



The Influence of Social-Emotional Development on School Readiness in Early Childhood: A Study of 5–6 Year-Olds in Bogor Regency

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Abstract

Many young children enter formal schooling without adequate social-emotional skills, which hampers their ability to adapt, engage, and succeed in early academic environments. This study aimed to examine the influence of social-emotional development on school readiness among children aged 5–6 years attending preschool in Bogor Regency, Indonesia. The research employed a quantitative correlational design, using purposive sampling to select 152 children enrolled in seven early childhood education institutions. Two validated instruments were used to assess social-emotional development and school readiness. Data were analyzed using Spearman's rank correlation in SPSS to determine the strength and direction of the relationship between the two variables. The results revealed a strong and statistically significant positive correlation ($r_s = 0.670$, $p < 0.01$), indicating that children with higher levels of social-emotional competence—particularly in areas such as emotional regulation, independence, cooperation, and empathy—demonstrated greater readiness for school. These children were more capable of adapting to classroom routines, participating in group learning, and performing academically. The study provides empirical evidence supporting the inclusion of structured social-emotional learning (SEL) components in early childhood education programs. It highlights the importance of early intervention strategies to foster emotional and behavioral development as a foundation for formal schooling. However, the study is limited by its restricted geographic scope and relatively small, homogeneous sample, which may limit the generalizability of the findings. Future studies should expand to multiple regions and include more diverse populations to validate and enrich the current results. Longitudinal research is also recommended to explore the sustained impact of early social-emotional development on long-term academic and social outcomes. The findings emphasize the need for integrated efforts among educators, parents, and communities to strengthen children's readiness for school.

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Introduction

Based on field data collected by the Ministry of Primary and Secondary Education (Kemendikdasmen), Directorate General of Culture, regarding the percentage of school readiness among all children currently in Grade 1 of elementary school/equivalent in Indonesia in 2025, the following data are presented:

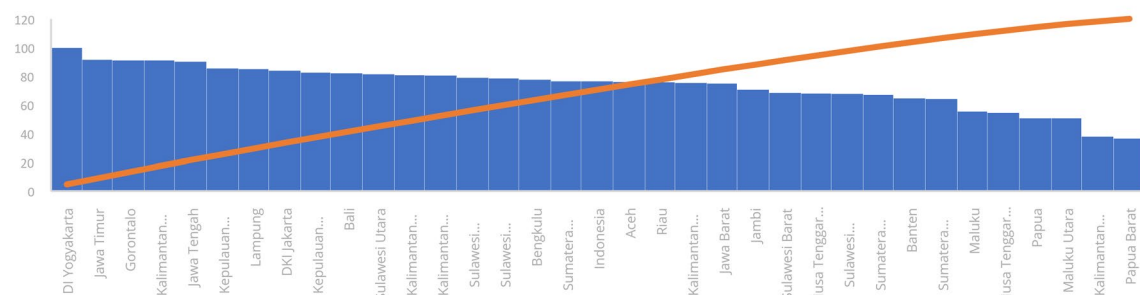


Figure 1. Elementary school readiness data in Indonesia

According to the data above, the average school readiness rate across all provinces in Indonesia is 76.54%, indicating a fairly good level of school readiness (Kemendikdasmen, 2024). Several sources have identified cognitive skills—including the ability to read, write, and count—as the most important aspect for children entering elementary school. As a result, many parents expect their children to master these skills upon graduating from kindergarten, driven by the intense competition among preferred schools. Previous research on school readiness has primarily focused on academic aspects. However, this study examines school readiness from the perspective of social-emotional development, which plays a crucial role in overall preparedness for school. In fact, essential skills such as social and emotional competencies must be fostered before children enter elementary school (Dwi & Yuli, 2020; Rifani, 2022).

