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AN INVESTIGATION OF EMOTION KNOWLEDGE AND THEORY OF MIND AMONG PRESCHOOLERS IN DISTRICT LAHORE: A REVIEW ANALYSIS

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ABSTRACT

Social and emotional learning (SEL) has been under-implemented in preschool classrooms despite its importance. An understudied demographic, preschoolers from Lahore, is the focus of this article, which details the development and assessment of a SEL programme designed to help them. Over the course of two weeks, teachers in classrooms with 33 children received the Global Classroom SEL training, whereas teachers with 38 children continued with "normal practice." Both the SEL training and control groups were given pre- and post-tests. Researchers discovered that children with weaker baseline skills showed a substantial gain in emotional understanding, and a tendency toward significance in theory of mind. Children who started out with more proficiency did not show the same improvement. This research has implications for both practice and policy, since it implies that low-achieving Lahore children can benefit from implementing SEL from an early age. Further, the results provide insight into expanding studies of early cross-cultural SEL education.

INTRODUCTION

Engaging with others and developing healthy friendships is a crucial life skill that must be learned early on. Children are taught early on about the nature of the social environment and are encouraged to use social reasoning to deal with the issues they will inevitably encounter. Those kids who were better at reading minds also did better on tests of average intelligence. Peer

interactions, which have been studied extensively, have been shown to affect school preparation and academic success in both direct and indirect ways. Reading people's minds is useful in many contexts, not just in school, and social life(Denham & Liverette, 2019).

In fact, numerous studies have demonstrated that the development of social-emotional competence and language abilities in early infants is directly tied to their ability to grasp the thoughts of others. Discussing one's emotions and ideas have been shown to boost one's emotional intelligence and social cognition, confirming the validity of the previously mentioned link. Further research on the connection between early infancy (a period when these abilities are highly developed and fostered by educational activities) and the capacity to reason about other people's ideas, feelings, and language skills is warranted. Is it possible to clarify the significance of this research? We will now examine these three core concepts and how they relate(Denham, Bassett, Brown, Way, & Steed, 2015).

However, a well-rounded education is beneficial in many aspects of life. Nowadays, it's not enough to just teach those. Over the past 20 years, there has been a rise in the popularity of social and emotional learning (SEL) curriculum because of its contribution to a more well-rounded educational experience. Adaptability, emotional control, empathy, compassion, and resilience are just some of the non-academic talents that have come under increased scrutiny as a result of the Covid-19 epidemic and the associated social isolation. Educators and researchers have urged making SEL a top emphasis during the epidemic. SEL entails the cultivation of skills including self-awareness and emotional regulation; goal-setting and accomplishment; empathy for and consideration of others; decision-making and consequence-awareness; relationship-building and maintenance; and coping with stress and conflict.

This study details a comprehensive SEL programme grounded on research and aimed at helping Preschoolers from Lahore, a demographic of students who have been overlooked in the past. In the early years, it has been observed that certain aspects of SEL, such as emotional and social intelligence, undergo fast development.

According to the field of psychology, this is the case because our assumptions about what goes on in other people's minds are, at best, conjectures. Our ability to guess someone's mental state is limited, and there is currently no foolproof way to learn their innermost musings. We can only trust the hypotheses we come up with based on people's words, deeds, personalities, and the inferences we draw about their motivations(Cheung, Siu, & Chen, 2015).

The creation of a theory of mind is a crucial step in maturation. Very young toddlers tend to be more self-centered and emotionally naive. Their conception of mind develops and changes as they become older. Understanding how others think, making accurate predictions about their behavior, forming meaningful connections, and successfully navigating interpersonal issues all depend on a well-developed philosophy of mind. Redress the A person's ability to read the minds of others and predict how that reading can influence their behavior is crucial for successful social interaction. By developing a

"theory of mind," human beings can better understand and empathize with the mental states of others around them. Misunderstandings add another layer of difficulty to already complex social relationships. To properly interact with others, we must form a reliable mental image of their thoughts(Yu, Zhu, & Leslie, 2016).

