

To Study the Association Between Social-Emotional Development and Attendance

Sonakshi Bamrara^{1*}, Dr. Ritu Raj²

ABSTRACT

This study investigated the potential link between social-emotional development (SED) and school attendance in elementary school students. Researchers explored this question using self-reported data from 101 participants. Students' SED was measured using the Social-Emotional and Character Development Scale (SECDs), while attendance data relied on their own reports. The study hypothesized that students with stronger social-emotional skills, such as prosocial behavior, honesty, self-development, self-control, respect at school, and respect at home, would demonstrate higher attendance rates. However, the results challenged this assumption. No significant correlations were found between any of the six SED dimensions and school attendance. These findings suggest a more nuanced relationship between social-emotional development and school attendance. While past research emphasizes the detrimental effects of absenteeism, this study highlights the possibility that other factors beyond attendance may play a significant role in fostering a child's social-emotional well-being. Further research is needed to untangle these complexities and identify how schools can best support both consistent attendance and healthy social-emotional growth in their students.

Keywords: *Social Emotional Development, School Attendance, Social Emotional Learning, Elementary School Students, Absenteeism, Children*

According to a large body of literature, Social Emotional Development can have an impact on many aspects of life, including academic achievement, satisfaction with life and well-being, career success and employability, and mental health and adapting (Diener, Vitereso, and Diener, 2012; Chakraborty and Misra, 2015; Reichl, 2017; Chandrasekaran and Dhanasekaran, 2018).

Attending school is a crucial fundamental ability for children and teens, and absence has been associated with a wide range of short- and long-term detrimental repercussions, including adulthood (Kearney et al. 2022). A lot of attempts have been made to describe and tackle this population in a variety of functional categories and dimensions, as well as across several fields.

¹Student, Amity Institute of Psychology and Allied Sciences, Amity University, Uttar Pradesh, Noida

²Assistant Professor, Amity Institute of Psychology and Allied Sciences, Amity University, Uttar Pradesh, Noida

*Corresponding Author

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Inadequate attendance at schools can have serious effects in the future. High school dropouts are more likely to exhibit a pattern of bad behaviors, including high rates of tardiness throughout their childhood (Rafa, 2017). However, there exists no universally accepted definition of attending school problems, and the research in this subject is extensive and dispersed across multiple fields.

According to research, school attendance has an impact on social and emotional development. SEL (social and emotional learning) programs have been found to improve the self-esteem of self-esteem, mindset, dedication, and optimism (Durlak et al., 2011). They also had stronger interactions with their peers and teachers, and they felt better at school, expressing less anxiety, tension, sadness, and suicide ideation (Cipriano et al., 2022).

The current study's purpose is to better understand the disparities in Social emotional development among elementary school pupils with diverse school attendance. This could help one better understand Social Emotional Development and how school attendance affects the acquisition of social and emotional abilities. This would add to one's understanding of cultivating character in the school setting, offering insight on effective techniques for improving existing social and emotional learning (SEL) programs. The project also intends to investigate the function of education in the development of children, which is becoming increasingly recognized as critical for overall growth and well-being.

SOCIAL EMOTIONAL DEVELOPMENT

When children reach a certain stage in their social and emotional development, they begin to understand who they are, how they feel, and what to expect from social interactions. It is the ability to form and maintain healthy relationships; sense, control, and transmit emotions; and research and engage with the environment.

Babies rely solely on the care provided by others from the minute they are born for protection, food, affection, and stimulation. Infants require and seek a psychological and social connection with their caretakers since they rely on them to meet their requirements. Previous research on caregiver-infant interactions shows that by three months, an elaborate system for communicating has been created, in which one party reacts in response to the indications of the other (O'Connor et al. 2014).

