

Social-Emotion Development of Children in Selangor Based on Teacher's Teaching Practices

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Abstract

Positive social and emotional development in early childhood provides a critical foundation for lifelong development and learning. This study was conducted to identify the relationship between teachers' teaching practices and the level of children's social-emotional development. This study used a quantitative descriptive method and involved 100 kindergarten and preschool teachers in Selangor. A questionnaire was constructed with a Cronbach's alpha value of 0.603. Data were analyzed using the Statistical Package for the Social Sciences software version 26. The results showed that teachers prioritized a positive approach, rejected punishment, gave praise and support for positive behavior, and guided children in managing emotions. In addition, the results also showed positive progress in the children's social-emotional development in the classroom. Regression analysis showed a significant relationship between teachers' teaching practices and the level of children's social-emotional development. These results highlight the critical role and significant impact of teaching practices on children's social-emotional development in the classroom.

Keywords: Social-Emotional Development, Children, Teachers, Teacher's Teaching Practices

Introduction

The Curriculum Conceptual Model in the National Preschool Standard Curriculum (NPSC) was introduced in 2017 to demonstrate the goals of preschool education in emphasizing children's development in seven domains, namely cognitive, spiritual, moral, physical, social, emotional, and creative (Ministry of Education Malaysia, 2017) as preparation for formal education in Year 1. Social and emotional development in the preschool curriculum in Malaysia focuses on mastering emotional maturity and social skills. Mastering these skills allows children to learn to control their emotions, thoughts, and self-actions to achieve positive emotions so that they can understand the needs, emotions, and opinions of others to adapt to society and build social skills (Ministry of Education Malaysia, 2017). The importance of socio-emotional development is also emphasized in every early childhood education document in England, Scotland, Northern Ireland, Wales (Lindon, 2005), and Malaysia.

Social and emotional development is an important aspect that should be paid attention to in early childhood development. The existence of positive socio-emotional

development in early childhood equips children to grow up with a strong sense of identity. The school represents the first socialization context after their home (Milicic et al., 2014). Children observe, identify, learn, and imitate social and emotional skills, social norms, and school behavior codes. Emotions and relationships are essential in their learning process (Durlak et al., 2011). Teachers become references for children and influence their socio-emotional development by modeling socio-emotional skills, encouraging interactions between teachers and children, and managing and organizing the classroom (Jones et al., 2013).

Interactions between teachers and children are crucial in creating a supportive and equitable learning environment (Durlak et al., 2011). According to the bioecological model of human development proposed by Rodriguez et al. (2020), development is an ongoing interactive process between child characteristics and the immediate context known as the proximal developmental process. In educational settings, teacher-child interactions are a critical proximal process that can positively or negatively impact child development (Bronfenbrenner & Morris, 2007). Thus, children's behavior and social and emotional skills are fundamentally influenced by the quality of teacher-child interactions and teacher behavior.

According to Langeloo et al. (2019), a teacher's personality in tailoring learning opportunities and their specific characteristics is critical in promoting children's academic, cognitive, and social development. High-quality teacher-child interactions are positively related to essential child outcomes such as growth in learning competence (Cash et al., 2019), social-emotional skills (Alamos et al., 2018), and self-regulation (Raver et al., 2011). However, fostering and maintaining supportive child-teacher relationships is challenging, and teachers need adequate skills, competencies, social and emotional promotion, and strategies when engaging with children (Rodriguez et al., 2020). Dealing with young children with impaired social and emotional skills is one of early childhood education teachers' most frequently cited challenges (Hans, 2014). Thus, this study explored the practices implemented by kindergarten teachers in assisting the emotional development of preschool children they teach at school.

Children's Social-Emotional Development through Teacher's Practice

Positive social and emotional development in the early years provides a critical foundation for lifelong development and learning. A study on teacher's practices on children's social-emotional development was conducted by Albaree et al. (2023) to identify the level of knowledge of kindergarten teachers on the social skills of children in Selangor. The study was conducted using a descriptive survey method. A questionnaire was distributed to 120 kindergarten teachers. The data were analyzed using SPSS. The results showed that the level of knowledge of kindergarten teachers on the social skills of children was still at a moderate level, with a mean of 3.48 and a standard deviation of 1.04.

