**Factors That Can Determine the Social-Emotional Development of Children:**

**Citation Summary**

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Egan, Suzanne M./ Pope, Jennifer/ Moloney, Mary/ Hoyne, Clara/ Beatty, Chloé: “Missing Early Education and Care During the Pandemic: The Socio-Emotional Impact of the COVID-19 Crisis on Young Children.”,*Early Childhood Education Journal*, 2021, 10 pages.

This research paper studied the effects the Covid-19 pandemic and subsequent loss of normal routine, early childhood education and care (ECEC), had on the social and emotion development of children aged 1-10. This studied involved 506 parents answering an online Play and Learning in the Early Years (PLEY) survey, which contained three sections and had questions ranging from children’s play to how they miss ECEC (Egan et. all, 2021, pg. 3, Method section). The survey involved questions in which parents respond with “The following four statements related to their child missing ECEC, school, and friends: (1) My child misses childcare, (2) My child misses school, (3) My child misses friends, and (4) My child misses playing with other children” (Egan et. all, pg. 3, Materials section). Additionally, there was a qualitative aspect to the survey, in which parents were asked to describe in further and more personal detail, the effect the Covid-19 pandemic had on the activities of their child (Egan et. all, pg. 3, Materials section).

Egan et. all state, on page 4, “Both the quantitative and qualitative data indicated that young children were missing many aspects of their lives during lockdown, including their ECEC setting, their school, their friends and playing with other children (see Table 1)” (2021, Results section). There was 90% of parents who agreed that their child missed their friends. Additionally, they found that further factors came into play, such as the age and gender of the child, as girls had a higher score for missing school and friends, and younger children demonstrated higher scores in missing ECEC (Egan et. all, 2021, pg. 4, Results section). Using thematic analysis, the qualitative data was determined to demonstrate that parents believed their child missed routine and structure. Additionally, “From a relational perspective, a lack of interaction prominently emerged across the qualitative data, with terms such as ‘lonesomeness’, ‘alone’, ‘isolation’, and lack of ‘interaction’ featuring regularly” (Egan et. all, 2021, pg. 5, Results section). From both quantitative and qualitative data collected, the researchers determined a positive trend between a deterred SED and loss of ECEC due to the Covid-19 pandemic. On the other hand, some parents noted several positive effects in regards to, “relationships among siblings and the lack of routine” (Egan et. all, 2021, pg. 6, Results section).

In the discussion section of the paper, Egan et.all state, “The findings of this study provide empirical evidence of the socio-emotional impact of the COVID-19 crisis on young children, demonstrating both positive and negative effects…most children were ‘missing’ their ECEC settings and schools” (2021, pg.6). These findings open the doors to further research on how the Covid-19 situation may have latent effects on the SED of these young children, and what the return to the classroom after such a pause during a crucial period in development brings.