

Synchronizing Psycho-Social Development Of Postgraduate Learners In Pakistan

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Abstract

The current study was designed to identify the role of teachers in promoting postgraduate students' social, emotional, moral and behavioral development in Pakistan. The study used descriptive research method. The target population was all institutions of public & private postgraduate level in Pakistan, both Science and Arts groups from different departments and all the teachers and students of the selected institutions. Sample of the study consisted of 600 teachers and 1200 students were randomly chosen from sample postgraduate institutions. Questionnaires were used for quantitative data. The gathered data were examined and using methodology of quantitative techniques. Descriptive statistics, including frequency, percentage, mean score, and standard deviation, were applied to analyze the quantitative data. The finding showed that teachers always take care of their feelings; they also agreed that their teachers often think before they act with them and their teachers are sometimes good at solving conflicts with them. The study concluded that teachers always treat them with good social relations, and most of them said that their teachers always teach them with respect whereas the majority of the students said that their teachers always listen to them when they have problems.

Keywords: Personality growth, Social ambience, post graduate, University learners, behavioural development, emotional growth, sensitivity.

Introduction

Recognizing the importance of holistic development of a learner, the education systems of the world placed a stronger emphasis on social-emotional learning. Socio emotional learning (SEL) programs aimed to foster emotional intelligence, empathy, resilience, and interpersonal skills, recognizing their impact on academic success and well-being. Traditional assessment methods underwent scrutiny during this period, leading to a reevaluation of standardized testing and a shift towards more holistic forms of evaluation. Competency-based assessments and portfolios gained traction, focusing on demonstrating practical skills and knowledge application rather than rote memorization (Rest, 2021). The call for inclusivity and diversity in education became more pronounced. Education experienced a transformative period marked by technological integration, personalized learning, emphasis on social-emotional development, and a reevaluation of assessment practices. These changes aimed to develop a more inclusive,

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adaptive, and effective educational system that responds to the diverse needs of learners in a rapidly changing world (Bradshaw, 2021).

A teacher assumes a significant part in the field of education. The present education is student focused, yet the students can't be successful without the instructor (Koomen, 2022). Teachers play a pivotal role in shaping the educational landscape, acting as facilitators, mentors, and guides in students' academic and personal development. The role of teachers evolved significantly due to technological advancements, changes in pedagogy, and the challenges posed by global events, impacting their teaching methods, responsibilities, and professional development. Their role expanded beyond conventional teaching to encompass a holistic approach to education, aiming to address the distinct needs of students in a fast-changing global environment.

Society is a covered ball, where everybody conceals his genuine person, and uncovers it by stowing away. People invest the majority of their energy in the public eye encompassed by other individuals, and a reasonable plan of this time is involved in trading signals (verbal and nonverbal) with one another. Generally development is a type of learning (Salovey, 2020). Personality development includes various social and moral terms and areas of study. For example, it incorporates mental perspectives that how people relate and answer one another, an area important to social therapists. It additionally incorporates regions, for example, social cooperation and impacts, close to home and behavior discovering that can be achieved through sorts of personality advancements, and investigation of these angles is important to sociologists and behavior specialists. To achieve personality development objectives and overcome any barrier between friendly, insight, feeling, and behavior, people have fostered a bunch of perplexing interactive abilities (Durlak et al., 2022).

There is a serious need to foster the personality of students principally in the spot of learning climate. Students' personality can be created in any spot like home or in schools, schools, colleges, prisons, deliberate youth associations or at numerous different spots. Social ways of behaving decidedly affect the scholastic accomplishments of students at each level; the Teachers who are great at upgrading social ways of behaving give an extra aberrant lift to scholarly accomplishments of students (Jennings, 2009). If social behavior assumes a basic part in the instructive cycle, it is essential to comprehend where they come from (Jennings, 2009).

Objectives of the Study

Following will be the objectives of the study:

1. To ascertain the role of teachers in promoting social development of learners at post graduate level.
2. To identify the teachers' role in promoting Psycho-socio development of the learners at post graduate level.
3. To measure the role of teachers in promoting moral development of students.

