

Investigate the Role of the Socio-Emotional Environment of Institutions on Self-

Concept of Students at Elementary Level

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Abstract



The study's aim was to investigate the relationship between the socio-emotional environment of educational institutions at elementary school student's self-concept. Identifying the relationship between students' self-concept and the socio-emotional environment at school was the study's major objective. It was correlational in nature, and data was collected using a survey approach. The teachers who taught fourth- and fifth-grade children in Tehsil Rawalpindi's public elementary schools were the study's target group. 200 teachers from 40 different schools made up the sample, which was selected through the multi-stage random sampling method. The data were collected, based on a five-point Likert scale questionnaire. The collected data were analyzed using suitable statistical techniques, to measure the significance of responses, using statistics like frequency, percentages, and Pearson's Product Moment Correlation Coefficient. The researcher concluded that there was a strong relationship found between Students' self-concept and the school's environment. It has been observed that students' self-concept was high when the school provided a strong socio-emotional environment. It is recommended that there is much need for creating awareness among stakeholders, teachers, and parents. Because it is necessary to develop the personality of children by providing them with a good socio-emotional environment. Violence prevention in schools may also help in raising the socio-emotional environment of the school and it will enhance the self-concept of students. Every child has the right to be protected from harm and to be spared from inhuman or degrading punishments. It is the responsibility of teachers and parents to build positive self-concepts among children as it is integral to emotional well-being as well as associated with academic success.

Keywords: Socio-Emotional Development, Self-Concept, Elementary Level Students

Introduction

The socio-emotional environment of an educational institution is a concept that serves as a link between students and the institution to which they are admitted. It also refers to how students and teachers perceive the structure, process, and values of the institution. It is related to their role, achievements, level of pleasure, and behavior within the particular schooling system to which they belong. It is, therefore, imperative to fully understand the concepts, constructs, and measurement aspects of an institutional environment.

According to Molero, (2013), self-concept is generally dependent on gender, and males have more leisure time to practice any social and academic activity than females. As well, students have a strong positive association between family status and school performance. Compared to children from low socio-economic backgrounds, children from the wealthy class have higher levels of self-esteem and self-concept. It depends on the child he /she perceives the environment and interprets it. Further, the teacher's role is also crucial in polishing the socio-emotional status of the child. In the same way, self-concept develops as a result of ongoing assessments of oneself under various conditions.

In other words, children frequently inquire about their own well-being. When children first start crying, they evaluate the words and body language of their parents and other family members.

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Later, they do the same with their friends, peers, and teachers. The performance of other students could be compared to their own norms and aspirations made by the students according to their own standards and peer output. Comparisons on a personal and social level are important. (Ramirez, 2020 & John, 2000).

According to Criic and Neece, (2015), Institutions have a big part to play in developing socio-emotional growth and enhancing the learning of the student in the early years of schooling. Numerous research studies show that many benefits of education include better educational opportunities, fewer psychological problems, and better intellectual and social development of students (Dijkstra, 2012).

Socio-emotional state, self-worth is more fundamental to the human being than is the self-evaluation, as the former is related to the worth that a person considers of his existence and self-evaluation can be of any aspect of the If at any given moment. The desperately poor adjustment was also related to self-descriptive views of oneself and standards for self-evaluation that were more positive and forgiving than parental views and standards in equivalent areas. The results pointed to the importance of social and contextual factors in understanding how self-esteem contributes to adaptation during the early stages of adolescence. (Zweers, 2021)

Improved socio-emotional well-being Children's capacity to comprehend others' feelings, maintain self-control, and get along with other children. Children should possess socio-emotional abilities, in order to develop the abilities, they require, such as participation, following instructions, showing poise, and focusing. Sentiments of confidence, fearlessness, pride, companionship, warmth, and amusingness are every one of the pieces of a child's socio-emotional improvement.

As important as a child's psychological and physical development is their socio-emotional development. It's important to understand that emotional development is not inherent in children. It is part of guardians, society, and educators of children to instruct and build up these capacities. Children's socio-emotional development gives them a sense of their purpose on Earth. And how they learn and help them to build up associations with others.

A self-concept is a perception of yourself that you have in light of your own experiences, self-perception, and contemplations you have about yourself. Self-concept is considered to include different measurements and zones of realities, which are more identified with certain identity viewpoints (physical, social, emotional) others seem, by all accounts, to be more connected to scholarly accomplishment. The significance of self-concept comes from its eminent commitment to identity arrangement.

