, teachers' knowledge and classroom practice. Teachers should be more focused on SE practice in the classroom and monitoring and supervision are required to change their practice and ensure the quality.

Recommendation:

The findings of the study suggest further steps the following recommendations are made based on the research objectives:

- Further study with a large sample size is required with quantitative approach from which results different angle will be emerged and more authentic findings.
- The government should closely monitor the classroom practice in order to ensure proper implementation of the curriculum.
- The ministry of primary and mass education should give more emphasis on basic preschool training so that teachers can be conversant with preprimary curriculum.
- Ensure more professional development training ,workshop, short courses on social an emotional skills among the teachers
- Collaborative approach between teachers and parents to promote social and emotional learning. It can be improved through PTA, SMC meeting on regularbasis.

Acknowledgements:

I would like to express my sincere gratitude to Sakila Yesmin, Senior Lecturer, BIED, BRAC University for her valuable time, guidance, support, feedback and who inspired me to explore and complete this precious research. I would like to express my appreciation Mitul Dutta, Ms. Syeda Sazia Zaman for reviewing the interview questionnaire and observation guideline and providing feedback. I am very much thankful to my family, especially my mother who giving me mental supports, my son who have given me strength to complete the study and the thesis.

References:

- [1]. Afroze, R., Nahid D. and Rahman, A.(2012).*Promoting social and Emotional Learning in BRAC Primary Schools. BRAC Research Report.* Retrieved July 10.2016 From : http://bracresearch.org/reports/promoting_BRAC_School.pdf
- [2]. Akter N. (2012) .*Teachers perceptions about students with autism in inclusive. Schools*, BRAC University Institute of Education Development, Dhaka, Bangladesh.
- [3]. Akter, M .*Mapping of pre-primary Education in Bangladesh.* Dhaka: UNICEF, 2012.
- [4]. Akter, M. M, (2003), *Universal pre-primary education in Bangladesh-part -2*, asia ECEC around the World, child Research Net.
- [5]. Alexander (2000).*Culter and pedagogy y.* Malden MA Blackwell Publishing
- [6]. Arnold, D. H., Ortiz, C., Curry, J. C., Stowe, R. M., Goldstein, N. E. , Fisher , P. H., Zeljo, A., &Yershova, K. (1999). Promoting academic success and preventing disruptive behavior disorders Through community partnership. *Journal of Community Psychology*, 27(5), 589-598s
- [7]. Bierman,K.L.,&Erath,S.A. (2006) *Promoting social competence in early childhood: Classroom curricula and social skills coaching programs.*In K. McCartney &D .Phillips (Eds.) Blackwell handbook on early childhood development (pp.595-615).Malden,MA:Blackwell.
- [8]. Boyd,J,Barnett,W.S.,Bodrova,E.,Deborah J., Leong,andGomby,G.*Promotingchildrns social and Emotional development Through PreschoolEducation.*Preschool Policy BRIEF 2005.
- [9]. Bronfenbrenner,U.,(1994)Ecological Models of Human Development. In International Encyclopediaof

- Education, Vol.3, 2nd.Ed.Oxford: Elsevier
- [10]. Cohen, J. , and others . 2005. Helping Young Children Succeed: Strategies to Promote Early Childhood Social and Emotional Development (accessed on December 7, 2006) Washington, DC: National Conference of State Legislatures and Zero to Three. Common Core State Standards Initiative, 2013. Implementing the Common Core State Standards. Retrieved from: <http://www.corestandards.org/>
- [11]. Cruz, J., Jr (2008), *Challenges Faced by Teachers of Early Childhood Education*, In Gordon, Ann Miles, *Beginnings and Beyond: Foundation in Early Childhood Education*, 7thed.Clifton Park,NY.
- [12]. Directorate of Primary Education. (2010) *Third Primary Education Development programme (PEDP-III)*. Dhaka. Bangladesh: DPE, Government of Peoples Republic of Bangladesh.
- [13]. Directorate of Primary Education. (2011) *Bangladesh Primary Education Annual Sector Performance Report*, Dhaka, Bangladesh: DPE, Government of Peoples Republic of Bangladesh
- [14]. Directorate of Primary Education. (2012) *Pre Primary Education Expansion Plan*, Government of Peoples Republic of Bangladesh.
- [15]. Directorate of Primary Education. (2012). *Database of Preprimary Education in Bangladesh*, Dhaka, Bangladesh: DPE, Government of Peoples Republic of Bangladesh.
- [16]. Directorate of Primary Education. (2013) *pre-Primary Teaching manual* Dhaka, Bangladesh: DPE, Government of Peoples Republic of Bangladesh
- [17]. Ingold.T . , (2000). *The Perception of the Envernement2000*.Routledge 11 New Fetter Lane, London, ECAP, 4EE.
- [18]. Joseph E. Zins, Roger p. Weissberg, Margs. C. Wang, Herbert J. Walberg, (2006)q b. National Scientific Council on the Developing Child.Winter , 2004. “Children’s Emotional Development Is Built into the Architecture of Their Brains” Working Paper No. 2
- [19]. Kindergarten: Related spheres of influence? Child Development, 70(6), 1373-1400. EJ 602156. Source: UNESCO
- [20]. Ladd, G. W., Birch, S. H., & Buhs , E. S. (1999). Children’s social and scholastic lives in Muhammad Abul Hossain and Shawkat Jahan. Bangladesh Curriculum planning, development and reform for primary and secondary education.
- [21]. Ministry of Education (2010) National Educational Policy.Dhaka. Bangladesh MOE Ministry of Women and Children Affairs,(2008). *The Primary Education Operational Framework*. Dhaka, Bangladesh: MOPME
- [22]. Murshid Md. Aktar , 2013. [Bangladesh] Universal Pre-Primary Education in Bangladesh - Part2 Rimm-Kaufman,
- [23]. S. E., Pianta, R. C., & Cox, M. J. (2000). Teachers’ judgments of problems in the transition to kindergarten. *Early Childhood Research Quarterly*, 15, 147–166.
- [24]. SAVE THE CHILDREN: Preparing Bangladeshi Children for Primary School. UNICEF (210) *Teaching in Primary school classrooms*, UNICEF Bangladesh Dhaka.
- [25]. Wentzel, K .R. & Asher, S. R. (1995). The academic lives of neglected, rejected, popular, and controversial children. *Child Development*, 66(3), 756-763. EJ 503 790.
- [26]. Wentzel, K. R., & Asher, S. R. (1995). The academic lives of neglected, rejected, popular, and controversial children. *Child Development*, 66(3), 756-763. EJ 503 790.
- [27]. Zins, J. E., Weissberg, R. P., Wang, M. C., & Walberg, H. J., Eds. (2004). *Building Academic Success on Social and Emotional Learning: What Does the Research Say?* New York: Teachers College Press.
- [28]. Zins, J., Bloodworth, M., Weissberg, R., & Walberg, H. (2004). The scientific base linking social and emotional learning to school success. In J. Zins, R. Weissberg, M. Wang, & H. J. Walberg (Eds.), *Building academic success on social and emotional learning: What does the research say?* (pp. 1-22). New York: Teachers Press, Columbia University.