Research Questions

1. What is the role of teachers in promoting social development of students?
2. How do teachers influence children's emotional development?
3. How to measure the role of teachers in promoting moral development of students

Significance of the Study

This study will be helpful for teachers to establish behavioral expectations, provide structure, and reinforce positive behaviors for students. It will be helpful for teachers to lie in their ability to serve as role models, mentors, and facilitators of growth in multiple domains for students. It will be helpful for students to modify their behavior emotionally. It will be helpful for students to modify their behavior emotionally. It will be proved helpful for teachers' involvement in the development of individual students to make them more empathetic, socially responsible, and cooperative society members by nurturing a generation of individuals equipped with strong social skills, emotional resilience, ethical values, and adaptive behaviors.

Research Methodology

The research was framed within a quantitative paradigm and the research adopted a quantitative approach (Malhotra & Birks, 2003; Yin, 2003) to investigate the effectiveness of the postgraduate institutions for the behavioral development of students. The sample was selected by using the Multi-stage sampling technique. The population was segmented into postgraduate institutions across Pakistan, with equal consideration given to gender in selecting these institutions. The total sample of the study consists of 60 teachers and 120 students. On first stage, twelve public and twelve private postgraduate institutions were randomly selected from the provinces. On second stage four departments from each postgraduate institution was selected through simple random sampling technique. In the third stage, a convenient sampling method was applied to select 6 to 7 teachers and 20 students from each department.

Sr.no	Province	Public Universities	Departments	Male	Female	Total
1.	Punjab	The Islamia University of Bahawalpur	Education	3	4	7
			English	3	3	6
			Psychology	3	3	6
	,,	Government College University, Faisalabad	Education	5	5	10
			English	5	5	10
			Psychology	5	5	10
2.	Sindh	University of Karachi	Education	5	5	10
			English	5	5	10
			Psychology	5	5	10
3.	Balochistan	The University of Balochistan, Quetta	Education	5	5	10
			English	5	5	10
			Psychology	5	5	10
4.	Khyber Pakhtunkhwa (KPK)	University of Peshawar	Education	5	5	10
			English	5	5	10
			Psychology	5	5	10
5.	Azad Kashmir (AJK)	University of Azad Jammu and Kashmir, Muzaffarabad	Education	5	5	10
			English	5	5	10
			Psychology	5	5	10
Grand Total						

Two self-developed questionnaires were developed by the researcher from extensive literature review. The pilot study was conducted to confirm the validity of the developed tool. A five point Likert type rating scale (Questionnaire) as a tool was used for gathering data for the study. An extensive literature review was made to categorize the significant measuring tool. The panel of five experts from both languages and the reference subject checked these points to determine both the face and the validity of the content of the search tool. The items were approved by 80% of the experts left in the questionnaire. To judge the validity of the questionnaire, expert's opinion was taken from different experts.

Literature Review

Postgraduate Education

Postgraduate education is the pursuit of continuing study at an advanced level after successfully completing an undergraduate degree course at a college or university.

Social Development

It pertains to enhancing the overall welfare of each individual in society, enabling them to achieve their maximum capabilities. It refers to a concept that entails deliberate social transformation aimed at enhancing the overall welfare of the population (Hasmath, 2014).

Emotional Development

Emotional intelligence encompasses the study of feelings and emotions, their causes and mechanisms, as well as the development of strategies to effectively handle these emotions. This includes cultivating qualities such as resilience, cooperation, negotiation skills, a positive self-image, a sense of self-value, empathy towards others, impulse control, anger management, stress management, and self-control (Strahan & Poteat, 2020).

Education is generally perceived as prime key of moral, social, social and financial development of a country. Education in this century isn't static and restricted around the four walls of the establishments. The effect of various elements impacted the human by and large arrangement of training and public activity (Naz, Anjum & Kashif, 2021). Education empowers individuals through the provision of knowledge, skills, and critical thinking abilities that are essential for effective navigation of the world. It provides individuals with a feeling of independence and self-assurance, empowering them to make well-informed decisions. Education provides individuals with essential skills necessary for the labour market, promoting creativity, business creation, and efficiency, thus contributing to a country's economic advancement (Lancet, 2020). Education enhances social integration, diminishes crime rates, and cultivates a sense of communal cohesion and mutual comprehension. Education encompasses more than just the acquisition of knowledge; it involves promoting comprehensive development, empowering individuals, and molding societies for a more promising future (OECD, 2021).