Problems observed in the social-emotional development of children aged 5–6 years in Kindergarten Group B include low self-confidence, lack of independence, difficulty adjusting, peer rejection, egocentrism, and aggressive behavior (Donohue et al., 2020). If these issues persist, they can lead to difficulties in socializing at school, challenges in accepting guidance, behavioral problems, anxiety, aggression, depression, and poor academic performance (Romano et al., 2010; Snow, 2006). Social-emotional development is therefore critical to a child's future development, including problem-solving skills, emotional understanding, and the capacity for empathy (Morales-Murillo et al., 2022). Inadequate social-emotional development affects school readiness, manifesting as difficulties in peer and teacher interactions, emotional regulation, adaptation to the school environment, and low motivation to learn. Children who are ready for school typically possess basic skills such as speaking, listening, and social interaction (Herbein et al., 2018). Readiness also encompasses independence and the ability to engage in group activities. Supporting school readiness not only smooths children's transition to the next educational stage but also maximizes their learning potential (Oszwa, 2017).

The ability to regulate emotions and behavior is a key component of school readiness (Rimm-Kaufman et al., 2000). Strong social-emotional development in early childhood is marked by the ability to manage and express emotions and to interact positively with others. Children with healthy social-emotional skills demonstrate self-confidence, empathy, cooperation, and appropriate emotional control (Hamid, 2021). These skills help children adjust to the school environment, collaborate with peers, and participate effectively in learning activities (Hassani, 2024). Supporting children's social-emotional development requires collaborative efforts from schools, families, and communities (Rafiyya et al., 2024). Schools can foster a secure and engaging learning environment that encourages social interaction. At home, parents should cultivate a warm, supportive atmosphere that promotes social-emotional growth and offers safe opportunities for play and peer interaction (S. Li et al., 2023).

Preliminary research conducted by the authors through observation, interviews, and documentation indicates that PAUD (early childhood education) institutions in Bogor Regency have implemented activities aimed at stimulating social-emotional development. These activities include annual outings such as outbound trips and field visits, collaborative tasks like cleaning up toys, group play during outdoor sessions, and opportunities for free drawing followed by storytelling (Kızıltaş & Sak, 2018). A survey conducted among kindergarten teachers, supported by observations, revealed that the benchmarks for school readiness are still largely based on the ability to read, write, and count. Interviews with parents confirmed a similar perception: children are considered ready for school if they possess these academic skills. Consequently, many parents enroll their children in additional lessons outside school, such as tutoring. However, allocating time meant for play to academic instruction—often enforced—can lead to frustration and learning fatigue in children (Putri et al., 2024). This in turn negatively affects social-emotional development, as children feel stressed and frustrated by these demands.

A review of the literature reveals a scarcity of studies examining the direct relationship between social-emotional development and school readiness, particularly within the local context of Bogor Regency. Based on the aforementioned discussion, this study aims to

investigate the influence of social-emotional development on the school readiness of children aged 5–6 years in Bogor Regency. The urgency of social-emotional development is critical in early childhood education as a foundation for elementary education, given its important role in supporting academic success. This study connects elements such as imitation, independence, self-discipline, cooperation, sympathy and empathy, and social support with variables of social-emotional development in early childhood. The findings offer insights into how early social-emotional development influences school readiness and provide empirical evidence highlighting the need to consider these factors. Therefore, it is essential to implement interventions that support integrated social-emotional development, involving both schools—through learning strategies—and homes—through parenting practices and caregiving interventions, particularly in early childhood.

Methods

The research method used in this study is quantitative correlational research. According to Sugiyono (2019), this method aims to determine the level of correlation between variations in one factor and variations in other factors. This study seeks to identify whether there is a relationship between social-emotional development and school readiness in children aged 5–6 years.

The sampling method employed in this study is purposive sampling, where the sample is selected based on specific criteria or characteristics. The criteria used to determine the sample are divided into inclusion and exclusion criteria. The inclusion criteria are students aged 5–7 years or those enrolled in Kindergarten B. Conversely, the exclusion criteria include students who are not in Kindergarten B or do not fall within the 5–7 age range. A total of 152 samples were taken from seven PAUD institutions in the Bogor district.

The research instruments used in this study consist of two instruments, one of which is a standardized instrument. The dependent variable instrument measures the social-emotional development of children aged 5–6 years, based on seven main indicators: independence, imitation, cooperation, self-discipline, sympathy, empathy, and social support. The developed instrument was validated by experts prior to use.