Social-emotional development is very important in educational contexts. Studies undertaken over the last decade have repeatedly indicated that students with good social-emotional abilities perform better both academically and are more engaged in school. For example, Jones, Greenberg, and Crowley's (2015) longitudinal study found that early social and emotional skills in kindergarten linked academic achievement and positive adult outcomes. This emphasizes the necessity of developing social-emotional abilities at a young age to enable lifelong growth and achievement.

Furthermore, social-emotional development is intimately related to mental health and wellness. According to research, those with strong social-emotional abilities are better able to deal with stress, manage disagreements, and maintain good mental health. Brackett et al. (2019) discovered that emotional intelligence, a critical component of social and emotional growth, was positively connected with psychological health and resilience in adolescents. This shows that interventions aiming at improving social-emotional abilities can have a considerable impact on mental health improvement and psychological discomfort reduction.

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Furthermore, to its effect on academic and mental health results, social-emotional development is critical for cultivating solid social connections and prosocial activities. Children and adolescents who have excellent social-emotional abilities are more likely to form and sustain healthy relationships, show empathy for others, and engage in collaborative endeavors. Denham et al. (2016) found that social-emotional competence is important for encouraging beneficial relationships with peers and lowering social aggressiveness in school-aged children. This emphasizes the importance of social-emotional development in fostering positive and welcoming social settings.

Also, social-emotional development affects future achievement in a variety of contexts, including the job. Employers are increasingly valuing employees' social and emotional talents, such as interaction, collaboration, and ability to lead. Riggio's (2018) study underlined the role of emotional intelligence in predicting work performance and career success. This emphasizes the need for social-emotional development as well as for academic success, but also for preparing people for the demands of the contemporary job market.

To summarize, research undertaken over the last decade has offered persuasive evidence of the significance of social-emotional development throughout the lifetime. Social-emotional development has a wide-ranging impact on people's life, from academic accomplishment and mental health to creating strong social interactions and professional success. As educators, politicians, and practitioners continue to understand the importance of social-emotional abilities, efforts to support and improve social-emotional development are critical for developing resilient, healthy, and successful citizens.

ATTENDANCE

School attendance is critical to pupils' academic achievement and overall well-being. Over time, research has consistently shown that frequent attendance is critical to achieving favorable educational outcomes. High rates of school attendance are linked to higher academic achievement, enhanced social-emotional development, and better long-term outcomes.

According to studies, frequent school attendance is a good indicator of academic performance. For instance, a longitudinal investigation by Gottfried (2010) discovered that pupils who attended school on a regular basis were more likely to attain better grades and scores on standardized tests than their counterparts with low attendance records. This shows that constant attendance allows students to participate in learning activities, obtain instruction from educators, and stay on pace with their educational objectives.

Furthermore, school attendance is strongly related to social-emotional development. Regular connection with peers and teachers promotes social growth, emotional resilience, and a sense of belonging. Students who attend school on a regular basis have greater possibilities to form significant connections, participate in extracurricular pursuits, and learn valuable life skills. Kearney and Graczyk (2014) found that school engagement promotes social behavior that is beneficial and reduces the probability of behavioral disorders among students.

In addition to academic and social-emotional consequences, school attendance has greater consequences for students' long-term achievement. Consistent attendance is related to greater graduation rates, reduced dropout rates, and improved adult employment opportunities.

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Justification of the Problem

According to a research conducted by the Education Policy & Data Centre (EPDC), around one-fourth of school-aged children in India fail to attend their primary school on time. Research suggests that children who frequently miss school have lower academic achievement (García and Weiss, 2018). High-quality early childhood education prepares children for school while also benefiting society over time by encouraging economic and social development (UNICEF, 2007).

The quality of a child's school setting can influence their desire to attend and academic performance (Sahin et al., 2016; Kujur, Sahoo, and Waghmare, 2021).

Failing to monitor attendance at school and providing general support to troubled children portrays, at best, a lethargic and indifferent regulatory body, and at worst, one which fails completely.