Social development takes place across an individual's lifetime and encompasses the ability to comprehend, interpret, and react to social contexts. Successful social progress is a well-established protective factor for the mental health and well-being of children and adolescents. Frequent interactions with family, teachers, and peers introduce young people to the social environment, including its norms, customs, and values. Social competence enables individuals to fulfill various social roles, engage in effective communication with individuals and groups,

carry out professional activities proficiently, engage in productive discourse, and effectively navigate and resolve conflict situations (Sharov et al., 2021).

According to the findings in report by the National Education Association (NEA), extracurricular engagement positively correlates with improved social interactions and academic performance among students. Moreover, teachers serve as intermediaries in managing conflicts and creating a positive learning atmosphere. They instruct students on conflict resolution techniques, promote empathy, and help them appreciate different viewpoints. By handling conflicts effectively, educators embed key social values and assess students in developing essential life skills.

Theories of Social Development

Social development is a field of study that explores many ideas which offer frameworks for comprehending how individuals learn social abilities, establish connections, and adjust to their social surroundings. From 2020 to 2023.

Social Learning Theory

Albert Bandura's Social Learning Theory highlights the significance of observation, imitation, and modelling in the process of social growth. The theory posits that individuals acquire knowledge by the process of observing others and replicating their behaviours, especially in a social setting (Bandura, 2021).

Attachment Theory

Attachment Theory, established by John Bowlby, emphasizes the importance of early emotional connections between newborns and caregivers in influencing social development. Bowlby posited that safe attachments formed during infancy play a crucial role in fostering trust, social proficiency, and emotional self-regulation in subsequent interpersonal connections (Cassidy & Shaver, 2020).

Social Cognitive Theory

Albert Bandura developed the Social Cognitive Theory as an extension of the Social Learning Theory. This theory highlights the mutual influence and interaction between cognitive processes, behaviours, and the environment. The idea emphasizes the significance of self-efficacy, which refers to an individual's belief in their capability to successfully complete tasks, in the process of social growth (Bandura, 2021).

Socio-cultural Theory

Lev Vygotsky's Socio-cultural Theory emphasizes the influence of social interactions, cultural background, and language on the formation of cognition. Vygotsky's theory posits that social interactions and cultural tools are crucial in influencing cognitive processes and facilitating learning (Wertsch & Tulviste, 2023).

Social Learning Theory (SLT)

The social learning hypothesis is now widely accepted as essential for sustainable management of natural resources and for encouraging beneficial behavioral changes. According to this theory, people acquire both knowledge and skills through their social interactions with others. Individuals mimic the actions of others by closely monitoring and imitating them, particularly

when these actions result in pleasant outcomes or are linked to incentives. Bandura emphasized that imitation entails the reproduction of observed motor actions (Nabavi, 2012).

Data Analysis (Teacher's Views)

Table 1

I give awareness to my students about social norms

Statement	Option	F	%age	Mean	Std Deviation
I give awareness to my students about social norms	Always	123	41.0	3.87	1.119
	Often	60	20.0		
	Sometimes	72	24.0		
	Rarely	44	14.7		
	Never	1	0.3		
	Total	300	100		

Table 1 displayed the opinion of the respondents about the statement I give awareness to my students about social norms, 41% of the teachers said they always give awareness to their students about social norms whereas 20% of them said often, 24% of them said sometimes, 14% of them said rarely and 0% of them said never. The mean score 3.87 showed the positive response towards the statement.

Table 2

I teach my students that they can control their emotions

Statement	Option	F	%age	Mean	Std Deviation
I teach my students that they can control their emotions	Always	136	45.3	3.73	1.450
	Often	56	18.6		
	Sometimes	41	13.7		
	Rarely	26	8.7		
	Never	41	13.7		
	Total	300	100		

Table 2 displayed the opinion of the respondents about the statement I teach my students that they can control their emotions, 45% of the teachers said they always teach their students they can control their emotions whereas 18% of them said often, 13% of them said sometimes, 8% of them said rarely and 13% of them said never. The mean score 3.73 showed the positive response towards the statement.