TOM (Theory of mind) development

Preschoolers between the ages of 3 and 5 are thought to undergo the most rapid development in their capacity to make this kind of association between different states of mind. To be sure, many distinct things are speculated to have contributed to the growth of the theory of mind. According to some studies, how the idea of the mind develops may affect by factors such as a person's gender and the number of siblings they have. Children's ability to understand and predict the mental states of others grows as they acquire experience in social situations. Children learn to recognize the validity of the perspectives of others via role-playing, reading, and interacting with adults and peers. Children also benefit from understanding the relationship between thought and behavior via their interactions with others. The theory of mind abilities generally matures gradually and slowly over time as we age(Ebert, 2015).

Contrary to popular belief, the years between the ages of 6 and 8 are crucial for developing a child's cognitive ability. A youngster is not yet prepared for advanced mental concepts in the classroom. According to the study's authors, children as young as three were more likely to respond incorrectly to the theory of mind questions. However, young children often show an improved view of mind skills by age 4. For instance, by age four, most youngsters have the cognitive capacity to comprehend that others may have mistaken opinions regarding many topics(Lapierre, 2015).

Stages of Theory of Mind

Researchers have identified a normal, predictable sequence in which toddlers develop these five mind-skills theories. Additionally, research has demonstrated that the theory of mind is not always stable. That is to say, young children's comprehension of mental states may depend on the context. Most or all of the theories of the mind's functions may be mastered by the time a kid reaches the age of four. Still, even then, the child's capacity for understanding and interacting with others' perspectives will continue to grow and improve well into late adolescence and adulthood. Multiple studies have linked children's social ability to their unique cognitive talents. Children who are better able to put themselves in the shoes of others develop better social skills(Hughes & Devine, 2015).

There's a predictable pattern to how the theory of mind develops in a healthy child, but deviations from this timeline are possible. The mental illness hypothesis is fraught with potential pitfalls. Interactions and friendships might suffer when people have trouble interpreting one another's mental states(Ding, Wellman, Wang, Fu, & Lee, 2015).

Social and emotional development

Studies on the benefits of SEL education for kids and teens in formal education settings are many. SEL treatments improved academic achievement, SEL abilities, social conduct, and attitudes toward self and others. SEL also mitigated negative emotions including despair and anxiety, as well as negative behaviors. In spite of certain valid concerns, there is undeniable evidence of rising interest and support for SEL. In the United States, SEL standards have been adopted by all 50 states for use in preschools, and by 18 states for use in grades K-12. Districts are increasingly adopting, evaluating, and tailoring SEL programs for students in grades K-12 (Halle & Darling-Churchill, 2016).

However, there is a lack of research-based SEL curriculum at the preschool level. However, most people think that there may be a particularly fruitful time to foster children's social and emotional growth: during preschool. This is true across a number of developmental domains, such as language and executive function. The brain develops at a fast rate. To provide one example, improved ability to control one's focus on one's feelings and behaviors at age 2 or 3 has been found to reliably predict later success in learning to read and write at age 6 or 7. Furthermore, preschoolers (ages 3-5) struggle with peer issues and have limited capacity for self-regulation. Students in high school often have difficulty. the ability to read and count at an appropriate level for school (Gershon & Pellitteri, 2018).

Apart from its correlation with scholastic achievement, early social and emotional competence is a strong indicator of one's health, happiness, and contentment with life in adulthood. When comparing 5- and 9-year-olds, for instance, those with higher emotional intelligence at age 5 tend to be more socially competent. Furthermore, early emotional intelligence is correlated with later prosaically conduct and reduced aggressiveness and anxiety. In a nutshell, a person's capacity for social and emotional competence in early childhood lays the groundwork for their later interactions with the environment and their capacity for psychological well-being throughout their lives. It has been argued by some academics that social and emotional competencies developed in early life are more crucial than academic achievement. As a result, there has been a recent uptick in research and development of SEL curriculum suitable for use in preschool settings. Careful thought is needed before bringing SEL programs to the preschool level to account for the distinct qualities of early childhood development and learning (Nikolopoulou & Gialamas, 2015).