In this current study, additionally, investigating the relationship between Social-Emotional Development and School Attendance will contribute to a deeper understanding of this association. It is essential to note that the research is constrained by the extent of my current knowledge and comprehension. Nevertheless, this study is undertaken with the overarching goal of expanding, refining, and enriching my knowledge base and research expertise.

REVIEW OF LITERATURE

Baines, Holliman, and Waldeck (2023) examined how a school's recently purchased wellness dog affected the learning and socioemotional growth of the students. Seven parents whose children attend the school were questioned. Three primary themes emerged from the analysis: better social communication, better emotional control, and higher levels of interest and attendance at school. Regarding the dog's favorable impact on their kids' academic achievement and social-emotional growth, the parents gave encouraging feedback. It's interesting to note that the parents spoke of the dog as a nonjudgmental presence that helped kids cope with stress in school. The parents' overall impression of the wellness dog's influence on their kids' general wellbeing—academic and socioemotional—was overwhelmingly positive.

Muttaqin and Herlambang (2023) looked at how character education affected college students' socioemotional growth. PLS-SEM was used for the data analysis, and the sample size comprised 1284 students. The findings demonstrated the beneficial effects of character education on self-development, self-control, prosociality, honesty, and respect in the home and school. According to the report, academic institutions should make sure that instructors oversee student work, uphold discipline, verify attendance, offer examples of course assessments, and grade assignments on time.

Kearney et al. (2022) for the purpose of creating a view of attendance and absence for the upcoming century, suggested a theory of change approach. The method uses long-term results that are generated from theme outputs that are derived from current inputs. The conventional school-based educational setting will be combined and relocated with community and residence contexts in the near future of education. For this process, there are already a number of mechanisms in place, such as media broadcasts, online social networking, Blended and self-education formats, a variety of learning modalities, including teaching at home or through a nonprofit organization. Additionally, school-based service delivery frameworks that combine community and school resources and are focused on

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varying degrees of assistance for individual student needs are becoming more and more prevalent in systemic and analytical methods.

Havik and Ingul (2021) investigated the usefulness of homeschooling for students who struggle with school attendance (SAPs). Some academics contend that it makes absenteeism worse, while others think it lessens worry. Homeschooling may present difficulties for pupils who lack motivation since it provides insufficient structure and assistance. Avoidance doesn't address the underlying cause of emotional issues, so while it could provide momentary relief, it is not a long-term solution. It is alarming that teachers reported ignoring friendship problems and the school environment as causes of SAPs, despite the fact that these elements have a major role. Teachers also noted that there were perceived disparities between the reasons given by girls and boys (girls' school environment and peer problems, boys' motivation and learning difficulties), highlighting the necessity for individualized treatments as opposed to approaches based solely on gender.

Stoiber and Gettinger (2021) investigated the impact of early school attendance and social competency on reading development among low-income African American children. The study included 286 children from Head Start programs (average age: 44.4 months) and looked at program attendance, social skills, and early literacy skills. The study found that frequent school attendance predicted children's early reading skills in terms of letter and sound recognition, whereas positive social skills were a stronger predictor of both reading skills and story comprehension. The study discovered that good social behaviors had a greater influence on early literacy results than challenging ones. These findings highlight the importance of attendance, reading, and social-emotional development in developing successful approaches to increase and sustain school readiness among young people.

Kanopka and Claro (2020), previous research has found a correlation between students' self-reported social-emotional skills and academic achievement. The study used extensive data from California school districts to investigate whether year-to-year variations in students' self-reported social-emotional skills predicted changes in their state math and English language arts test results, as well as attendance. The study found a strong and persistent link between gains in self-reported social-emotional abilities and better academic achievement and attendance. The findings were consistent across multiple student categories, indicating that this connection is broadly applicable.