Children often have a decline in self-concept between primary school and the changeover to middle school. This decline reveals a versatile response to the too-admiring self-perception that is normal for adolescence. As they lack the subjective development needed to evaluate their skills and recognize evidence from diverse sources, children often overestimate their fitness. Children who develop are better able to understand their efforts and abilities since they can observe how others see their abilities. As children change from center level to secondary school, their self-concept progressively develops, the basic part of positive self-concept in the school execution and general prosperity of children.

Objectives of the Study

The study's objectives were as follows:

1. To find out the institutions' socio-emotional environment.
2. To find out students' self-concept.
3. To determine the relationship between students' self-concept and the socio-emotional environment of the institution.

Hypothesis of the Study

The following was the hypothesis of the current study:

H1: The relationship between students' self-concept and the socio-emotional environment in institutions is significant.

Review of Literature

According to the National Conference of State Legislators, three key factors—science, relationships, and condition—have an influence on socio-emotional progress. Science takes into account a young child's temperament as well as other inherited effects. The mechanism which drives social-emotional-emotional development is the development of connections with parents, relatives, and other

individuals. Environmental factors that affect socio-emotional development primarily include natural toxins, abuse, neediness, and collective cruelty. The socio-emotional health of a child is impacted by a wide range of different factors.

The term "socio-emotional development" refers to the skills required to maintain strong relationships, guide one's behavior and feelings, and develop a solid sense of one's own character. Good socioemotional development provides the foundation for long-term growth and learning. Early socio-emotional well-being foretells better social, behavioral, and educational progress through early childhood and innocence. It supports the growth of enduring relationships with fellows and adults and enhances children's capacity to be interested in educational activities. It also allows youngsters to explore new environments. Children who struggle emotionally or behaviorally are likely to receive less support for learning and growth and to be less engaged with their fellows.

Researchers emphasize the importance of solid socio-emotional development as a barometer of academic success, excellent early care, and training, and as a key component of children's aptitude in other academic and intellectual fields. When making decisions about our children, parents, teachers, analysts, and strategy makers need the most exact information available. The ability around there may fluctuate by circumstance, day, or time depending on the particular child is a test to measure socio-emotional progress. As socio-emotional development is a subjective indicator, it requires that a child be observed in a normal environment throughout time in order to get accurate and relevant information. Every estimating framework needs to balance dependability, validity, effectiveness, and subjectivity against one another in order to satisfy the demands of educators, professionals, and approach developers for enlightenment.

Children's ability for learning is influenced by both internal and external factors, such as the school environment, the sense of belonging among classmates, the relationship with teachers, and the feedback they get. In fact, everyone needs emotions to understand, organize, and connect abstract ideas.

Many physicians are beginning to take social change as a fundamental indicator of brain health into consideration. The most important aspect of one's advancement is social development, which is acquired via relationships with others, especially with parents, colleagues, and teachers. The basic basis of social development is the person's change with both themselves and other people (Hartup and Rubin, 2013).

Learning About Society and Emotions

Social and emotional learning research capacities have shown positive results for the success of students. Confirmation first suggests that developing strong social and emotional abilities leads to greater life accomplishments. Second, programs that improve students' learning potential while avoiding and supervising destructive behaviors use social and emotional development as a vital component. Helping the kids develop their sense of self-worth and awareness, control their emotions and motivation, and develop empathy, which results in improved behavior and measurable academic success.

Social and Emotional Learning Capabilities:

Self-awareness: Children understand their own feelings and how they affect their behavior. Children have a solid sense of self-worth and are aware of both their strengths and weaknesses.

Self-management: Children are able to regulate their feelings, ideas, and actions, which includes stress, impulsivity, self-motivation, goal-setting, and progress towards goals.

Social awareness: Children understand and consider the perspectives of others. Children are aware of their own support system, and social and ethical norms.

Relationship Skills: Children are able to cooperate, listen intently, speak clearly, and bargain.

Making responsible decisions: While deciding how to behave, children should take into account moral principles, safety issues, social norms, potential results, and their own well-being.

We must therefore pay attention to children's relationships with others at school as well as the ways that the socio-emotional environment supports various forms of social interactions and relationships if we are to comprehend children's academic performance. Children's perceptions of how they are encouraged to interact with and connect to others, such as classmates and teachers, comprise the socio-emotional environment of the classroom.

Educators need to build up an environment of common trust and regard to accomplish the objectives. At the point when an educator constructs such a situation, children comprehend that it is

worthy to battle with thoughts, to commit errors, and to be uncertain. This demeanor urges them to take part effectively in attempting to comprehend what they are made a request to learn on the grounds that children realize that they won't be reprimanded by and by, despite the fact that the socio-emotional condition of the classroom is probably going to be imperative to inspiration and engagement for offspring of any age.