Emotion Knowledge in Early Childhood

According to recent research, emotion identification and understanding of emotional states have been identified as two different components of children's emotional knowledge. As part of their emotional literacy, kids learn to put names to the expressions on their friends' faces and spot the feelings behind the words their parent's use (receptive emotion knowledge). Understanding emotional states involve picking up on emotional clues from one's

environment, both traditional and atypical. These two facets of EQ are different from one another, although they do go hand in hand. In particular, children's general cognitive and language development goes hand in hand with their capacity to perceive emotions, which precedes and provides the basis for understanding reactions to events that generate emotions. The emotional growth patterns of children and preschoolers show this pattern of reciprocity (Jones, Zaslow, Darling-Churchill, & Halle, 2016).

Children's understanding of the relationship between emotion and context develops during preschool, and positive situational cues are picked up ahead of negative ones. Furthermore, sad and angry events are investigated before scary ones. Researchers have revealed that boys and girls develop emotional intelligence differently. In particular, girls tend to outperform boys on tests of emotional understanding, and they are also better at recognizing emotions associated with clichéd scenarios. These results show that girls have better internalized emotional abilities than boys, although this could be because of differences in how girls and boys are socialized. Other research has found small variations in children's emotional awareness by gender, which may be explained by contributions from parental practice(Darling-Churchill & Lippman, 2016).

Development of Theory of Mind in Early Childhood

One crucial step in the maturation of children's social cognition is the formation of the theory of mind or the realization that other people's behaviors are motivated by their own intents, desires, and beliefs. Growing evidence challenges long-held assumptions about how young children process information and shows that infants as young as 12 to 18 months may see and comprehend the motivations behind another person's behavior. Children don't begin to develop a more nuanced awareness of internal conditions until they acquire more advanced language abilities. Asserted that there are five distinct phases involved in the maturation of theory of mind. To begin, by age two, kids get that everyone has their own set of wants and needs, and that's okay. Second, kids can distinguish between real and false beliefs by the time they are three years old. Also, they understand that information is the key to learning by age four (Ayperi, 2016).

The fourth stage, occurring around the ages of four to five, is the realization that it is always possible to think something else, regardless of whether or not a given piece of information is accurate. Finally, kids start to understand that people might feel one way while acting another at six. The ages at which typically developing youngsters reach these milestones in their understanding of mental states may vary. Differences like these may stem from more fundamental causes like gender. Research has shown that females do better than boys on the theory of mind activities, even though most investigations have revealed no gender differences in children's mind reading. As a result, further research is needed to better understand the connections between sex and the theory of mind(Saxe & Houlihan, 2017).

Relation between emotional knowledge and theory of mind

Psychological research into children's development has found that their capacity to empathize with others increases in direct proportion to their emotional literacy. Correlations were reported to be positive and statistically significant with children as young as 2 and 3 and as old as preschoolers, and these results held even after considering the children's ages. Some researchers have proposed the idea that early development of the theory of mind skills can serve as a predictor of later differences in emotional knowledge. Risky kids aged 3 to 5 were tested on their emotional intelligence and theory of mind again a year later. According to the authors, children's knowledge of emotions at Time 2 was explained by their ability to spot false beliefs at Time (Mitchell & Phillips, 2015).

Issues in preschool SEL programming

However, research seldom transfers into classroom practice despite rising data indicating the favorable influence of early development of social and emotional abilities. Since many preschool instructors, unlike elementary school teachers, do not have a bachelor's degree, this is extremely crucial (Paik, Duh, Lopez, & Rodriguez, 2022).

Divergent perspectives on SEL pedagogy, into everyday courses, May also contribute to the lack of SEL in early childhood schools. Some instructors believe that young children don't need formal SEL curriculum because of the importance of other factors, including as teachers' responses to challenging situations and the way interventions are woven into the fabric of daily life and the school's overall ethos. In spite of this, there is mounting evidence that formal instruction in social and emotional skills has positive effects on children. Eight social and motivational programs were analyzed by Joseph and Strain. Successful programs were those who included SEL in their lessons on a regular basis and used a methodical, planned approach. Children benefited from both the depth and breadth of formal SEL programming. To maximize the benefits of social and emotional learning (SEL) for preschoolers, it is important that SEL programs provide several chances for children to engage in hands-on learning and practice skills in a variety of real-world (e.g., gameplay, storytelling, conflict resolution, and free play) (McClelland, Tominey, Schmitt, & Duncan, 2017).