Sameem (2020) launched a new program called Social and Emotional Aspects of Learning (SEAL). The curriculum attempts to help students improve their self-awareness, empathy, motivation, emotional control, and social skills. It drew on previous studies on effective learning, positive behavior, attendance, emotional development, and capacity building. The SEAL program's purpose was to establish a framework for secondary school instructors to foster and promote their pupils' social and emotional growth. It provided teachers with precise classroom management models and professional standards to help them organize their information, viewpoints, and teaching techniques.

Sultan and Bing (2020) discovered various characteristics that impede program efficacy in these kids, including frequent absences, lack of focus, health and learning difficulties, unresponsiveness to instruction, low motivation, and family issues. These challenges were highlighted as potential dangers to the program's success on a school, district, and national scale. The study underlined the importance of collaboration among many stakeholders in ensuring positive program outcomes. It also focused on the cognitive, emotional, and social

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aspects of struggling learners and advocated treatments such as additional classes, Numeracy camps, outreach programs, token economies, and mentoring to help them achieve academic success.

Tan et al. (2020) investigated the relationship between instructors' and students' perceptions of a student's social, emotional, and behavioral (SEB) requirements and academic achievement and conduct. The study, which included 264 ninth-graders and their teachers from a US high school, found various levels of agreement on SEB needs (48% for engagement and 87% for bullying). Interestingly, agreement on externalizing behavior and bullying was associated with higher GPA and better attendance, although a broader variety of agreed-upon social skills predicted fewer disciplinary referrals. The study emphasizes the need of common understanding between instructors and students about SEB needs, emphasizing its significance for teacher training and classroom approaches to social and emotional learning.

Adesman, Milanaik and Rapoport (2019) discovered that preschool programs in the United States have a considerable impact on the literacy and numeracy skills of children aged three to five. The study, which examined a large, nationally representative sample of children, discovered that preschoolers outscored non-preschoolers on seven of the ten pre-academic readiness skill elements (PARS) and all three composite measures. Preschool, on the other hand, had no effect on the three composite measures and only improved three of the 11 social/emotional development (SED) components. The study indicates that preschool programs have a significant impact on children's development.

Melvin, et al. (2019) given the negative impact of school absenteeism on both academic achievement and social-emotional well-being in children and adolescents, researchers have identified several factors that contribute to these issues. These elements include individual features, family relationships, and broader environmental impacts, all of which interact in complex ways. The research presents a bioecological systems framework called Kids and Teens at School (KiTeS), which emphasizes the importance of full understanding. The framework's goal is to examine the contemporaneous and linked effects of many factors in diverse ecological contexts such as family, school, and society.

Raximova, (2019) investigated the unique developmental opportunities for young people, focusing on school attendance, psychological development, and social orientation. The author stated that young people can understand and make educated decisions, citing their developing vocabulary, written communication, and social skills. Interestingly, the author proposed that these social and emotional talents might be considered as two opposing sides of the same coin: knowledge and skills on the one hand, and intellectual and emotional components on the other.

Kölch, & Nolkemper, (2017) researched school attendance and its multifaceted impact on student mental health. Schools can promote resilience, but they can also offer hazards. The study emphasizes the significance of school attendance as a measure of social involvement, which is critical for inclusion talks. It examined several assistance alternatives for children with mental health concerns in regular schools, hospital schools, and the reintegration process into mainstream education. The study concluded by emphasizing the importance of effective communication, collaboration, and continued cross-systemic cooperation among schools, child welfare agencies, and child psychiatry in supporting kids with mental health difficulties throughout their academic careers.

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Rafa, (2017), defined chronic absenteeism as missing 15 or more days of school per year, affects around one in every seven pupils nationally and can lead to academic challenges and a higher chance of leaving out. Regular absences disproportionately impact low-income pupils, those with impairments, and pupils of color. Poor health, family and work duties, transportation challenges, bullying, and homelessness are among factors that can prevent attendance. Chronic absenteeism can have long-term implications, such as reduced academic attainment, an increased likelihood of dropping out, and less success in college. Attendance improvement strategies, public awareness campaigns, data utilization and early warning systems, and school reform projects are all examples of state intervention to combat chronic absenteeism.