Seligie and Ruhizan (2022) evaluated the correlation between teachers' understanding level and practices of socio-emotional approaches in teaching and learning (PdP) to guide GALUS students in Year 6 among B40 in Julau district schools. The research method used was a qualitative study, and 205 teachers were selected as respondents. The findings showed that teachers' understanding of the socio-emotional approach was high, with a mean of 3.99 and a standard deviation of 0.72. The teachers' practice level of the socio-

emotional approach in the PdP was also high, with a mean of 3.89 and a standard deviation of 0.65. From Pearson's correlation test, there was a significant positive relationship ($r = 0.85$, $p = 0.00$) between the understanding level and approach of teachers' socio-emotional practices in PdP and the expected impact on GALUS students.

Suziyani et al. (2019) also studied the knowledge and practices of Malaysian preschool teachers in supporting and promoting social-emotional learning in the classroom. A quantitative was employed on 332 teachers working in the private and public sectors. The results showed that Malaysian preschool teachers have low knowledge and practices in social-emotional development. All participants in the study understood basic information about social-emotional skills. Teachers recognized that children with good social-emotional skills could manage and express emotions, cooperate, initiate and maintain relationships, and have a high degree of curiosity. However, teachers showed a poor understanding of the factors related to social-emotional development and how social-emotional should be taught. Teachers need to know what factors significantly influence social-emotional development. With this knowledge, teachers can identify which children need more support and attention. The results also showed a poor understanding of how social-emotional should be taught in the classroom. Some of them considered social-emotional teaching not important at all.

Goldschmidt and Pedro (2019) explored preschool teachers' perceptions of socio-emotional development among early childhood program students in the Cape Peninsula, South Africa. The results were used in an intervention program to facilitate the socio-emotional development of young children in early childhood centers in historically disadvantaged South African communities. A qualitative research design was used to determine preschool teachers' perceptions of socio-emotional development in early childhood based on their subjective personal statements. The participants were 12 female preschool teachers aged between 24 and 55 in the Cape Peninsula. The teachers were selected using a purposive sampling method from preschools in low-income areas of Cape Town. The preschool teachers were selected based on their years of teaching experience, which was at least two years of experience teaching preschool and currently teaching preschool students. The preschool teachers voluntarily agreed to participate in the study and were informed of their rights as research participants, such as confidentiality. Thematic analysis of the data showed that teachers perceived boys as having more emotional immaturity and weaker peer relationships than girls. Students were also less likely to comply with instructions. Teachers reported that they were involved in reinforcing prosocial behavior and routine behavior for a positive classroom environment.

Schonert-Reichl (2017) explored the relationship between social and emotional and their relationship with teachers. This study used a qualitative case study, and data were collected through interviews and document analysis. This study involved three participants who were selected through purposive sampling techniques. All three preschoolers were interviewed based on the drawings they produced during drawing activities at school. The study found that high socio-emotional development among preschool children met the characteristics of early childhood development through the themes highlighted, namely self-confidence and ability to interpret emotions.

Socio-emotional development reflects the learning that children have achieved. In this case, socio-emotional competence is evident when children reach the desired level of achievement. Good socio-emotional development plays a vital role in the development of preschool children and will help shape their lives in the future. Overall, good socio-emotional development among preschool children contributes to their development and encourages good behavior.

Problem Statement

Recognizing the importance of early social-emotional competence for children's future lives, it is essential to ensure that preschool teachers are knowledgeable and skilled in promoting social-emotional development. In early childhood education, preschool teachers are seen as essential and challenging educational leaders as they act as primary educators in motivating children to achieve classroom learning. This task becomes more challenging due to the increase in behavioral problems of kindergarten children (Agbaria, 2021), which are caused by unhealthy emotional development. Teachers' beliefs and attitudes are critical indicators of their perceptions and judgments, influencing their teaching practices (Mohamed & Satari, 2019). Positive experiences at an early age will help children create and have a good foundation for social-emotional development.

