

# Social Skills Acquisition of Early Learners in Private Preschool Programs

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## INTRODUCTION

### Situation Analysis

Early childhood education does not only focus on teaching letters, numbers, or colors. It also lays the foundation for how children develop social skills, build friendships, express their emotions, and understand others. These early social skills are critical in helping children succeed in school and life. According to studies, children who build strong social and emotional skills at a young age are more likely to perform better academically and adjust well in social settings (CASEL, 2005). Because of this, there is growing interest in how social skills are taught during the preschool years, especially in private preschool settings, where resources and teaching methods may differ from public schools.

With that in mind, the role of preschool teachers and caregivers becomes a central factor in shaping how young children grow socially. This is because the behaviors, guidance, and support provided by these adults greatly influence how children learn to interact with others. International studies show that when teachers and caregivers act professionally and receive proper training, they are better equipped to support a child's growth not only in academic areas but also in emotional and social development (Aina, 2024). This support is most effective when caregivers possess strong professional skills, as they are more likely to create safe and nurturing environments. Such environments make children feel secure, which encourages them to explore, express themselves, and engage in positive interactions with their peers (Aina, 2024). In early education settings, where children are just beginning to learn how to behave in group situations, this kind of support is especially important. Furthermore, the quality of teacher training strongly influences how well educators understand child development, plan lessons, and apply classroom strategies that encourage social learning (Ting, 2025). In private preschool settings, where teacher qualifications and training backgrounds may vary widely, it becomes even more essential to ensure that caregivers are well-prepared. Without consistent and updated training, teachers may struggle to meet the unique needs of their students. This concern is even more pressing when supporting English language learners, who often need help not only with language but also with social integration. Teachers in these cases must balance both academic and interpersonal development, which requires supportive school policies and practices (Whiting, 2017). Taken together, these findings highlight that investing in the professional development of preschool educators is one of the first and most crucial steps in improving children's social outcomes.

Building on the importance of professional teaching, it is equally essential to recognize that developing social skills in early learners also depends on intentional focus on social and emotional learning. This connection exists because well-trained teachers are more likely to apply teaching strategies that promote not only academic growth but also social-emotional development. In fact, studies show that early interventions designed to encourage social interaction result in children developing stronger emotional control, better collaboration, and more positive classroom behavior over time (Khasanova, 2025). These outcomes are more likely when classrooms are structured to be emotionally safe and supportive, which allows young children to feel comfortable expressing

themselves and forming connections with others (CASEL, 2005). As children begin to relate to their peers in these safe environments, they also begin to build essential life skills that are known to have long-term effects. Research confirms that the social skills acquired in preschool are linked not only to school success but also to later achievements in adulthood, such as career readiness and emotional well-being (Frogner et al., 2021). In addition, children who engage in positive peer relationships early on tend to have stronger self-confidence and better emotional regulation (Guralnick, 2003). These benefits are further enhanced when teachers integrate social-emotional activities into the daily curriculum instead of treating them as optional or separate tasks, which helps learners perform better in both social and academic areas (Obiero et al., 2020). Moreover, in today's digital age, certain forms of educational technology have also been found useful in supporting soft skills like communication and teamwork, especially when used purposefully within classroom routines (Enriching UNESCO, 2025). Noteworthy in the Asia-Pacific region, UNESCO's APETT-SEL handbook and ARNEC's teacher development projects with institutions like Philippine Normal University provide structured training to ensure SEL is embedded in early childhood education (UNESCO, 2022; Early Childhood Workforce Initiative, 2023). Altogether, these global and regional findings reinforce the need to embed social and emotional learning as a consistent and vital part of early childhood education, rather than viewing it as an additional or secondary component.

In addition to emotional development, language skills are deeply connected to how children interact socially during their early years. This connection exists because language serves as a primary tool for expressing needs, resolving conflicts, and building relationships. In fact, children with strong language abilities are better equipped to navigate social situations, as they can clearly express their thoughts and more easily understand the feelings and ideas of others (Mulvey & Jenkins, 2020). This becomes particularly important in private preschool settings where children may come from diverse linguistic and cultural backgrounds. In such classrooms, learners who are still acquiring English or another second language often require additional support to thrive both academically and socially (Rukh et al., 2024). Without this support, they may struggle to connect with peers or participate in group activities, which can hinder their overall social growth. Teachers, therefore, have the important task of designing activities and using communication strategies that develop language while also encouraging social interaction (Whiting, 2017). When done effectively, language support not only improves academic outcomes but also enhances children's ability to regulate emotions and form meaningful peer relationships (The Effect of Foreign Language Acquisition, 2025). This suggests that language development should not be treated as separate from social learning, but rather as a crucial part of it. As a result, any conversation about social skill acquisition in preschool must also take into account how well children are supported in developing the language tools necessary for effective and confident interaction.