Sakız, (2017) evaluated a school-based program aimed at improving academic success, attendance, positive opinions of the school environment, and social-emotional well-being among students with disabilities. The year-long program included training and social activities for school personnel, parents, and children, followed by practical application of newly acquired abilities. Data obtained using quantitative and qualitative techniques demonstrated favorable trends in student attendance, academic achievement, social-emotional development, and impressions of the school climate. Furthermore, both parents and teachers were pleased with the program's impact on student growth and the school's attempts to improve student learning.

Reichl, (2017) teachers play an important part in promoting social and emotional learning (SEL) in schools, and their own social-emotional competence and well-being have a significant impact on their pupils. However, teaching is one of the most stressful professions, and stressed-out teachers often have stressed-out kids. Several interventions have been created to help teachers enhance their social-emotional competence and stress management, and several teacher education programs are now incorporating SEL into their curricula. However, obstacles exist in incorporating SEL into teacher education. Preservice teacher education should not only teach teacher candidates about kids' SEL, but also provide them with tools and strategies for developing their own social, emotional competence.

Schonfeld, et al. (2016) analyzed how a social and emotional Learning (SEL) workshop affected academic attainment in a high-risk urban school district. Using a randomized approach, 24 schools were assigned either a SEL program or a control curriculum with minimal SEL material. Researchers tracked 705 children throughout grades and discovered that pupils in intervention schools performed better in reading, writing, and math. These benefits were constant among student categories, however there were variances within each group. Overall, the study reveals that SEL training could be beneficial for improving academic achievement, particularly in high-risk institutions.

Schonfeld, et al. (2015) investigated the effect of a social and emotional learning (SEL) program on academic performance in a high-risk urban school district. Researchers tracked 705 students in grades 3 through 6, gathering information on state test scores, demographics, school attendance, and program dose. The study found that students in intervention schools performed better in reading, writing, and math at specified grade levels. Surprisingly, the study discovered considerable variability within each group, indicating individual disparities in program efficiency. Overall, the findings indicate that social-emotional learning teaching could be a promising technique for improving academic achievement, particularly among adolescents in high-risk school settings.

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O'Connor, et al. (2014) investigated how early mother-child bonding and subsequent relationships with moms and teachers influence children's emotional and behavioral development. Secure early attachment was associated with improved behavior, but insecure attachment was associated with increased internalizing behaviors. Interestingly, the quality of present teacher-child ties had a greater impact on children's conduct than early attachment. It implies that positive teacher-child connections may help reduce the detrimental impacts of early attachment. Overall, the study emphasizes the value of early and ongoing healthy relationships with caregivers in promoting children's well-being.

Gottfried, (2014) past study on missed school time has mostly focused on absences, failing to consider the possible consequences of tardiness. The study fills this gap by examining how frequently students arrive late and how it relates to their academic achievement. Using a huge dataset spanning several years from urban elementary schools, the researchers observed two significant trends. For starters, pupils who are frequently tardy tend to perform poorly on standardized reading and arithmetic assessments. Second, regardless of a student's particular tardiness record, their classmates' frequent tardiness contributes to worse test performance. It implies that tardiness, both individually and within the classroom, can increase disparities in academic attainment.

Gap Analysis

During the review, in some researches Social Emotional Development and Attendance were linked but the present research has its own importance for following reasons:

- The direct relationship between social-emotional development and attendance has yet to be determined.
- There is evidence that school attendance is linked to high school completion and delinquency, but the features of students with high attendance rates have yet to be identified.
- There has been no comparison investigation of the different dimensions of social-emotional development.
- Thus, the present study adds new aspects to Social Emotional Development and Attendance.

RESEARCH METHODOLOGY

Aim

To study the association between Social-Emotional Development constructs and School Attendance in elementary school students using the Social-Emotional and Character development scale (SECDs).