The national preschool curriculum in Malaysia includes learning objectives for children aged four to six years in six areas of development: (1) communication, (2) spiritual attitudes and values, (3) self-esteem (social-emotional), (4) physical and aesthetic, (5) science and technology, and (6) humanity (Ministry of Education, 2017). Although the national curriculum emphasizes social-emotional development, not all preschool teachers are competent in implementing it in the classroom (Mohamed et al., 2019). Teaching is one of the most challenging professions, and learning about social-emotional development and skills is a prevalent issue to discuss. Previous studies have shown that preschool teachers in Malaysia are not ready to implement social-emotional learning in the classroom (Yunus & Mohamed, 2019; Nyawin & Majzub, 2017). Such studies have prompted the significance of persistently assessing teachers' ability to recognize children's social and emotional development. Thus, this study was conducted to fill the existing gaps, especially in Malaysia.

Research Objective

This study was conducted based on the following research objectives:

1. To identify teachers' teaching practices regarding children's social-emotional development in schools.
2. To identify the level of children's social-emotional development.
3. To identify the relationship between teachers' teaching practices in schools and the level of children's overall emotional development.

Research Hypothesis

The following is the hypothesis of this study:

H1: There is a significant relationship between teachers' teaching practices and the level of children's social-emotional development.

Methodology

Research Design

This study was conducted to examine the practices of kindergarten teachers in assisting the emotional development of preschool children they teach at school. A descriptive survey study was employed through quantitative methods. The descriptive design assisted in describing the social-emotional development level. This method relied on random sampling and structured data collection instruments, which fitted a variety of experiences into predetermined response categories. Therefore, the results were easy to summarize, compare, and generalize.

Research Population and Sample

The population of this study was among kindergarten and preschool teachers working in the public and private sectors in the state of Selangor, which were approximately 3,000 people. The respondents were selected using the purposive sampling technique, where the selection of a sample of individuals with a purpose in mind, and the purpose reflects certain qualities of the person or event selected and their relevance to the topic of investigation (Denscombe, 2007). Babbie (1986) suggested that a sample size between 30 and 500 is appropriate for most studies. Thus, this study involved 100 preschool teachers teaching in Selangor.

Research Instrument

The instrument used in this study was a structured survey questionnaire, with the Likert scale ranging from 1, 'strongly disagree' to 5, 'strongly agree.' The questions in the questionnaire were divided into three parts, namely parts A, B, and C. The questionnaire was distributed to 100 respondents from kindergarten and preschool teachers teaching in Selangor. In part A, the questions were related to teacher demographics: age, position, academic qualifications, and teaching experience. There were 15 items in Part B regarding the practice of teachers' social-emotional approaches in PdP, while Part C included 10 items related to children's social-emotional development.

This instrument consisted of 25 items reflecting various aspects of the measured construct. The reliability analysis of the instrument showed a Cronbach's alpha value of 0.603, indicating a moderate level of consistency between the items in the measurement scale. Although this value did not reach the optimal standard (more than 0.7), it demonstrated acceptable reliability in the research context. Cronbach's alpha value calculated based on standardized items was 0.567, consistent with the previous value. This indicated that item customization did not significantly affect the consistency of the measurement tool. Although the internal reliability did not reach an optimal level, this measuring tool is still reliable to provide a useful overview of the measured variables.

Research Analysis

Data were collected from the respondents and analyzed using the Statistical Package for the Social Sciences (SPSS) version 26.0 software to generate mean and standard deviations. Regression test analysis was also performed to test the study hypothesis. The data were presented in the form of diagrams and tables.

Research Findings

This analysis showed the relationship between teachers' teaching practices and children's social-emotional development levels.

Respondent Profile

Data analysis showed that the respondent profile was diverse in several aspects, such as age, position, academic qualifications, and length of teaching experience. This profile highlighted the characteristics of the participants in the context of teaching practices and children's social-emotional development in primary schools in Selangor. Table 1 shows the demographics of the respondents involved in this study.