Table 1. Social Emotional Development Instrument (Hurlock, 1979)

Indicator	Statement
Imitation	1. Children show interest in imitating (speech/actions/gestures) of adults and peers
	2. Children show feelings of happiness, motivation, admiration, and liking towards activities/people/objects they like
	3. Children can show feelings of sadness, anger, or disappointment towards activities/people/objects they dislike
Independence	4. Children carry out daily activities independently, such as eating, using the toilet, dressing, and playing freely
	5. Able to follow applicable rules and exhibit discipline in daily activities
	6. Children complete play activities without assistance from teachers or peers
Self-discipline	7. Children remember and take responsibility for their own belongings
	8. Children come to school on time
Cooperation	9. Can control themselves and obey classroom rules
	10. Children collaborate in group activities
Sympathy and Empathy	11. Children take turns and share play equipment with others
	12. Understand that others have different thoughts and feelings
	13. Understand that words and actions can influence others' emotions
Social Support	14. Respect others' opinions, work, and rights
	15. Children accept agreements despite differing opinions
	16. Appreciate differences in religion, culture, and peer characteristics
	17. Express feelings using appropriate and communicative language

The second instrument of school readiness used in this study refers to the standard instrument in the table below;

Table 2. School Readiness Domains and Indicators (Fayez et al., 2016)

No	Domain	Indicator
1.	Academic knowledge	1. Can count to 10 or more 2. Recognizes basic geometric shapes (triangle, square) 3. Children can learn about the five senses and explain their functions.
2.	Basic thinking skills	4. Classifies objects based on single dimension (e.g., color, shape, size) 5. Children can explain events in their daily routines
3.	Socioemotional maturity	6. Does not show aggressive behavior (does not bite, beat, kick, or hurt other children) 7. Joins the activities with other children 8. Understands the feelings of other children and responds with passion 9. Can do homework by himself or herself or with little help
4.	Physical well-being and motor development	10. Holds a pencil correctly 11. the ability to meet one's own basic needs such as dressing, eating and going to the toilet independently
5.	learning approach	12. Sits still and calm in the classroom 13. Pays attention to teachers' direction 14. Takes care of classroom belongings
6.	Communication skills	15. Understands and follows direction of two steps or more 16. Verbalizes feelings using appropriate language 17. Takes turn in conversation 18. Engages in conversation (complete sentences, listens and responds to others)

The data collection procedure included identifying the data to be collected—namely, indicators of social-emotional development and school readiness in Kindergarten B students aged 5–6 years. Data collection was conducted by distributing questionnaires via Google Forms using validated instruments for both social-emotional development and school readiness. The subjects of this study were selected from PAUD institutions in the Bogor Regency area.

Data were gathered through observation during the learning process to assess students' achievements in social-emotional development and school readiness. The collected data were analyzed using Spearman's rank correlation to measure the relationship between social-emotional development and school readiness. The analysis results were used to draw conclusions and make recommendations based on the study, as illustrated in the following data collection procedures.