Objectives

The objectives of the present study are:

- To find the relationship between Prosocial behavior and high rates of school attendance.
- To find the relationship between Honesty and high rates of school attendance.
- To find the relationship between Self Development and high rates of school attendance.
- To find the relationship between Self Control and high rates of school attendance.
- To find the relationship between Respect at School and high rates of school attendance.

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- To find the relationship between Respect at Home and high rates of school attendance.

Hypothesis

- There will be no association between Prosocial behavior and high rates of school attendance.
- There will be no association between Honesty and high rates of school attendance.
- There will be no association between Self Development and high rates of school attendance.
- There will be no association between Self Control and high rates of school attendance.
- There will be no association between Respect at School and high rates of school attendance.
- There will be no association between Respect at Home and high rates of school attendance.

Sample

A sample of 101 participants were selected for this study. Sampling method used to select sample here is convenience sampling method, which is a subtype of the non-probability sampling method. A questionnaire was distributed and upon parental consent their school attendance data and data on Social Emotional Development was obtained.

Inclusion criteria

Age range selected for this study is from 6 to 13 years.
Elementary grade (1st - 8th) school students.

Exclusion criteria

Children under 6 years and over 13 years.
School students under grade 1st and over 8th grade.

Research Design

The Correlational Method was used and the statistical applied was Pearson's r.

Description of the Tools

Social Emotional and Character Development Scale (SECDS)

To assess the social emotional development of elementary school students the SECDS by Ji, DuBois and Flay, (2013). The social emotional and character development scale (SECDS) assesses social-emotional abilities and character qualities in primary school students through six sub-scores: prosocial conduct, honesty, self-development, self-control, respect at school, and respect at home. It consists of 28 items graded using a four-point Likert scale.

Ji et al. (2013) investigated the reliability and validity of the measure in elementary schools in Chicago. The study involved five waves of data collection, with a sample size ranging from 500 to 593 students across the waves. The researchers reported good internal consistency (0.53 to 0.92) and test-retest reliability (0.62 to 0.79), and the findings supported the hypothesized structure of the measure (6 subscales and total score reporting).

RESULTS

Participant flow and Missing Data

Of the 101 participants who completed the online survey, all met the criteria selected, and all finished the survey thus no participant data was excluded.

Statistics

Table 1: Pearson's *r* coefficients for the SED constructs Prosocial Behaviour, Honesty, Self-development, Self-control, Respect at School, Respect at Home and Attendance.

Variables	Attendance	Prosocial Behaviour	Honesty	Self development	Self control	Respect at School	Respect at Home
Attendance	1	.056	.148	.185	.124	.120	.151
Prosocial Behaviour	.056	1					
Honesty	.148		1				
Self development	.185			1			
Self control	.124				1		
Respect at School	.120					1	
Respect at Home	.151						1

To determine the association between Social-Emotional Development constructs and School Attendance in elementary school students, the SED of participants was summed across the 6 dimensions. Self-reported school attendance data of participants was correlated with each of these sub-scores.

There were no significant correlations between prosocial behavior ($r = .056$, $N = 101$), self-development ($r = .185$, $N = 101$), respect at school ($r = .120$, $N = 101$), or respect at home ($r = .151$, $N = 101$) and school attendance. However, there was a weak, positive correlation between honesty ($r = .148$, $N = 101$) and school attendance, although this was not statistically significant ($p > .05$).

DISCUSSION

The study sought to investigate the relationship between social - emotional development components and School Attendance amidst elementary school kids. To investigate these characteristics, the Social-Emotional and Character Development Scale (SECDs) and self-reported attendance data were employed.

Attending school is a vital ability for children and teenagers, and skipping class has been linked to a variety of negative short- and long-term consequences, including adulthood (Kearney et al. 2022). Numerous efforts have been made to define and address this demography, which includes several categories and dimensions of functioning, as well as multiple disciplines. The current study seeks to understand the inequalities in social-emotional development among primary school students with diverse attendance patterns. This could potentially improve an individual's understanding of Social Emotional Development and how school attendance affects the learning of social skills. It was expected that there would be no association between self-control, self-development, respect at home, respect at school, prosocial behavior and honesty for elementary school children and high rates of school attendance.