Table 1

Respondent Demographics

No	Item	Frequency	Mean	Std
1	Age			
	18-30 years	46.0%	14.0%	14.0%
	31-45 years	23.0%		
	46-55 years	20.0%		
	56 and above	11.0%		
2	Position			
	Academic Teacher	83.0%	79.0%	79.0%
	Senior Assistant Teacher	14.0%		
	Principal	3.0%		
3	Academic Qualifications			
	STPM	28.0%	4.0%	4.0%
	Diploma/Teaching Certificate	68.0%		
	Bachelor's/Master's Degree	3.0%		
	PhD	1.0%		
4	Length of Teaching Experience (in years)			
	Less than 1 year		3.0%	3.0%
	1-3 years	14.0%		
	4-7 years	79.0%		
	More than 7 years	4.0%		
		3.0%		

Based on Table 1, the respondents in this study showed a wide age range, with the majority (46%) in the 18 to 30 years old, followed by 23% in the 31 to 45 years old, 20% in the 46 to 55 years old, and 11% aged 56 or above. This age diversity reflected the mix of experiences and perspectives of the teachers. Regarding position, most respondents (83%) were academic teachers, while senior assistant teachers contributed 14%, and only 3% were head teachers. The presence of most academic teachers suggested that this study may focus more on teaching practices at the grade level.

Table 1 also shows that most respondents (68%) were Diploma or College Certificate holders, followed by STPM holders (28%). In comparison, only 3% had a Bachelor's Degree, and 1.0% had a Bachelor's Degree or PhD. Most respondents had qualifications related to their teaching profession, which may have influenced their approach to teaching and understanding children's social-emotional development. In addition, the results also showed that the majority of respondents (79%) had teaching experience of 1 to 3 years, followed by

14% with less than 1 year of experience, 4% with 4 to 7 years of experience, and only 3% with more than 7 years of experience. This indicated that most respondents were new to the teaching field, which may have influenced their approach to teaching practices and their understanding of children's social-emotional development. Understanding these demographic characteristics can help researchers better interpret the results and provide a more comprehensive view of how teachers' teaching practices relate to children's social-emotional development in Selangor.

Level of Teachers' Teaching Practice on Children's Social-Emotional Development in Selangor

Table 2 shows the level of teachers' teaching practices on children's social-emotional development in schools. Each item was assessed to identify several critical aspects of their teaching practices.

Table 2

Level of Teachers' Teaching Practices on Children's Social-Emotional Development in Selangor

Item	Mean	Standard deviation
I do not use a high voice when reprimanding children.	4.1700	.58698
I do not use punishment to guide students.	4.0200	.73828
I praise children who perform positive behavior.	4.2400	.47397
I invite children to talk and discuss the PdP process.	4.2100	.51825
I provide behavioral support to children during PdP.	4.1000	.54123
I teach children good behavior during the PdP process.	3.9200	.69165
I guide children in managing their emotions during the PdP process.	4.2400	.42923
I monitor challenging behavior from children during the PdP process.	4.6000	.49237
I provide social skills support to children during the PdP process.	3.9900	.64346
I support children's active involvement in the PdP process.	4.1400	.58638
I obtain the background of the students for each class taught.	4.0300	.33197
I design the PdP process based on the children's background.	4.1100	.42391
I communicate and involve the family in the assessment of the child.	4.1100	.31447
I provide support to the family.	4.0400	.37390

Table 2 shows that in item 1, most teachers (63%) used a positive approach, as they did not use a high voice when reprimanding children, with a standard deviation of .58698. This reflected a willingness to communicate calmly and educationally, which can help create a positive learning environment and build good relationships between teachers and students. For item 2, almost two-thirds of teachers (58%) confirmed that they did not use punishment to guide students, with a standard deviation of .73828. This showed a tendency to prioritize an approach that provides encouragement and positive reinforcement rather than punitive methods. This approach aligns with educational principles that emphasize fostering positive relationships and supporting the overall development of students.

Table 2 also strongly emphasizes praise and encouragement for children's positive behavior and social skills. More than seven out of ten teachers (72%) admitted that they praised children who engaged in positive behavior in item 3 with a standard deviation of .47397. Meanwhile, 70% of the respondents provided behavioral support during the learning process, with a standard deviation of .54123. This showed the willingness of teachers to recognize and support desired behavior, which can help strengthen students' motivation and appreciation of learning.

Teachers also showed commitment in guiding children to manage their emotions in items 6 and 7, with standard deviations of .69165 and .42923, respectively. Almost three-quarters (76%) said they guided children in managing emotions in learning, with a standard deviation of .42923. Managing emotions is essential to balance social-emotional development. Teachers were also willing to involve families in education, as stated in items 12 (.42391) and 13 (.31447). In addition, 86% of respondents communicated and involved families in childhood assessments. Family involvement is essential in creating a holistic and memorable learning environment.

