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Summary

The study has focused on encouraging social-emotional competence and the execution of social-emotional learning programs. Since emotions were recognized to affecting the learning process, educating children early has gained tremendous support. Although social-emotional learning is implemented in school, less is recognized concerning teachers' insight about the programs. The research utilized qualitative data from teachers' perception in teaching early childhood between three to eight years on social-emotional learning programs in children from urban regions (Humphries et al., 2018). Therefore, data were obtained through focused groups, and five themes were developed, including background significance, accountability, challenges, curricular design, and support. The study provided educators with the voice to prompt their ideas regarding SEC and SEL programs associated with children's education. Educators devastatingly thought it was their specialized accountability to encourage their student's SEC capabilities. Nevertheless, several educators did not have knowledge of SEL programs, but the interaction with other classroom and school-based plans curricula improved their knowledge and changed their perceptions.

Questions

The study's purpose was to inspect early childhood instructors' awareness of social, emotional competence (SOC) and social-emotional learning (SEL) while training kids between three to eight years from a sparingly strained setting urban city. Also, to guide the study, two research questions were established, including the educator's view of their responsibility of supporting children's SEC capabilities in the classroom? And what do educators think of and need in SEL programming? Since emotions are linked with academic performance, introducing the SEL and SOC in school will play an essential role in creating responsible society members.

The research methods are crucial elements in the study because they provide the actual results to answer the research question.

Nominal data were collected in the study. Since the study focused on understanding teachers' thoughts concerning SOC and their perception while teaching, the study obtained data using focused groups (Humphries et al., 2018). The collected data revolved around five themes: curriculum design, accountability, background significance, support, and barriers. The study has benefited from the qualitative research because it has provided insights into what needs to be done to ensure SEL is effective. Also, the study has included teachers' experience hence providing relevant results.

The study realized that educators devastatingly thought it was their specialized accountability to encourage their student's SEC capabilities. Nevertheless, several educators did not know SEL programs, but the interaction with other classroom and school-based plans curricula improved their knowledge and changed their perceptions. The use of quantitative methods would alter the findings because real teachers' experience would not concentrate more on real teachers, resulting in misleading conclusions.

The most exciting part of the study is how teachers recognize the SEC's essential role for children in the institutional setting. Notwithstanding their obligation to encouraging the competencies, educators realized various problems in creating the pledge to be authentic.

Discussion Questions

Research plays an essential role in individuals' lives and their environment because it generates awareness and understanding of various things that surround people. Nevertheless, to ensure appropriate results are obtained, different research methods are used to conduct varying

research, for instance, qualitative and quantitative research methods. According to Yale University (2015), qualitative research is an organized collection, organization, and textual information interpretation. Moreover, since non-numerical data is analyzed, qualitative research tries to recognize people's ideas, thoughts, and practices and can thus collect detailed awareness into the problem or come up with new concepts for research.

Qualitative and quantitative research methods have significant differences. While the qualitative research method focuses on gathering and analyzing phenomena that are problematic to be measured quantitatively, quantitative research comprises collecting and analyzing numerical data for statistical analysis. Yale University (2015) suggested that qualitative research uses an inductive approach, which concentrates on developing theories after observation, and quantitative research uses a deductive approach, which focuses on testing an existing theory. Qualitative research uses purposeful sampling in a natural setting while utilizing observation and interviews as data collection methods and analyzes data using iterative interpretation. On the other hand, quantitative research uses random sampling in an experimental environment using surveys and clinical data as data collection methods as well as analyzing the data using statistical tests and models.

An example of qualitative research on school mental health will understand mental health involvements and college student's identity. College students have the highest number of students with mental health challenges; therefore, understanding how it affects their identity is essential. The research will be beneficial over quantitative because it will use college student who is the reap population, in an uncontrolled environment, thus getting actual results.

References

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