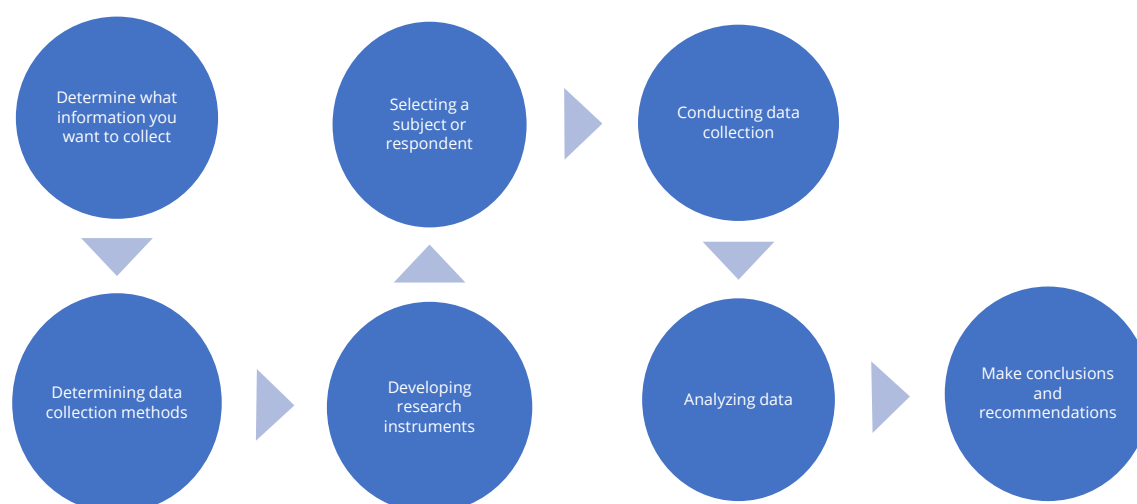


Figure 2. research steps and stages

The instrument used in this study was standardized and validated by experts to provide feedback on each item. If the calculated value of r (rcount) is greater than the critical value (rtable), the item is considered valid; otherwise, it is invalid. Validity testing was conducted using IBM SPSS 25 with a sample of 30 respondents.

The reliability of the research instrument was assessed using Cronbach's Alpha, where a value above 0.60 indicates acceptable reliability. To measure the relationship between the social-emotional development variable and the school readiness variable, Spearman's rank correlation was used to assess both the strength and direction of the association (Ali & Al-Hameed, 2022; Schober & Schwarte, 2018).

Result

Based on the results of research conducted in 11 PAUD institutions regarding the influence of social-emotional development on school readiness, the following data were obtained:

Table 3. Research Results at Each Institution

	Name of Institution	Frequency	Percent (%)	Valid Percent (%)	Cumulative Percent (%)
Valid	Institution 1	11	7.2	7.2	7.2
	Institution 2	18	11.8	11.8	19.1
	Institution 3	21	13.8	13.8	32.9
	Institution 4	9	5.9	5.9	38.8
	Institution 5	39	25.7	25.7	64.5
	Institution 6	1	0.7	0.7	65.1
	Institution 7	18	11.8	11.8	77.0
	Institution 8	2	1.3	1.3	78.3
	Institution 9	1	0.7	0.7	78.9
	Institution 10	8	5.3	5.3	84.2
	Institution 11	24	15.8	15.8	100.0
	Total	152	100.0	100.0	

Descriptive Test of Social Emotional Development Variables

This study used basic statistical data such as minimum value, maximum value, mean, standard deviation, and other components related to each variable. A total of 152 respondents were included in the analysis of the social-emotional development variable. The following are the results of the statistical analysis.

Table 4. Descriptive Statistics of Social Emotional Development Variables

Statement	Very good	Good (%)	Enough (%)	Not Good(%)	Mean	Std. Deviation
X1	48 (31,6 %)	100 (65,8 %)	2 (1,2%)	2 (1,2%)	3,276	0,554
X2	53 (34,9 %)	97 (63,8 %)	-	2 (1,3%)	3,322	0,547
X3	43 (28,3 %)	105 (69,1 %)	2 (1,3%)	2 (1,3%)	3,243	0,539
X4	85 (55,9%)	62 (40,8 %)	5 (3,3 %)	-	3,526	0,563
X5	82 (53,9%)	69 (45,4 %)	1 (0,7 %)	-	3,532	0,513
X6	60 (39,5 %)	89 (58,6 %)	3 (2,0 %)	-	3,375	0,525
X7	54 (35,5 %)	89 (58,6 %)	7 (4,6 %)	2 (1,3 %)	3,282	0,613
X8	52 (34,2 %)	89 (58,6%)	11 (7,2 %)	-	3,269	0,586
X9	55 (36,2 %)	94 (61,8 %)	3 (2,0 %)	-	3,342	0,516
X10	37 (24,3 %)	108 (71,1 %)	7 (4,6 %)	-	3,197	0,502
X11	48 (31,6 %)	100 (65,8 %)	4 (2,6 %)	-	3,289	0,509
X12	42 (27,6 %)	106 (69,7 %)	4 (2,6%)	-	3,250	0,491
X13	46 (30,3 %)	104 (68,4 %)	2 (1,3 %)	-	3,289	0,483
X14	46 (30,3 %)	102 (67,1 %)	4 (2,6 %)	-	3,276	0,504
X15	38 (25,0 %)	107 (70,4 %)	7 (4,6 %)	-	3,203	0,506
X16	31 (20,4 %)	121 (79,6 %)	-	-	3,203	0,404
X17	48 (31,6 %)	103 (67,8 %)	1 (0,7 %)	-	3,309	0,477