Overall, the results showed teachers' high commitment to supporting the social-emotional development of children in school through practices that reflect a holistic approach to educating students.

Children's Social-Emotional Developmental Levels

Table 3 shows the positive level of children's social-emotional development. By assessing each item, several critical aspects of this development were identified.

Table 3

Children's Developmental Levels in Social-Emotional Aspects

Item	Mean	Standard Deviation
Children in my class demonstrate the ability to work with peers.	3.9700	.17145
Children in my class can recognize and express their emotions.	4.0600	.27780
Children in my class show empathy for friends who are experiencing difficulties.	4.0800	.36735
Children in my class can resolve conflicts positively.	4.0900	.37859
Children in my class can control their emotions in challenging situations.	4.1300	.41815
Children in my class show self-confidence in social interactions.	3.9800	.24536
Children in my class can follow classroom rules well.	4.1600	.36845
Children in my class often show a helpful attitude with their friends.	4.0800	.27266
Children in my class can respond positively to criticism or reprimand.	4.0900	.28762
Children in my class show respect for teachers and friends.	4.1300	.33800

Based on Table 3, 97% of respondents stated that children in the classroom could cooperate with their peers, as measured in item 1, with a standard deviation of .17145. Social skills are essential in learning and daily life and can help them develop as resilient individuals who strive

to interact in the community. For emotional recognition and expression in item 2, 92% of children can recognize and express their emotions. These skills are the basis for healthy emotional management and good self-understanding, essential aspects of holistic social-emotional development.

Based on Table 3, most respondents (86%) stated that children showed empathy towards friends experiencing difficulties. Item 3 showed a standard deviation of .36735. This showed an essential skill in fostering healthy social relationships and strengthening the classroom community as an empathetic unit. For item 4, most respondents (85%) believed that children could resolve conflicts positively, with a standard deviation of .37859. This skill helps them understand the importance of conflict resolution based on cooperation and mutual respect in building good relationships.

For item 5, 81% of respondents stated that children can control their emotions in challenging situations, with a standard deviation of .41815. This showcased the importance of managing emotions effectively and making good decisions under pressure. Item 6 showed that 94% of respondents agreed that children show self-confidence in social interactions, with a standard deviation of .24536. This showed positive development in forming the identity and self-confidence needed to interact confidently in various situations. About 84% of respondents believed children obey school rules well in item 7, with a standard deviation of .36845. This reflected their understanding and appreciation of the norms and values contained in the learning environment.

In Table 3, 92% of respondents stated that children often show a helpful attitude towards their friends on item 8, with a standard deviation of .27266. This attitude strengthens social bonds and fosters cooperation in the classroom community. For item 9, 91% of respondents agreed that children can respond positively to criticism or reprimand, as measured on item 9, with a standard deviation of .28762. This skill is essential in learning and personal development, enabling them to progress through learning experiences and improve their competence. On item 10, 87% of respondents stated that children respect teachers and peers, with a standard deviation of .33800. This reflected their understanding of the importance of ethics and manners in social relationships, which are the basis for effective communication and harmony in the classroom.

Overall, the analysis showed that children in the classroom exhibited positive progress in their social-emotional development. This provides an optimistic view of their personality formation and ability to interact positively in the classroom community.

Relationship between Teachers' Teaching Practices in Schools and Overall Level of Children's Emotional Development

Regression analysis showed a significant relationship between teachers' teaching practices and children's social-emotional development in the classroom. The analysis also revealed several vital statistics that needed to be considered. Table 4 summarizes the study model, and Table 5 shows the ANOVA results. Table 6 presents the coefficient results.

Table 4
Summary of Study Model

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.332 ^a	.110	.101	.12488

a. Predictors: (Constant), AMALANPDP

Table 5
Results of ANOVA

ANOVA ^a					
Model		Sum of Squares	df	Mean Square	Sig.
1	Regression	.189	1	.189	.001 ^b
	Residual	1.528	98	.016	
	Total	1.717	99		

a. Dependent Variable: PERKEMBANGANSOSIAL
b. Predictors: (Constant), AMALANPDP

Table 6
Results of Coefficient

Coefficients ^a						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	3.101	.281		11.045	.000
	AMALANPDP	.236	.068	.332	3.480	.001

a. Dependent Variable: PERKEMBANGANSOSIAL

Based on Table 4, the regression model described the relationship between teaching practices and children's social-emotional development well, although the R-square obtained was only 11%. This implied that the teaching practices studied in the model only partially explained the variability in children's social-emotional development in the classroom. In Table 5, the ANOVA results showed that the regression model was significant, $F(1, 98) = 12.108$, $p < .001$. This indicated a significant difference between the variance explained by the model and the variance not explained by the model.

