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

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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.

The study detailed in this paper is about the effect a disadvantaged background has on a child’s social and emotional development (SED) from the age of 6 up to 14, noting the changes of SED as the child ages. The study found that there is a significant correlation between disparity in income with disparity in SED at all age groups. Even if the child does not present any difficulties with SED in their early years, they eventually fall behind due to lack of resources and support as a result of their disadvantaged background. There is also a notable negative shift in SED as the children reach age 11 and 14, due to the change into middle/high school. The author concludes that it is necessary to provide constant support and extra help for children who come from lower income backgrounds, from a young age up to high school.

This study is relevant to the research paper as it details specific factors that affect SED in children, specifically in the context of different backgrounds, which provides the opportunity to compare environments. This information provides evidence for how a more secure and supportive environment positively impacts a child’s social-emotional development. It provides research related specifically to income of family, which is an important topic to go into when discussing SED. Being a study carried out over time, it provides precise information on the development of the same children over time, which makes it possible to make more accurate statements.

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.

This study discusses the importance of a paternal presence in the life of elementary-aged children. Focusing on types of interaction ranging from, routine interaction, learning-related interaction, and play-related interaction, the researchers measured the overall level of involvement of the father in the child’s life. Three levels were created: High Involvement (HI), Medium Involvement (MI), and Low Involvement (LI). The level of involvement of the father determined the level of SED of the child, which was measured on the basis of self-esteem and subjective happiness. The study found that father-child relationship classified HI or MI would translate into a higher level of self-esteem and subjective happiness. The study also determined outside factors that may affect the father’s level of involvement in the child’s life, which include fathers self-esteem, happiness, levels of depression, work-family balance. Higher levels of positive aspects such as happiness, depression, and work-family balance in the father’s life translated to a HI or MI classification.

This study allows for more context on important factors for a positive SED in children, describing and studying father-child behavior. Parental influence on a child’s life is extremely relevant to their eventual SED levels. A father’s role is also as important as a mother’s role, and the amount of involvement of a father in their child’s life is very relevant to the overall SED.

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 study goes into the recent Covid-19 pandemic and the effect that being forced to stay at home with little interaction with others, that aren’t apart of their family unit, have on children ranging from 3-7. The findings show that there was negative effect on the SED of the children and their mental states, as many expressed missing schools, their friends, playing with other children, and especially the everyday routine they now no longer have. Parents of these children describe their children having newfound clinginess, anxiety, and a low mood. It is determined that the Covid-19 pandemic will cause a lasting effect on the social and emotional abilities of these children.

A study like this is especially important and useful as it helps describe and study a situation that is relatively recent and seems to still be prevalent. It provides information on a certain situation that may have negative effects on the overall and future social-emotional development of these children, especially during the years where interaction with other children their age through play is very important. This study provides additional research and evidence on the factors that go into the emotional well-being of children, especially in relational to social activities. The environment a child grows up in is very important and it is necessary for it to be steady and routine, the Covid-19 pandemic represents a disruption in that routine.

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.

This paper is about a study regarding the effect that mothers with common mental disorders (both treated and untreated) such as anxiety and depression have on the SED of their children. This study began when the mothers were pregnant up until the children were three years old. The study collected data from the mothers from post-birth, year 1 postnatal, and year 2 postnatal. The researchers found that there was an increase in SED problems when the mother has either a treated or untreated mental disorder.

This study provides more information and data about the important role a mother has in the development of their child, especially in its social-emotional development. It helps paint a more complete picture of the complicated process that determines a good or bad SED. Factors that may affect the mother might also affect the child, showing how sensitive this type of development can be. It proves the importance of a healthy and normal environment for the child to grow up in, even during its first years.

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.

This study delved into the effect of parenting on SED, first compiling data when the children are around 6-7, then later when the children are older, at 18. This was done using surveys, surveying both the parents and then later the children. The study found that the use of optimal parenting by both parents results in a higher SED for children later at age 18. Additionally, it was found that optimal parenting style by the father can help moderate behavioral problems through the stages of pre-puberty to puberty. Findings also showed there is a general correlation between emotions and behavior in childhood and young adulthood.

Research like this aide the topic at hand because it goes into more depth on the importance of certain parenting styles over others. This highlights how it can be important to take into consideration the parenting, as well as the general attitudes of the parents toward the children. Using this study, more evidence will be available to support the general idea of the importance of a healthy and positive environment as opposed to a more authoritative one.

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.

This research paper studied the effect that a disruption in the family (such as a separation or divorce of parents) have on the child’s SED and academic performance. Researchers found that in relation to children who have intact families, those who experienced a disruption demonstrated more behavioral problems, poorer study skills, and more self-reported school problems. By surveying both teacher and students, it was determined that an intact family environment allowed for the child to be more secure in the school environment and have less school problems. This has been shown to produced better academic performance and continuation of studies.

A child’s SED can determine many other factors in their life, and in this example, it shows that when they are more secure and able to have trusted routines, they perform the best in aspects such as school. All this is supported by the type of environment the child is able to have, the more intact with no disruption, the better. It is demonstrated that behavioral and emotional problems early in childhood can correlate to later challenge in academics.