Following the discussion on language development, it is equally important to examine how different preschool programs address the issues of access and quality in early education. These two factors greatly influence how children experience learning, particularly when it comes to building social skills. As some alternative educational models such as the Montessori approach have proven effective in supporting children from low-income families by promoting independent learning, emotional regulation, and meaningful social interaction (Courtier et al., 2021). These child-centered methods create learning environments where children are encouraged to engage with both materials and peers, which supports their overall social development. Moreover, studies have shown that children attending private preschools often demonstrate higher levels of readiness both academically and socially compared to their peers in public settings (Rizo, 2025). These outcomes point to the advantages of well-structured programs and rich learning environments that private institutions often provide. However, this positive trend also brings attention to issues of equity and inclusion since not all families can afford or access private early education. In response, national policies in some countries such as Uruguay have attempted to level the playing field by implementing frameworks that ensure a consistent quality of education across different settings (ANEP, 2022). Even so, a gap remains in understanding how private schools with their diverse teaching styles, materials, and classroom cultures specifically contribute to the social development of young learners (Collet et al., 2025). This calls for a closer look at private preschool models to understand the unique ways they shape children's social skills during these formative years

In addition to concerns about equity and access, early childhood education must also aim for the holistic development of children rather than focusing solely on cognitive skills. This broader approach recognizes that true school readiness involves social, emotional, and mental preparedness alongside academic knowledge. For

example, the Montessori model has consistently shown that children benefit from hands-on learning experiences and opportunities for peer collaboration, which together foster growth across multiple developmental domains (Courtier et al., 2021). In the Philippine context, this is particularly relevant in private preschools, where class sizes are often smaller and teacher-student ratios are more favorable. Under such conditions, these methods can be implemented more effectively, allowing for greater individualized support and attention (Rizo, 2025). Furthermore, national curricula that emphasize emotional and social competencies help educators recognize the importance of integrating character-building activities with academic instruction (ANEP, 2022). When such values are embedded into daily classroom routines, studies have found that children become more self-assured, socially capable, and better prepared for the challenges of formal schooling (Obiero et al., 2020). Although in La Union, specific published research remains limited, there is similar practices that have been observed in teacher-led SEL initiatives within preschools in San Fernando and nearby towns, where local values such as *timpuyog* (unity) are integrated into class routines to promote cooperation and emotional bonding (Nisperos, 2021). These findings reinforce the idea that strong early education programs must nurture the whole child by fostering growth not just in literacy and numeracy but also in emotional regulation, empathy, and interpersonal communication.

While many studies support the importance of early childhood education in shaping children's social and emotional development, there is still limited research that looks closely at how private preschool programs help children develop these social skills. For example, Khasanova (2025) highlights the importance of structured programs in improving children's ability to interact with others, while Obiero et al. (2020) emphasize how including social-emotional learning in the curriculum can also lead to better academic performance. In addition, Courtier et al. (2021) and Rizo (2025) show that private and alternative preschool models, such as Montessori, contribute positively to both school readiness and social growth. However, most of these studies present general findings or focus mainly on public preschool settings. There is still a lack of detailed investigation into how private preschool programs differ in their teaching strategies, classroom environments, and assessment methods when it comes to supporting the development of social skills.

Because of this, the present study builds upon the works of Khasanova (2025), Obiero et al. (2020), Courtier et al. (2021), and Rizo (2025), by addressing the specific gaps that remain. Hence, this study will utilize case study that aims to examine how private preschool programs help early learners acquire social skills by identifying the specific social skills that are most commonly emphasized, describing the strategies and teaching methods used to foster those skills, and analyzing the ways in which preschool teachers assess the development of social abilities. To gather this information, the study will be conducted in private schools at City of San Fernando, La Union, with teachers serving as the main participants.

## THEORETICAL FRAMEWORK OF THE STUDY

This study on the development of social skills among preschool learners in private schools is guided by three important theories. These are Vygotsky's Sociocultural Theory of Development, Bronfenbrenner's Ecological Systems Theory, and Bandura's Social Learning Theory. Each of these theories explains how children learn and grow, but they focus on different parts of the process. When combined, they give a complete picture of how children develop social skills in school.