SEL programming with preschoolers

With this research, we aimed to assess the efficacy of a social and emotional learning (SEL) training programme in Sichuan Province, China, aimed at preschool-aged kids (ages 3 to 5). Research has revealed that SEL treatments work with a wide range of US ethnic and cultural groups, but how they should be adapted for cross-cultural competence remains unclear. Researchers who study differences across cultures warn that even successful educational programs in one culture may fail miserably in another. When translating information, it is essential to take into account and plan for cultural and linguistic differences, such as doing a thorough examination of cultural

appropriateness for the target audience. Because of this, it is not appropriate to think about the direct transferability of any educational or examination materials. Thus, the goal of San Francisco State University's (California, USA) Global Classes is to collaborate with neighborhood adults to improve kids' social and emotional development (Paik et al., 2022).

Since involving community members in the creation and distribution of educational programs is crucial, we used a community-based approach to SEL. This elevates the importance of SEL professional development for educators and ensures that SEL programming is relevant to local communities. Involving locals like these 767 in the process of modifying educational programs is fundamental to community-based participatory research. The global classroom therefore became a significant aspect of the discussion on how to adopt SEL, after which consultations with members of the Chinese community were conducted (Siraj-Blatchford, Mogharreban, & Park, 2016).

SEL global classrooms

Preschoolers from higher socioeconomic status (SES) backgrounds have an advantage in some skill sets, such as the promotion of scientific literacy and the development of analytic reasoning. Preschoolers from lower socioeconomic status (SES) households benefit more from SEL treatments with fewer fundamental abilities, according to the extant SEL studies. The researchers in this study did not have access to demographic data. Therefore, we utilize children's fundamental skills to determine who is at greater risk and might gain the most from the programme.

This study aim was to investigate the emotion knowledge and theory of mind among preschoolers in district Lahore.

Key Research Questions

- "What are the typical developments in theory of mind from infancy to age 5?"
- "What factors, both those in the social environment and those internal to the child influence the rate of Development?"
- "What are the consequences of theory-of-mind development for children's social competence and for their success in school?"

METHODOLOGY

A total of 300 preschoolers from four different classrooms at Lahore school campuses participated. Method of data collection adopted from SWUST study, Graduate and undergraduate research assistants at SWUST with minimal familiarity with the SEL curriculum conducted the pre- and post-tests (ie, the topic of the research is SEL but not familiar with the programme focus, course details, or effectiveness). Each kid was evaluated by two separate research assistants, one before and one after the trial, to reduce the likelihood of familiarity with the experimental setting impacting the children's performance. Apart from administering the pre- and post-tests, the research assistant had no contact with the kids (Paik et al., 2022).

The question, therefore, becomes: how can psychologists gauge individuals' self- and social reflection? The false belief task is a popular way to test children's capacity to understand and reason about other people's mental states. One of the most significant developmental steps in the theory of mind is the ability to assign false ideas to other people. The activities encourage children to draw conclusions about the actions or thoughts of others when those others' assumptions about reality clash with the facts as the children know them. In other words, youngsters are likely aware of the truth; recognizing incorrect ideas requires them to realize that others are unaware of these realities (Imuta, Henry, Slaughter, Selcuk, & Ruffman, 2016).

How might we interpret children's comments to learn more about their theory of mind development? The kids who declare they'll pass the test because Sally will check the basket are the ones who actually say so. The implication is that the other kids know that Sally is mistaken about where the marbles are. Children must accurately predict what Sally believes and thinks to do well on the test. Those kids who said they saw the marbles in the box were wrong. They did not indicate that they realized Sally's expertise was distinct from theirs. The new method measures the theory of mind over a spectrum of developmental activities, rather than only the false belief test is done in the past. Researchers may then track the development of children's evolving conceptions of mind as they gather information from youngsters. Knowing what other people desire, for instance, is more important than knowing how they feel behind the surface(Hofmann et al., 2016).

