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

**Literature Review Outline**

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1. **Introduction** 
   1. Social/emotional development in children and adolescents, with a focus on the effect of the Covid-19 pandemic.
      1. Social development: an area of study that falls under developmental psychology that surrounds the development of a child’s understanding of relationship and awareness of other’s intentions and behaviors.
      2. Emotional development: another area of study in developmental psychology that focuses on a child’s ability to understand their emotions and others’ emotions as well as the ways in which they learn to manage those emotions and feelings.
   2. In general, the topic of social and emotional development in children has been well researched. The pandemic, being a more recent situation, and its effect on this development in children has not been as well researched.
   3. Thesis/importance: A healthy social/emotional development in children can lead to a better standard of living later in life, therefore it is important to be aware of what different factors affect this.
2. **Family background/effect of environment on development**
   1. These research papers all focus on the effect of different family backgrounds and the environment a child grows up in.
      1. Economic factors:
         1. van Poortvliet, Matthew: “Inequality in skills for learning: do gaps in children’s socio-emotional development widen over time according to family background?”, *Oxford Review of Education,* 2021, 20 pages.
            1. Focuses on an age group of 6 to 14, making note of SED as the child ages. Study found that low income can lead to a worse SED, due to lack of resources.
      2. Father-child relationship:
         1. Park, Saerom/ No, Boram: “An Analysis of Latent Profiles of Father-Child Interaction: Classification Predictors and Differences in Children’s Socio-Emotional Development.”, *Journal of Comparative Family Studies*, 2021, 23 pages.
            1. Discusses the importance of a present father in the life of a child and the effect this has on Social/Emotional Development.
      3. Mother-child relationship:
         1. Prady, Stephanie/ Pickett, Kate/ Croudace, Tim/ Mason, Dan/ Petherick, Emily/ McEachan, Rosie/ Gilbody, Simon/ Wright, John: “Maternal psychological distress in primary care and association with child behavioural outcomes at age three.”,*European Child & Adolescent Psychiatry*, 2016, 13 pages.
            1. Discusses the relationship between a mother having a mental disorder and how this affects the child and their SED. Researchers found that there was an increase in SED.
      4. Parenting styles and marital problems
         1. Ong, Min Yee/ Eilander, Janna/ Saw, Seang Mei/ Xie, Yuhuan/ Meaney, Michael J./ Broekman, Birit F. P.: “The influence of perceived parenting styles on socio-emotional development from pre-puberty into puberty.”, *European Child & Adolescent Psychiatry*, 2018, 10 pages.
            1. Optimal parenting style is more beneficial for SED, and there is a general correlation between emotions and behavior in childhood and young adulthood. Children were tested at 6-7 and again at 18.
         2. Eriksen, Hanne-Lise/ Hvidtfeldt, Camilla/ Lilleør, Helene: “Family Disruption and Social, Emotional and Behavioral Functioning in Middle Childhood”, *Journal of Child & Family Studies*, 2017, 13 pages.
            1. Children who experienced disruptions in their family environment (like a divorce or separation) they demonstrate more behavioral problems, poorer study skills, and self-reported school problems.
3. **The effects of Covid-19**
   1. With the recent Covid-19 pandemic pausing physical education and most face-to-face interactions, important processing that go into the SED of children are affected, such as socializing with other children and adults in a classroom environment.
      1. Education
         1. 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.
            1. The effect of little interaction with others on children aged 3-7 is negative as they expressed missing school and friends as well as the everyday routine of playing with other children.
4. **Conclusion** 
   1. The studies that have been listed give an overview and general look into the topic of SED in children, which has been a well-researched.
   2. An important and interesting topic of research is the Covid-19 pandemic effect, which has not been as researched due to the recency.