Table 3

I often feel irritation about non serious behaviors of students

Statement	Option	F	%age	Mean	Std Deviation
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I often feel irritation about non serious behaviors of students	Always	77	25.7	3.51	1.093
	Often	64	21.3		
	Sometimes	95	31.7		
	Rarely	64	21.3		
	Never	0	0		
	Total	300	100		

Table 3 displayed the opinion of the respondents about the statement I often feel irritation about non serious behaviors of students, 25% of the teachers said they always feel irritation about non serious behaviors of students whereas 21% of them said often, 31% of them said sometimes, 21% of them said rarely and 0% of them said never. The mean score 3.51 showed the positive response towards the statement.

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I enjoy social gatherings in campuses just to be with students

Statement	Option	F	%age	Mean	Std Deviation
I enjoy social gatherings in campuses just to be with students	Always	131	43.7	3.78	1.336
	Often	55	18.3		
	Sometimes	58	19.3		
	Rarely	29	9.7		
	Never	27	9.0		
	Total	300	100		

Table 4 displayed the opinion of the respondents about the statement I enjoy social gatherings in campuses just to be with students, 43% of the teachers said that they always enjoy social gatherings in campuses just to be with students whereas 18% of them said often, 19% of them said sometimes, 9% of them said rarely and 9% of them said never. The mean score 3.78 showed the positive response towards the statement.

Table 5

I take action against the undesirable behaviors of students

Statement	Option	F	%age	Mean	Std Deviation
I take action against the undesirable behaviors of students	Always	100	33.3	3.49	1.413
	Often	61	20.3		
	Sometimes	70	23.3		
	Rarely	23	7.8		
	Never	46	15.3		
	Total	300	100		

Table 5 displayed the opinion of the respondents about the statement I take action against the undesirable behaviors of students, 33% of the teachers said they always take action against the undesirable behaviors of students whereas 20% of them said often, 23% of them said sometimes, 7% of them said rarely and 15% of them said never. The mean score 3.49 showed the positive response towards the statement.

Data Analysis (Learners' Views)

Table 6

My teachers share their personal experiences with students to develop their behavior

Statement	Option	F	%age	Mean	Std Deviation
My teachers share their personal experiences with students to develop their behavior	Always	421	43.4	3.99	1.745
	Often	205	21.1		
	Sometimes	224	23.1		
	Rarely	79	8.2		
	Never	41	4.2		
	Total	970	100		

Table 6 displayed the opinion of the respondents about the statement my teachers share their personal experiences with students to develop their behavior, 43% of the students said their teachers always share their personal experiences with them to develop their behavior whereas 21% of them said often, 23% of them said sometimes, 8% of them said rarely and 4% of them said never. The mean score 3.99 showed the positive response towards the statement.

Table 7

My teachers behave with me politely

Statement	Option	F	%age	Mean	Std Deviation
My teachers behave with me politely	Always	401	41.3	3.89	1.144
	Often	197	20.3		
	Sometimes	278	28.7		
	Rarely	50	5.2		
	Never	44	4.5		
	Total	970	100		

Table 7 displayed the opinion of the respondents about the statement my teachers behave with me politely, 41% of the students said their teachers always behave politely with them whereas 20% of them said often, 28% of them said sometimes, 5% of them said rarely and 4% of them said never. The mean score 3.89 showed the positive response towards the statement.

Table 8

My teachers focus on the behavioral development of students

Statement	Option	F	%age	Mean	Std Deviation
My teachers focus on the behavioral development of students	Always	334	34.4	3.78	1.228
	Often	305	31.4		
	Sometimes	187	19.3		
	Rarely	61	6.3		
	Never	83	8.6		
	Total	970	100		

Table 8 displayed the opinion of the respondents about the statement my teachers focus on the behavioral development of students, 34% of the students said their teachers always focus on their behavioral development whereas 31% of them said often, 19% of them said sometimes, 6% of them said rarely and 8% of them said never. The mean score 3.78 showed the positive response towards the statement.