T test have been applied to test whThe aforementioned emotional intelligence and theory of mind assessments were provided to all children as part of a pretest. The is taught to the children in the experimental classroom over the course of 14 weekly classes. Children receive instruction twice weekly, in the morning and evening, during their regularly scheduled school hours. San Francisco State University psychology students with teaching experience co-teach courses with their Chinese counterparts. Instructors are always available to take notes and answer questions. In the "normal practice" (or "control") preschool classrooms, teachers continued to teach in the usual way, with impromptu SEL lessons led by spontaneous interactions between students. All students took a post test that was identical to the one they took before SEL Global Classroom. At the designated preschool location, without the presence of parents or teachers, each child was given an individual test. Each child's before and post tests were given by a different research assistant. The sexes are not balanced in the lab. The time required for each exam takes around 10–15 minutes (Blewitt et al., 2020).

Prior to participating in the Global Classroom SEL programme, children's understanding of emotions and the minds of others were characterized by descriptive analyses. T-tests on independent samples were used to compare the two conditions to identify any differences from the outset. Children were categorized into higher- or lower-performing groups based on the central tendency of their baseline scores in the experimental condition. Differences between (1) the experimental and control settings and (2) children with lower and higher baseline scores were analyzed using analyses of variance.

Children's engagement in the Global Classroom SEL was evaluated by administering paired-samples t-tests to see whether or not there were statistically significant changes in performance between pre- and post-tests.
Using test values between zero and one hundred percent, the validity and reliability of the data used by Cronbach Alpha are evaluated. The data collection is regarded as a high-quality data set as long as Cronbach's alpha value is in the range of 0.61 and 0.80. On the other hand, a range of 0.81 to 0.99 denotes a good data collection. This data set has 300 valid values due to the Cronbach alpha value of 0.79.

Case Processing Summary			
		N	%
Cases	Valid	300	100.0
	Excluded[a]	0	.0
	Total	300	100.0
a. List wise deletion based on all variables in the procedure.			

Table 1

Reliability Statistics	
Cronbach's Alpha	N of Items
.79	18

Table 2

Descriptive statistics

Descriptive statistics and inferential statistics may be easily distinguished from one another. These descriptive statistics just demand a brief description of the current state of affairs or the analysis's findings. The purpose of inferential statistics is to extrapolate conclusions from data that would be impossible to reach otherwise. Using inferential statistics, we may extrapolate from a small sample to a larger population. But inferential statistics are used to figure out if the differences seen across groups are real or just a fluke of the data. Therefore, we use inferential statistics to draw broad conclusions from our data, whereas descriptive statistics are used to explain the details of our data.

	Mean	**Std Deviation**	**Minimum**	**Maximum**	**Median**
Emotional knowledge	3.72	0.12	1.000	5.000	4.000
Theory of mind	4.12	0.27	1.000	5.000	4.000

T-test

The t-test is an inferential statistic used to determine if there is a statistically significant difference between the means of two groups and the nature of their connection. T-tests are used to find statistically significant differences between groups when there is an unobserved variable and the data set follows a normal

distribution. In hypothesis testing, the t-test uses the t-statistic, t-distribution value, and degrees of freedom to determine statistical significance.This study used the t-test as its primary statistical tool for comparing the means of its public-school and private-school teacher samples.

To compare the population means of more than two groups, the analysis of variance (ANOVA) is utilized, whereas the t-test is used for comparing the means of just two groups.

In the realm of parametric statistics, the t-test and analysis of variance are two of the most used tools for testing hypotheses (also known as ANOVA). The approach presumes certain things, such as the proportional or interval level of the dependent variable, the independence of observations, and the normal distribution of the population from which the sample is drawn. When trying to make sense of measures, many people become confused.As we've seen, the t-test is a special case of ANOVA that simply compares the means of two populations.