In Table 6, the regression coefficient result of teaching practices (AMALANPDP) was positive ($B = 0.236$, $SE = 0.068$, $p = .001$). This implied that every one-unit increase in teaching practices was positively associated with an increase of 0.236 units in children's social-emotional development in the classroom. The significant t-statistic value ($t = 3.480$, $p = .001$) indicated that this regression coefficient differed from zero.

Overall, the results indicated that teaching practices are essential to children's social-emotional development in the classroom. While this relationship was significant, other factors may also influence children's social-emotional development and must be considered in the educational context.

Discussion

Identifying Teachers' Teaching Practices in Aspects of Children's Social-Emotional Development at School

The results obtained showed that teachers in Selangor supported children's social-emotional development through comprehensive teaching methods. They exhibited a high commitment to children's development by prioritizing a positive approach, rejecting punishment, providing praise and support for positive behavior, and guiding children in managing emotions. Most teachers confirmed they did not use a high voice when reprimanding children. This showed their willingness to communicate effectively and calmly, creating a positive learning atmosphere and strengthening good relationships between teachers and students.

In addition, almost two-thirds of teachers rejected punishment and preferred to provide encouragement and positive reinforcement, which was in line with the principles of effective learning. This reflected their willingness to create an inclusive and pleasant learning environment and respect children's dignity. Praise and support for positive behavior are part of the teachers' teaching practices in Selangor. More than seven out of ten teachers admitted to praising children who demonstrated positive behavior, while almost seven teachers provided support during the learning process. This shows their willingness to recognize and support desired behavior, helping to strengthen students' motivation and appreciation of learning. Teachers also showed commitment to guiding children in managing emotions. Almost three-quarters of teachers said they guided children in managing emotions in learning. To balance social-emotional development, it is essential to manage emotions.

In addition to classroom teaching practices, teachers in Selangor also acknowledged family involvement in the holistic development of children. Almost all teachers communicated with and involved families in early childhood assessments and supported families in the educational process. This reflected their understanding of the importance of family involvement in the holistic development of children, which is in line with Darling-Hammond and Bransford's (2005) view of the need for a holistic learning perspective that involves the community and family.

Overall, the results showed the seriousness and commitment of teachers in Selangor in supporting children's social-emotional development through comprehensive teaching practices. They have built a strong foundation for balanced and complete child development by prioritizing a positive approach, rejecting punishment, providing praise and support for positive behavior, and guiding children in managing emotions. In addition, family involvement in the educational process also provided vital support to achieve this objective. With teachers appreciating the significance of these practices and implementing them in their teaching, it positively impacts the children's social-emotional development in Selangor.

Identifying Children's Developmental Levels in Social-Emotional Aspects

The findings showed positive progress in children's social-emotional aspects in the classroom. Several critical aspects of social-emotional development need to be addressed, including the ability to cooperate, identify and express emotions, empathy, conflict resolution, emotional control, self-confidence, compliance with rules, helpfulness, response to criticism, and respect for teachers and peers. The ability to cooperate is an essential social skill in fostering positive interactions in the classroom community. It was also found that almost all

respondents agreed that children can cooperate with their peers, indicating the development of skills to cooperate and help each other in learning activities.

In addition, identifying and expressing emotions is also critical in children's social-emotional development. Most children can identify and express their emotions as they learn to understand and manage emotions effectively. Empathy is also an essential aspect of building healthy relationships. In this study, most respondents perceived that children have empathy towards friends experiencing difficulties. This reflected their ability to understand and feel the feelings of others.

Resolving conflicts constructively is also an important skill. Most respondents believed that children can resolve conflicts constructively, showing development in communication and negotiation skills. Regulating emotions in challenging situations is vital for personal safety and positive social relationships. Most respondents believed children can control their emotions in challenging situations, showcasing improved emotional management and self-adaptation.