From the table above, it can be seen that the largest number of responses was for item X16, with 121 respondents (79.6%) choosing this option. The mean score for this item was 3.203. Respondents indicated agreement with the statement "Children can appreciate differences in religion/culture/character of their peers," suggesting that the ability to appreciate differences is viewed as a particularly important aspect of social-emotional development.

Descriptive Test of School Readiness Variables

This study also used basic statistical measures such as minimum value, maximum value, mean, standard deviation, and related components for each item. The analysis focused on the school readiness variable using responses from 152 participants. The statistical results are summarized below.

Table 5. Descriptive Statistics of School Readiness Variables

Statement	Very good (%)	Good (%)	Enough (%)	Not Good(%)	Mean	Std. Deviation
Y1	113 (74,3 %)	38 (25,0 %)	1 (0,7 %)	-	3,736	0,456
Y2	104 (68,4 %)	44 (28,9%)	3 (2,0 %)	1 (0,7%)	3,651	0,555
Y3	85 (55,9 %)	66 (43,4 %)	1 (0,7 %)	-	3,552	0,511
Y4	100 (65,8 %)	51 (33,6 %)	1 (0,7 %)	-	3,644	0,519
Y5	63 (41,4 %)	84 (55,3 %)	5 (3,3 %)	-	3,381	0,551
Y6	55 (36,2 %)	91 (59,9 %)	6 (3,9 %)	-	3,322	0,547
Y7	56 (36,8 %)	92 (60,5 %)	4 (2,6 %)	-	3,342	0,528
Y8	42 (27,6 %)	101 (66,4 %)	9 (5,9 %)	-	3,217	0,538
Y9	88 (57,9 %)	63 (41,4 %)	1 (0,7 %)	-	3,572	0,509
Y10	86 (56,6 %)	61 (40,1 %)	5 (3,3 %)	-	3,532	0,562
Y11	39 (25,7 %)	102 (67,1 %)	11 (7,2 %)	-	3,184	0,544
Y12	47 (30,9 %)	96 (65,1 %)	6 (3,9 %)	-	3,269	0,527
Y13	39 (25,7 %)	111 (73,0%)	2 (1,3 %)	-	3,243	0,460
Y14	46 (30,3 %)	103 (67,8 %)	3 (2,0 %)	-	3,282	0,493
Y15	45 (29,6 %)	104 (68,4 %)	3 (2,0 %)	-	3,276	0,490
Y16	42 (27,6 %)	108 (71,1%)	2 (1,3 %)	-	3,263	0,470
Y17	55 (36,2 %)	95 (62,5 %)	2 (1,3 %)	-	3,348	0,505
Y18	66 (43,4 %)	82 (53,4%)	4 (2,6 %)	-	3,407	0,544

From the table above, the highest number of responses was for item Y16, with 111 respondents (73.0%) selecting it. The mean score for this item was 3.243. Respondents answered "Good" regarding the statement "Children can pay attention to directions from teachers," indicating that this ability is well-recognized among the children assessed.

Spearman Rank Correlation Test of Social-Emotional Development on School Readiness

Hypothesis testing in this study was conducted using the Spearman Rank correlation coefficient (r_s). This analysis was used to determine the relationship between one or more independent variables and a dependent variable with an ordinal data scale. The Spearman Rank correlation coefficient results for each variable are presented in the following table:

Table 6. Spearman Rank Correlation Test Results

Correlations				
			Social Emotional Development	Children's School Readiness
Spearman's rho	Social	Correlation Coefficient	1,000	,670**
	Emotional Development	Sig. (2-tailed)	.	,000
		N	152	152
	Children's School Readiness	Correlation Coefficient	,670**	1,000
		Sig. (2-tailed)	,000	.
		N	152	152

** . Correlation is significant at the 0.01 level (2-tailed).

Based on Table 6, the Sig. (2-tailed) value is 0.000. Since the Sig. (2-tailed) value is less than 0.005, it can be concluded that there is a significant relationship between variable X (Social-Emotional Development) and variable Y (Children's School Readiness). The correlation coefficient (r_s) is 0.670, indicating a strong positive relationship between children's social-emotional development and their school readiness.