For instance, Vygotsky's Sociocultural Theory of Development explains that children learn best through social interaction. According to Vygotsky (1978), learning happens first between people and then becomes part of the child's own thinking. This means that children develop skills by working together with adults and peers who guide them. A key idea in this theory is the Zone of Proximal Development. This is the gap between what a child can do alone and what the child can do with help. In the classroom, the teacher gives support so that children can perform tasks they cannot yet do independently. For example, when children are learning to share toys, the teacher can guide them by giving reminders and modeling the correct behavior until they can do it on their own. Another important part of Vygotsky's theory is the role of language. Vygotsky explained that language is not only for communication but also for thinking and self-control (Daniels, 2016). In preschool settings, teachers use stories, songs, and conversations to help children express their feelings and understand the feelings of others. This is especially important in private schools where children may come from different cultural and language backgrounds. Teachers make use of culturally relevant materials and classroom activities so that children learn

respect, empathy, and cooperation (Rukh et al., 2024). Through guided play, role play, and interactive dialogue, children gradually learn how to act with others in positive ways. The Sociocultural Theory shows why teachers are very important in the social development of young learners. Teachers do not only give knowledge. They also act as models and facilitators of behavior. They provide structured support through scaffolding until children can manage their own actions. This perspective is central in this study because it shows how teachers' strategies in private preschools directly influence the growth of social skills.

While Vygotsky focuses on the role of social interaction and culture, Bronfenbrenner's Ecological Systems Theory explains how many layers of environment shape a child's development. Bronfenbrenner (1979) said that children grow within a set of systems that are connected to each other. Bronfenbrenner's Ecological Systems Theory explains that a child's development is shaped by different but connected layers of environment. The microsystem includes family, peers, and teachers, where daily interactions help children practice cooperation, sharing, and problem solving. The mesosystem highlights the link between home and school, showing that when parents and teachers work together, children receive consistent guidance (Ting, 2025). The exosystem covers indirect influences such as school policies, teacher training, and available resources, which affect how well teachers can support social growth (Aina, 2024). The macrosystem reflects cultural values like unity or *timpuyog* and shared identity or *pakikipagkapwa*, which shape preschool activities such as group work and cooperative play (Nisperos, 2021). Finally, the chronosystem emphasizes the role of time and change, as life transitions and new experiences influence children's social development. With that being said, Bronfenbrenner's theory is very helpful for this study because it shows that social skill development does not depend only on teachers. It is influenced by the whole system around the child. This includes the family, the school, the policies of the school, and even the larger culture. By using this theory, the study recognizes that the success of social skill teaching in preschools depends on cooperation between teachers, parents, and the wider community.

The third theory that guides this study is Bandura's Social Learning Theory. Bandura (1977) explained that children learn by observing and imitating others. He described four main steps in this process. First, children must pay attention to the model. Second, they must remember what they saw. Third, they must practice the behavior. Fourth, they must have motivation to do it again. In preschool classrooms, teachers act as role models. When teachers show respect, patience, and cooperation, children observe these actions. Later, they try to copy the same behaviors during play or classroom activities. Positive feedback such as praise or encouragement increases their motivation to repeat the good behavior (Obiero et al., 2020). An important idea in Bandura's theory is modeling. The behaviors shown by adults and peers serve as examples for children. In private preschools where children may come from different cultural backgrounds, teachers have the task of modeling inclusive behavior. When teachers greet every child kindly and use encouraging words, children learn to do the same. Another key concept is self efficacy. This means the belief in one's ability to succeed. When children are able to resolve a conflict with a friend or successfully join a group activity, they feel more confident to interact with others. Bandura's Social Learning Theory is very relevant to this study because it explains how teachers' intentional modeling and reinforcement shape children's social growth. It supports the idea that learning social skills happens not only through instruction but also through everyday observation and imitation.

Although each of these three theories focuses on different parts of development, they are strongly connected. Vygotsky highlights the role of guided interaction and cultural tools in learning. Bronfenbrenner shows that this learning takes place within a set of connected systems that include family, school, and culture. Bandura explains the mechanism of how children actually adopt behaviors through observation, practice, and reinforcement.

Figure 1 is the Conceptual Framework of the study that social skills development of preschool learners is grounded in three theories. Vygotsky's Sociocultural Theory emphasizes social interaction, scaffolding, and culture in learning; Bronfenbrenner's Ecological Systems Theory highlights the influence of family, school, and environment; while Bandura's Social Learning Theory explains that children learn through observation, modeling, and reinforcement. Together, these theories show that social skills are shaped by interaction, environment, and imitation. Guided by this framework, the study seeks to answer: (1) What social skills are most emphasized? (2) What strategies and teaching methods are used? and (3) How do programs assess social skills development? Using a qualitative case study design, the research explores how private preschools in La Union support children's acquisition of social skills, offering insights for teachers, administrators, and policymakers in improving early childhood education.