Table 9

My teachers have practice personal ethics in the class

Statement	Option	F	%age	Mean	Std Deviation
My teachers have practice personal ethics in the class	Always	352	36.3	3.86	1.945
	Often	287	29.6		
	Sometimes	202	20.8		
	Rarely	47	4.8		
	Never	82	8.5		
	Total	970	100		

Table 9 displayed the opinion of the respondents about the statement my teachers have practice personal ethics in the class, 36% of the students said their teachers have always practice personal ethics in the class whereas 29% of them said often, 20% of them said sometimes, 4% of them said rarely and 8% of them said never. The mean score 3.86 showed the positive response towards the statement.

Table 10

My teachers do not care how I feel about their behavior

Statement	Option	F	%age	Mean	Std Deviation
My teachers do not care how I feel about their behavior	Always	223	23.1	3.35	1.318
	Often	273	28.1		
	Sometimes	207	21.3		
	Rarely	144	14.8		

Never	123	12.7
Total	970	100

Table 10 displayed the opinion of the respondents about the statement my teachers do not care how I feel about their behavior, 23% of the students said their teachers always don't care how they feel about their behavior whereas 28% of them said often, 21% of them said sometimes, 14% of them said rarely and 12% of them said never. The mean score 3.35 showed the positive response towards the statement.

Table 11

My teachers display self-control and management of emotions to students

Statement	Option	F	%age	Mean	Std Deviation
My teachers display self-control and management of emotions to students	Always	273	28.1	3.60	1.234
	Often	308	31.8		
	Sometimes	183	18.9		
	Rarely	136	14.0		
	Never	70	7.2		
	Total	970	100		

Table 11 displayed the opinion of the respondents about the statement my teachers display self-control and management of emotions to students, 28% of the students said their teachers always display self-control and management of emotions to them whereas 31% of them said often, 18% of them said sometimes, 14% of them said rarely and 7% of them said never. The mean score 3.60 showed the positive response towards the statement.

Table 12

My teachers teach me how I can control my emotions

Statement	Option	F	%age	Mean	Std Deviation
My teachers teach me how I can control my emotions	Always	230	23.7	3.48	1.257
	Often	312	32.2		
	Sometimes	216	22.3		
	Rarely	113	11.6		
	Never	99	10.2		
	Total	970	100		

Table 12 displayed the opinion of the respondents about the statement my teachers teach me how I can control my emotions, 23% of the students said their teachers always teach them how they can control their emotions whereas 32% of them said often, 22% of them said sometimes, 11% of them said rarely and 10% of them said never. The mean score 3.48 showed the positive response towards the statement.

Table 13

My teachers teach me about social values

Statement	Option	F	%age	Mean	Std Deviation
My teachers teach me about social values	Always	301	31.0	3.65	1.229
	Often	262	27.0		
	Sometimes	254	26.3		
	Rarely	77	7.9		
	Never	76	7.8		
	Total	970	100		

Table 13 displayed the opinion of the respondents about the statement my teachers teach me about social values, 31% of the students said their teachers always teach them about social values whereas 27% of them said often, 26% of them said sometimes, 7% of them said rarely and 7% of them said never. The mean score 3.65 showed the positive response towards the statement.

Findings of the research

The study aimed to determine the role of teachers in advancing student social development. Findings of the study described that Most of the respondents said that their teachers always take care of their feelings, most of the respondents said that their teachers often think before they act with them, most of the respondents said that their teachers are sometimes good at solving conflicts with them, most of the respondents said that their teachers always treat them about good social relations, most of the respondents said that their teachers always teach them with respect, Most of the respondents said that their teachers always listen to them when they have problems, Most of the respondents said that their teachers always respect their opinions if they have different opinion, most of the respondents said that their teachers always take action against their undesirable behaviors, most of the respondents of the students said that their teachers often behave friendly with them. The current study yielded results consistent with Zubair, Ahmad, & Tariq's (2023) study, which showed that the teacher's impact on student performance is significant due to their crucial role in the classroom. Each student in the class regards their teacher as a role model.