The Role of Parents, Teachers, and Friends

Families and guardians play a significant role in shaping a child's socio-emotional development. Early relationships with parents lay the foundation for the later development of social skills and a network of friends. Guardians who support emotional growth in a favorable way Parents should be kind to their kids, show consideration for their feelings, wishes, and needs, show enthusiasm for their daily activities, take into account their viewpoints, show pride in their accomplishments, and offer comfort and support at stressful times. This assistance greatly increases the likelihood that children will develop early emotional maturity, will be better prepared for entry into school, and will be less likely to display conduct problems at home and at school.

Most children spend a significant amount of time each week being watched by adults other than their parents. When children are young, guardians have a comparable role in promoting socio-emotional improvement as do educators. Similarly, to this, friendly and responsive parents will likely assist their children in developing strong socio-emotional skills. Early childhood instructors and educators are also, which means that the classroom environment must give educators the chance to concentrate on exceptional children.

Truly healthy children participate in constructive play practices, develop relationships with their classmates, and are likely to receive recognition from their generation. They learn how to cooperate with others and work in groups through their play. Their behavior and relationships have an impact on how teachers perceive them and how their peers treat them. The relationships that children form with one another have an impact on their academic performance over time because they can improve their enthusiasm for learning and their attitudes toward school, which can lead to higher levels of success.

Self-Concept

All students, including those with learning disabilities, have a right to receive an education. Determining the factors that influence and promote academic performance is crucial because doing so encourages students to continue learning throughout their lives and to contribute significantly to society.

Gillan (2008) claims that students with learning disabilities who experience academic failure on a regular basis attribute their failure to a lack of ability and become weaker as a result. This weakness has been shown to contribute to low effort and focus, diminished hopes for future academic performance, and a negative self-concept in the classroom. In other words, a student who has a stronger sense of self is more likely to take academic risks, succeed, and excel, whereas a student who has a lower sense of self is more likely to give up and have bad academic results. This study examines how individuals with learning difficulties' self-perceptions affect their academic progress.

Many elements, such as genes, IQ, consciousness, cognition, parents, socialization, classmates, and instructors, have an impact on self-concept and academic accomplishment. The most important factors may be parents and teachers since they influence other aspects either favorably or unfavorably. This study discovered that a student's learning impairment status affects their academic self-concept but not their overall self-concept. This finding shows that the students' overall self-concept is protected since they have received excellent care from their teachers and parents.

Studies on the relationship between academic achievement and self-concept have increased in popularity in recent years. According to the majority of researchers who have studied this topic, academic achievement, and academic self-concept are mutually supportive. (Arefi, Naghibzadeh, and Boloki, 2014). All students, but especially students with learning impairments, benefit greatly from improved self-concept. Students at risk of academic failure are particularly sensitive to social problems, according to Elksnin and Elksnin (2003), as 75% of students with learning difficulties have social skills deficits. (p.63). So it's important to investigate how learning difficulties, academic achievement, and self-concept are related, as well as what can be done to help children.

Method and Materials

The main focus of the study was the socio-emotional environment of an institution and the self-concept of students at the elementary level. The study was correlational in nature. The data was collected by a survey method using a questionnaire. The following procedure was adopted for the study.

Population

A population about which the researcher wishes to draw inference is called the target population. The teachers who were teaching fourth- and fifth-graders in the public elementary schools in Tehsil Rawalpindi were the study's target population.

Sample

Multi-stage random sampling was used to collect the sample. The sample was drawn by following different stages. In the first stage, twenty government boys' and twenty government girls' elementary schools were selected by random sampling from Tehsil Rawalpindi. Thus, the total number of schools were 40. In the second stage 5 teachers who are teaching students of grades 4 and 5 were selected from twenty already sampled government boys' and twenty government girls' elementary schools from Tehsil Rawalpindi. Thus, the total number of teachers were 200.

Research Instrument

The study was correlational in nature and data was collected by a survey method using a questionnaire. The questionnaire for teachers was created using a five-point Likert scale, which was based on the literature and under the guidance of the supervisor.

Pilot Testing

The researcher developed the questionnaire with the supervisor's guidance. The expert opinion was incorporated to finalize the statements. So, it was validated by three professional experts. This scale of pre-service teachers comprised 53 items. For pilot testing, the scale for teachers was given to 10 teachers which were not included in the sample. The data was coded and entered in SPSS 22 for checking reliability. Cronbach's alpha was calculated to be 0.83.