Discussion

Based on the research results, it was found that the variable of social-emotional development has a strong influence on school readiness or the transition from early childhood education to elementary school. The American Academy of Pediatrics (2012) defines social-emotional development as a child's ability to understand and manage the expression of their emotions effectively, including both positive and negative emotions (Garner et al., 2012). One key indicator is that children can understand and accept group differences, which helps them build positive relationships and navigate social situations more effectively. This fosters an appreciation of others' strengths and weaknesses, a sense of belonging, and a reduction in social isolation (Arasomwan & Mashiy, 2021).

During early childhood, fostering an appreciation for diversity in religion, culture, and peer character can significantly enhance children's transition to primary school by supporting their social-emotional development. In terms of school readiness, this refers to skills such as understanding and accepting differences, building empathy, and developing an inclusive worldview—essential competencies for navigating the challenges and opportunities of formal education (Sari et al., 2023).

In the independence dimension, several indicators received responses in the "good" category from 40%–50% of participants. These include children's ability to carry out daily activities independently—such as eating, using the toilet, dressing themselves, and playing

freely—and their ability to complete play activities without assistance from teachers or peers. These self-care skills support a smoother transition into the structured environment of school. Independent play, in particular, fosters executive functioning, problem-solving abilities, and social-emotional growth, all of which are crucial for school success (Yogman et al., 2018).

Social-emotional development, including the ability to imitate and learn from others, is also closely linked to academic achievement. Children with strong social-emotional skills—such as self-regulation, empathy, and the capacity to form positive relationships—tend to have better academic outcomes. These competencies enable children to engage in learning, manage emotions, and build supportive relationships with teachers and peers (Risa, 2024). The ability to imitate also reflects skills in socialization, rule-following, and adaptability—important components of school readiness (Pratiwi, 2018). Imitation is a fundamental learning mechanism in early childhood, contributing to the development of behaviors and skills necessary for school success (Setiawati et al., 2017).

The indicator “children are able to work together in group activities” also showed high achievement levels based on respondent data. This ability is critical for elementary school readiness, as it cultivates collaboration, communication, and problem-solving skills. Group activities help children share ideas, listen to others, and negotiate different viewpoints, fostering communication and teamwork (Masten & Coatsworth, 1998). Children who understand, accept, and empathize with others are better equipped to build friendships, cooperate with peers, and actively participate in classroom activities.

According to Erikson (1989), social-emotional development involves resolving internal conflicts at each life stage, which shapes one’s identity and interpersonal relationships. In an educational context, it enables children to adapt to social situations and emotional demands. For children aged 5–6 years, social-emotional development is particularly vital for supporting readiness to enter formal school environments.

One notable indicator is children’s ability to accept agreements despite differing opinions. This reflects the development of sympathy and empathy, which are essential for navigating social interactions in elementary school. Such skills enable children to interact with individuals from diverse backgrounds, reinforcing the importance of acceptance and cooperation in inclusive classroom settings (Susanti et al., 2023). Empathy and sympathy also help students become adaptive and inclusive learners, better prepared to engage with a diverse peer group (Sari et al., 2023).

Children with strong social-emotional skills are generally more ready to participate in academic activities, as they can process social information and respond positively to interactions (Denham & Brown, 2010). These abilities help them adapt to new environments, build healthy interpersonal relationships, and minimize conflicts. Additionally, indicators in the independence dimension, such as the ability to follow rules and demonstrate discipline in daily activities, are closely associated with school readiness. Discipline contributes to the development of self-regulation, social skills, and cognitive preparedness, all of which are vital for academic success (Saputri & Risnawati, 2024).