The second objective of study was to investigate the teachers' role in promoting the emotional development of students. According to the result the respondents said that their teachers always motivate them to participate in co-curricular activities, Most of the respondents said that their teachers always ignore their negative behaviors, Most of the respondents said that their teachers sometimes contact their parents for changing their negative behaviors, Most of the respondents said that their teachers always accompany with them in gatherings for enjoyment, Most of the respondents said that their teachers always feels comfortable being approached by us for our problems, Most of the respondents said that their teachers always teach them about social values, Most of the respondents said that their teachers sometimes feel happy for their academic achievements.

The study's third objective was to evaluate the role of teachers in advancing students' moral development. The finding of the study were Most of the respondents said that their teachers

always try to console them when they are upset ,Most of the respondents said that their teachers always lose temper on seeing them fighting, Most of the respondents said that their teachers often don't care how they feel about their behavior ,Most of the respondents said that their teachers often show affection for them, Most of the respondents said that their teachers always educate them about moral values ,Most of the respondents said that their teachers always teach basic religious knowledge to them for developing their character ,Most of the respondents said that their teachers always avoid loose talk with them, Most of the respondents said that their teachers always focus on their character building ,Most of the respondents said that their teachers have always practice personal ethics in the class ,Most of the respondents said that their teachers always try to develop good morale to them along with the teaching of subject matter ,Most of the respondent said that their teachers often encourage them to speak the truth, Most of the respondents said that their teachers always encourage them to be honest ,Most of the respondents said that their teachers always tell true stories to teach them moral values ,Most of the respondents said that their teachers often tell them the truth even if it may not be what they want to hear. The results of the study were consistent to the study conducted by Lian et al. (2020).

Results and discussion

The results of the study were corresponding result to the study conducted by Shahmohammadi, (2014). The aforementioned study shown that the results indicate that the teacher's amicable demeanour towards the pupils serves as an efficacious stimulus in fostering the students' self-regulation. Therefore, it may be asserted that the positive teacher-student relationship is a fundamental component of appropriate conduct in educational settings. These findings align with the results of other research studies. Conversely, when the teacher-student connection lacks friendliness, there is a higher likelihood of students breaking school rules. During adolescence, students in guidance school are in a critical phase of their lives where they require nurturing relationships and effective communication. By demonstrating acceptance and respect towards them and engaging in appropriate behavioural interactions, it is likely that students will be motivated to exhibit positive behaviours that contribute to their academic success. It also aids individuals in cultivating an inclination towards self-regulation, attentiveness to norms and regulations, and adherence to them. Additional research findings also demonstrate that appropriate engagement with an individual's personality fosters positive social conduct among peers, teachers, and parents. Furthermore, when viewed from the perspective of the pupils, the instructor is seen as a self-disciplined individual who is regarded as an exemplar for adhering to regulations. As a result, the students develop a keen interest in recognising and identifying these particular attributes.

Conclusion

The present study demonstrated a strong positive correlation between students' inclination towards self-regulation and their adoption of teacher-friendly behaviour. The teacher's exemplary behaviour and his admiration for the pupils' moral qualities motivate them to engage in effective self-control. Furthermore, the teacher's diligent explanation of the lesson content is seen as a favourable factor that exhibits a significant positive correlation with their interest in self-regulation. Furthermore, the teacher's proficiency and expertise in instructing and elucidating the course material is directly related to the pupils' self-regulation. This finding is consistent with other research and indicates that the students perceive the teacher's behaviour and expertise as a cohesive and impactful reality. Overall, it can be deduced that there is a strong association between the students' self-regulation and the educational and social behaviour of the teacher. A close teacher-student connection, characterised by mutual

understanding and respect, is likely to have a positive influence on the teacher's ability to effectively clarify and explain the lesson topic. From the student's perspective, the teacher in this scenario is regarded as a proficient, seasoned, kind, and diligent individual. The teacher's management of the self-regulation development process in pupils can lead to improved adherence to rules and regulations, enhanced educational outcomes, and increased academic progress.

Recommendation

- 1- The study recommended that the teachers at university level should take their responsibility in improvisation of the psychosocial development of the learners.
- 2- The University administration should take care that the adults may be treated with honor and dignity. The administrative staff may deal them with their behavioral and segmental issues. They required to be treated with the pride and ego.
- 3- The in charge of the departments should approach psychology department to develop emotional and mental development.

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