Dependent variable: emotions and knowledge

		Sum of Squares	**df**	**Mean Square**	**F**	**Sig.**
Exhaustion	Between Groups	652.458	4	136.11	1.489	0.00
	Within Groups	192.542	296	101.25		
	Total	845.000	300			

ANOVA results shows that there are significant results for observing mean deviation differences upon public school teachers and private school teachers. Best measure to observe ANOVA results is to see significant value, here sig < 0.05 means there is significant differences between public and private school teachers' professional traits.

		pretest	**posttest**			
		M(SD)	**M(SD)**	**t**	**p**	**Cohen's d**
Emotion knowledge	control	0.28(0.09)	0.32(0.09)	0.39	**0.33**	0.08
Experimental		0.31(0.08)	0.35(0.07)	4.55	**0**	0.75
theory of mind	control	0.16(0.16)	0.12(0.16)	-0.33	**0.21**	-0.1
Experimental		0.17(0.16)	0.16(0.18)	0	**0**	0

Independent t test shows that two means are not equal between emotional knowledge and theory of mind.

Words frequency query

On analysis of another words frequency query SEL, practices, baseline, emotions, knowledge are highly significant and related to each other.

For one, at-risk children from low SES homes with weaker social and emotional competences have been proven to benefit the most from SEL treatments in prior research conducted in the United States (e.g., Bierman et

al., 2016; McClelland et al., 2017). In addition, the favorable effects of SEL intervention among at-risk children have been supported by systematic evaluations of studies. For instance, when the programme featured a strong focus on SEL curricula, a meta-analysis of 29 different designs assessing the effects of SEL programming for low SES preschoolers found a robust positive effect of SEL programming (Yang et al., 2019). Another meta-analysis of SEL interventions indicated that at-risk preschoolers benefited more from targeted interventions than universal therapies when it came to improvements in social and emotional abilities and reductions in behavioral difficulties (Murano et al., 2020). All things considered, the present data suggest that the focused SEL intervention may be of tremendous benefit to preschoolers at risk in the United States and elsewhere. Therefore, further work is required to identify those who might be at danger. Some of the Preschoolers from Lahore in the current study may have had less positive experiences with family support and socialization techniques at home than others, leaving them vulnerable to having underdeveloped social and emotional abilities when they start formal schooling.

Words query cloud shows that SEL, children, mind theory, training, emotions and skills are highly related variables.

Lacking access to complete demographic data, this study cannot determine the causes of children's poorer than expected baseline skills. Early literacy, reading, math, science, social and emotional competency, and communication skills have all been proven to have good correlations with family socioeconomic status in prior studies (e.g., Li et al., 2016; Zhang et al., 2020). However, socioeconomic inequalities within the sample may account for the results, despite the fact that the preschool in question serves a demographically consistent population (i.e., the children of university employees).

Work at the university can vary depending on a variety of factors, including the kind of the contract in place, the number of hours assigned, and the precise job or rank held. Recently, people have started paying attention to the wage and prestige gaps that exist among university faculty and staff in the United States (see Douglas-Gabriel &Fowers, 2020; Flaherty, 2020; Krupnick& Marcus, 2015). In general, the Lahori culture places a high value on respect and status but places less value on personal advancement (through e.g., showmanship, materialism; see TMA World, 2019; Zhang, 2013).

Such questions as to how these competing forces for creating inequality contribute to variations in family life and child development would be intriguing to explore, but may be outside the scope of the present conversation. In addition to socioeconomic status, additional variables may account for the wide range of students' social and emotional competence in this 775-level survey. As previous research has shown that young children's social and emotional development is directly linked to their readiness for school (e.g., Moore et al., 2015), it is important that further research be conducted to identify the causes of the social and emotional development gaps that emerge so early in life. This could be essential in helping all children in China be prepared for school on an equal basis.