In the self-discipline dimension, punctuality—or the ability to arrive at school on time—is another key factor in school readiness. Establishing routines and expectations around punctuality promotes self-regulation, which is crucial for academic engagement. Discipline also fosters a conducive learning environment, enhancing overall readiness for school (Ria Fajrin Rizqy Ana et al., 2024). Following schedules and routines supports the formation of effective learning habits and emotional resilience in the face of academic challenges. Moreover, the ability to regulate oneself and obey classroom rules reflects the child’s capacity to manage emotions and maintain attention—core aspects of self-regulation essential for structured learning environments (Boekaerts & Corno, 2005). These findings affirm that self-regulation is a primary indicator of school readiness (J. Bin Li et al., 2021).

Cooperation, another dimension of social-emotional development, is also closely tied to school readiness. It helps children adapt to the school environment and enhances their learning

abilities (Dai & Utina, 2020). In this domain, indicators such as taking turns and sharing play equipment foster vital social interaction skills. These behaviors help students adapt to classroom dynamics, promoting smooth integration into academic settings (Hariyadi & Valentin, 2024). Additionally, the ability to collaborate in group activities reflects emotional regulation, social competence, and the ability to follow rules—all of which contribute to a positive learning environment and readiness for elementary school (Hidayati et al., 2023).

Children's ability to reach agreements despite differing opinions also signals readiness to interact and learn in school settings. This includes social-emotional and negotiation skills, as well as the ability to appreciate different perspectives (Gimbert et al., 2023). At this age, children must develop cognitive, social-emotional, and physical skills to adapt to the school environment (Raver, 2002). School readiness extends beyond academic skills like reading and counting; it also encompasses emotional regulation, peer interaction, and the ability to follow teacher instructions (Valiente et al., 2022). A gradual and well-planned transition ensures that children begin their learning experiences with confidence and enthusiasm. Optimal readiness helps them engage effectively in school and adapt to its demands.

School readiness is also reflected in indicators such as the ability to complete assigned play tasks, clean up after activities, and follow teacher instructions (Seran et al., 2017). These behaviors demonstrate focus, persistence, emotional control, and social interaction. Children who can complete play tasks independently show readiness through self-regulation, independence, and foundational cognitive skills such as number and shape recognition (Blair & Cybele Raver, 2015). Motor development, particularly fine motor skills like holding a pencil properly, also reflects school readiness by demonstrating the ability to use writing tools (Suggate et al., 2023).

These findings highlight the interconnection between the dimensions of self-discipline and cooperation within the social-emotional development variable and the dimensions of physical well-being and motor development within the school readiness variable. When children can complete play tasks both independently and collaboratively, it provides critical stimulation for their overall development and school preparedness. This study confirms that early childhood social-emotional development has a significant impact on school readiness, particularly in enhancing social skills, academic achievement, and learning abilities (Wahman et al., 2024). However, the study is limited by a small sample size and a single research location, which may restrict the generalizability of the findings. Future research should involve a larger and more diverse population and emphasize collaboration among schools, families, and communities to support children's social-emotional development effectively (Thümmeler et al., 2022).

Conclusion

This study provides strong evidence that social-emotional development significantly influences school readiness in children aged 5–6 years. Children who demonstrated higher levels of social-emotional competence—such as independence, self-discipline, empathy, and cooperation—were also found to be more prepared for formal schooling. These children exhibited greater academic preparedness, stronger interpersonal skills, and the ability to follow routines and instructions, indicating that social-emotional growth contributes not only to emotional regulation and peer interaction but also to foundational learning behaviors essential for school success. The study highlights specific indicators, such as the ability to work in groups, express emotions appropriately, and appreciate social and cultural diversity, as key predictors of readiness, affirming the integrative role of emotional and behavioral development in the transition from early childhood education to elementary school.

However, this study is limited in scope due to its concentration on a single region and a relatively small sample size, which may constrain the generalizability of the findings. Future research should expand to multiple regions with broader demographic diversity and adopt longitudinal approaches to examine how early social-emotional development influences

academic and behavioral outcomes over time. Furthermore, the findings underscore the necessity of multi-stakeholder collaboration—particularly among educators, families, and community institutions—in designing programs that nurture children’s social-emotional growth. By embedding such competencies within early education curricula and home environments, stakeholders can collectively strengthen children’s readiness for school and ensure a more equitable foundation for lifelong learning.

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