All 101 responders to the online survey met the chosen criteria and finished it, so no participant data was lost. There was no significant relationship between prosocial conduct (r

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=.056, $N = 101$), self-development ($r = .185$, $N = 101$), respect at school ($r = .120$, $N = 101$), or respect at home ($r = .151$, $N = 101$) and school attendance. However, there was a small, positive association between honesty ($r = .148$, $N = 101$) and school attendance, although it was not statistically significant ($p > .05$).

These findings indicate that there is no significant association between SED and school attendance among elementary school pupils in the studied sample. Borowski, T. (2018) discovered that dimensions such as self-awareness, which is strongly related to SED, did not predict increased attendance. It is worth considering if school attendance is a reliable predictor of a child's social-emotional development. Though there is no dispute about this because a large body of literature supports school absenteeism regulations, which are assumed to indicate overall performance in life (Kearney et al. 2022; Rafa, 2017).

Kanopka and Claro's (2020) study found a robust and consistent relationship between improvements in self-reported social-emotional abilities and improved academic achievement and attendance. Kearney et al. (2022) proposed the theory of change approach to create an action plan for school attendance and absence that relies on long-term results achieved by thematic outputs derived from current inputs. The traditional school-based learning environment will be combined and relocated with home and community settings in the future of education. According to Melvin et al. (2019), researchers have discovered a number of reasons that contribute to these concerns, as missing school has a negative impact on children's academic achievement and social-emotional wellbeing.

Muttaqin, I., and Herlambang, S. (2023) investigated how character education influenced college students' socioemotional development. PLS-SEM was utilized to analyze the data, and the sample size was 1284 pupils. The findings showed that character education improved self-development, self-control, prosociality, honesty, and respect at home and school.

Regular school attendance was proven to be a predictor of children's early reading abilities, namely letter and sound recognition (Stoiber and Gettinger, 2021). However, positive social skills were found to be a better predictor of both reading abilities and narrative comprehension. According to the study, challenging behaviors had a lower impact on early literacy outcomes than good social behaviors.

CONCLUSION

This study found that social emotional development is not significantly related to school attendance. There is no meaningful association between the two. This calls into question the notion that increased attendance invariably leads to improved social-emotional development. Other elements are likely to play an impact. Some research suggests that social-emotional skills may even predict attendance, with constructive activities leading to increased school involvement. More research is needed to better understand the complicated interaction between these variables and how to best promote children's social-emotional development. Children with well-developed positive behaviors such as collaboration and self-control may be more engaged in school, resulting in higher attendance. These findings emphasize the complex relationship between social-emotional development and school attendance. More research is needed to unravel these elements and identify how to best help both sides. Schools may look into ways to incorporate social-emotional learning programs alongside traditional academics to create an environment that promotes both academic performance and healthy social-emotional development in their pupils.

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Limitations

The study's sample size (n=101) may not provide sufficient statistical power to produce accurate and meaningful results because it is difficult to assure that the sample is representative of the larger community. A bigger sample size would allow for more accurate and consistent results, as well as greater generalizability.

The data acquired may be subject to self-report bias, which occurs when people reply in a socially desirable manner rather than being honest. This could lead to a lack of trustworthiness in the outcomes.

The data was gathered primarily from people living in India. Given the possibility of cultural variables, the findings may not be applicable to other ethnicities or cultural groups.

According to the research, social-emotional abilities may influence attendance, but it is also plausible that good attendance aids in the development of these skills. The study design cannot clearly determine which causes which.

Recognizing these limitations, the study paves the path for further research into the association between social-emotional development and school attendance.

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Conflict of Interest

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