In addition, self-confidence in social interactions builds a positive identity. Almost all respondents agreed that children demonstrated self-confidence in social interactions, developing their courage and self-confidence. Compliance with school rules reflects an attitude of discipline and respect for social norms. Most respondents believed that children obeyed classroom rules well, demonstrating their understanding of the importance of rules and regulations in creating a safe learning environment.

In addition, helpfulness and response to criticism also form good social relationships. Almost all respondents agreed that children showed helpfulness and responded positively to criticism, exhibiting their awareness of responsibility and sensitivity to the feelings of others. Finally, respect for teachers and peers is essential in forming an attitude of respect and understanding of diversity in society. Almost all respondents stated that children respected teachers and peers, showcasing an appreciation for others as valuable individuals.

The results showed positive progress in children's social-emotional development in the classroom, which was optimistic regarding their personality formation and ability to interact positively in the classroom community. This statement is supported by previous studies on the positive relationship between social-emotional development in early life and academic success and emotional well-being in later life. For example, Denham and Brown (2010) reported that social-emotional skills in preschool play an essential role in adapting to the school environment and achieving good academic success. Similarly, Raver (2002) stated that developing self-control skills in preschool is closely related to emotional stability and good behavior in primary school.

Identifying the Relationship between Teachers' Teaching Practices in Schools and Level of Children's Emotional Development

The regression analysis conducted in this study produced essential findings regarding the relationship between teachers' teaching practices and children's social-emotional development in the classroom. Although this relationship was significant, several factors must be considered to understand the implications of this finding comprehensively. The regression

model indicated limited ability to explain variation in children's social-emotional development in the classroom, with R-square of only 11%. This indicated that other external factors could influence children's social-emotional development apart from the teachers' teaching practices.

From the ANOVA results, the regression model was statistically significant. There was a significant difference between the variation that could be explained by the model and the other that could not be explained by the model used. This confirmed that teachers' teaching practices in social-emotional development have a substantial impact in the context of children's development in the classroom. The regression coefficient for teaching practices showed a significant positive correlation with children's social-emotional development in the classroom. This finding emphasized the importance of teachers in creating a learning environment that supports children's social-emotional development. However, improvements in teaching practices do not always result in linear improvements in children's social-emotional development, as external factors could influence it.

Previous research has strongly supported the relationship between teaching practices and children's social-emotional development. For example, Hamre and Pianta (2001) found that positive interactions between teachers and students are closely related to students' social-emotional development. Jennings and Greenberg (2009) asserted that teaching practices encouraging emotional awareness and effective conflict resolution can improve social-emotional development and students' emotions.

Understanding the role of teachers in creating a learning environment that supports children's social-emotional development is critical to improving educational effectiveness and student well-being. The analysis showed a significant relationship between teachers' teaching practices and the level of children's social-emotional development; thus, the hypothesis (H1) was accepted.

Conclusion

Teachers in Selangor supported children's social-emotional development through a comprehensive teaching approach. They used a positive approach, rejected punishment, provided praise and support for positive behavior, and guided children in managing emotions. In addition, family involvement was recognized as necessary for children's holistic development. Children's social-emotional development in the classroom showed positive progress in cooperation skills, emotional recognition, empathy, conflict resolution, emotional control, self-confidence, compliance with rules, helpfulness, response to criticism, and respect for teachers and peers. Regression analysis showed a positive correlation between teachers' teaching practices and children's social-emotional development. Although this relationship was significant, external factors should be considered, which may influence this social-emotional development. Teachers' teaching practices significantly influence children's social-emotional development in schools. However, there is room for more in-depth research in the future, encompassing longitudinal research, cross-school comparative studies, intervention research, case studies, and qualitative research.

Social-emotional learning, including social skills instruction and practice time, benefits children. It can help reduce behavior problems in the classroom, increase awareness of social-

emotional learning, practice social-emotional skills, and communicate the importance of education to parents in student learning and development. The findings of this study can contribute to early childhood education programs and teacher professional careers in response to finding solutions to underdeveloped social-emotional skills, increased behavior, low academic achievement, and related social skills in preschool classrooms.

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