Data Collection

The questionnaire developed for the purpose of this study was used to collect data. In order to collect the data indicated in the questionnaire, the researcher personally visited to administer it. The teachers of elementary schools served as the study's primary data source.

Data Analysis

The data that was gained using the aforementioned research method were collected, examined, and then interpreted in accordance with the objectives of the study. Descriptive and inferential statistics, such as frequency, percentages, and the Pearson Product Moment Correlation Coefficient, were used to analyze the data.

Analysis and Interpretation of Data

Table 1:

Socio-Emotional Environment of Institution

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	52	26.0	26.0	26.0
D	62	31.0	31.0	57.0
A	36	18.0	18.0	75.0
SA	50	25.0	25.0	100.0
Total	200	100.0	100.0	

Table 1 presents the socio-emotional environment of institutions. Table 1 presented that there are minor differences in the views of participants: 26% of participants strongly disagree about the socio-emotional environment, whereas 25% of participants strongly agree about the socio-emotional environment of the institution. So, according to Table 1 majority of respondents, 26% strongly disagree about the socio-emotional environment of the institutions.

Table 2:
Self-Concept of Students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	56	28.0	28.0	28.0
	D	49	24.5	24.5	52.5
	A	54	27.0	27.0	79.5
	SA	41	20.5	20.5	100.0
	Total	200	100.0	100.0	

Table 2 shows the self-concept of students. According to Table 2, there are minor differences in the views of participants. Table 2 presented that 28% of participants strongly disagree about the self-concept of students. Whereas, 27% of participants agree about the self-concept of students. Therefore, according to Table 2 majority of respondents, 28% strongly disagree about the self-concept of students.

Table 3:
Role among socio-emotional institutions and self-concept of students

		Sum_Inst	sum_Selfconcept
Sum_Inst	Pearson Correlation	1	.776**
	Sig. (2-tailed)		.000
	N	200	200
sum_Selfconcept	Pearson Correlation	.776**	1
	Sig. (2-tailed)	.000	
	N	200	200

**. At the 0.01 level, the correlation is significant (2-tailed).

Table 3 presents the role of the socio-emotional environment of the institution and the self-concept of students. According to Table 3, there is a highly significant relationship between the socio-emotional environment of the institution and the self-concept of students. Moreover, table 3 presented that there is a strong relationship between the socio-emotional environment of the institution and the self-concept of students.

Conclusions

According to data analysis, the following results were observed:

1. The socio-emotional environment of the school and students' self-concept have a strong relationship. It is concluded that when there was a provision for a strong socio-emotional environment by the school then the self-concept of students was high.
2. It was concluded that the teachers in public schools are not able to pay complete attention to the children in class due to overcrowded classrooms.
3. It was observed that the teachers face political, economic, and social pressure which affects the teacher's skills and passion for teaching.

Recommendations:

1. By blending their teaching methods into daily activities, teachers can promote social-emotional development in their classrooms. Aiming to be understanding of children's needs encourages them to feel safe and secure and serves as a role model for appropriate social behavior. Children can develop their problem-solving skills by, for instance, using questions to help them settle a social issue. Reading a story to children and having a conversation with them about a socially awkward circumstance can teach them how to handle social issues as well as literacy.
2. It is the duty of teachers and parents to build positive self-concept among children as it is integral to emotional well-being as well as associated with academic success.
3. Student motivation, academic success, attendance, and teacher retention can all be positively impacted by positive connections between students and teachers. Effective adjustment to primary school is associated with good student-teacher interactions, and successful outcomes for secondary students are associated with teachers who are warm and compassionate. When teachers and administrators collaborate to identify and create school objectives and

regulations, as well as when there is a democratic approach to teaching and managing classroom conduct, positive school relationships can be made. Social and emotional activities can moderate relationships and evidence-based indicators can be used to frequently monitor and evaluate the school environment. challenges with literacy and social issues.

4. Violence prevention in schools may also help in raising the socio-emotional environment of the school and it will enhance the self-concept of students. Every child has the right to be protected from harm and to be spared from inhuman or degrading punishments.
5. To educate children and provide them the opportunity to contribute to making schools and communities safer, the government, communities, families, and schools should explain these rights in a way that young people will understand.
6. Socio-emotional activities, such as classroom discussions on bullying and other harmful behaviors that occur both offline and online, as well as on the responsibilities that students may play in preventing violence, are helpful in reducing violence. In order to reduce violence and establish an ideal psycho-social learning environment, it is important to promote socio-emotional learning, educate effective communication and problem-solving skills, and foster relationships among students.

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