DISCUSSION

Some of the Lahore preschoolers in this study may have had less than optimal social and emotional development because of varying levels of parental support and socialization techniques at home. Because of the abundance of detailed demographic data, the underlying association between children's fundamental skills was not accessible to the researchers in this study. Previous research has demonstrated a favorable correlation between family and school socioeconomic status, albeit the exact nature of this association remains unclear. Getting ready, that includes things like reading, writing, math, science, social skills, and emotional maturity, and Capacity for verbal exchange. It is nevertheless doable to provide services to a potentially homogeneous population (for example, the children of university staff). that socioeconomic inequalities among the sample members could account for the discrepancies. Positions within educational institutions might range widely due to factors like Position, employment agreement, and hours worked. Both social standing and financial resources Recent years have brought more scrutiny to the problem of racial disparity among the faculty and staff of US universities (Darling-Churchill & Lippman, 2016).

Strengths and Implications

We take a different tack than previous SEL interventions that have focused solely on the US population. Researching SEL programme in various cultures can provide light on the nuances of social and emotional development across nations and also bring up questions that are unique to each culture. All students will benefit from continuous and stepped-up efforts to alter policies and practices so that they may better accommodate the nuances of the many cultures from which they hail (Stefan, Danila, & Cristescu, 2022).

We would want to stress the importance of making sure that all learning and assessment materials used in a SEL programme are culturally relevant and suitable. Meaningful, appropriate, and successful programme need consideration of cultural values, practices, learning settings (both school and home), and developmental patterns specific to that demographic. For instance, past studies have demonstrated that collectivist and individualistic societies form their ToM in quite dissimilar ways. Children in China and Iran, on the other hand, don't grasp the concept of "knowledge ignorance" until they have already figured out that people can hold divergent ideas about the same event (i.e., different beliefs) (Donahue-Keegan, Villegas-Reimers, & Cressey, 2019).

Limitations and Future Directions

Our findings suggest, however, that current SEL programme are not helpful for children who already have a high level of social and emotional competence. It's possible that the current level of difficulty is too simple for some two-year-olds in China. The content is developmentally appropriate, so children of varied abilities can benefit from the extensions given. Further, children's performance on exams measuring emotional understanding and theory of mind has a lot of room for improvement. To get a complete picture of a child's social and emotional growth, further tests may be necessary.

Future cross-cultural research should use a variety of methods and techniques to paint a more accurate picture. Understanding cultural similarities and differences will become increasingly vital in the years ahead. We also recognize that SEL extends to many other skills and factors that are interconnected. The primary goals of modern SEL instruction are to foster children's emotional literacy and theory of mind (ToM), although a wide range of other subjects (such as relationship building, diversity appreciation, social behavior, and problem solving) are also addressed naturally. When an added bonus, you may find that your path to personal development alters as you work to improve one set of talents and find that it helps you in another. That's why it's crucial for researchers to dig further into the web of relationships between the many types of social and emotional skills and the areas of growth they support. To give just one example, it has been found that there is a strong relationship between executive function and emotion regulation. "Executive functions" are the set of interconnected mental capabilities required to Indeed, past research have demonstrated that longer-term programme have had greater favorable results (Grazzani, Ornaghi, Conte, Pepe, & Caprin, 2018).

CONCLUSION

Improving children's intellectual and social and emotional development with SEL programme begins in early life. The present findings are in line with, and add to, the growing body of literature that recommends SEL education begin in early life and that individuals already suffering with these abilities require extra attention. Through its unusual inclusion of Lahore preschoolers, this study lends credence to a promising cross-cultural research initiative: the idea that focused SEL training for high-risk children should be examined and further investigated throughout the world (Schonert-Reichl et al., 2015).

When children come to school lacking in social and self-regulation abilities, they are at a higher risk of experiencing academic difficulties, behavioral challenges, and peer failure. Increased resilience in high-risk situations is associated with higher levels of social and emotional competence, which in turn lowers the probability of engaging in risky behavior including substance misuse, antisocial conduct, and emotional discomfort later in life (Elias et al., 1997). Because of the importance of these social and emotional skills to academic achievement, the prevention of future mental health problems, and the attainment of happiness in general, SEL programme aimed at young children can play a pivotal role in assisting at-risk student groups (Graziano & Hart, 2016).

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