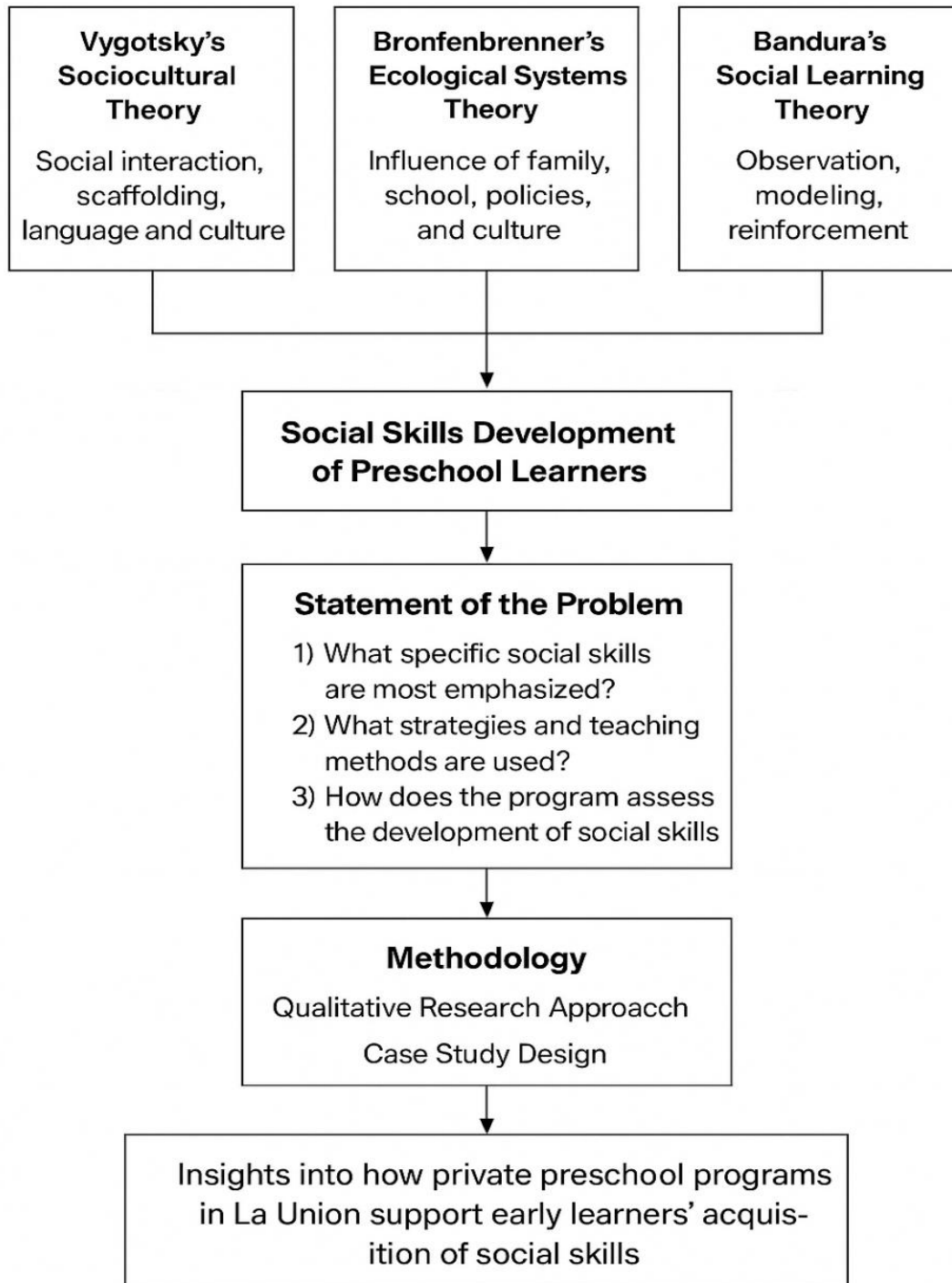


Figure 1. Conceptual Framework

**Statement of the Problem**

This study aimed to identify how private preschool programs supported the development of social skills among early learners.

Specifically, it sought to answer the following researcher questions:

- 1) What specific social skills are most emphasized in private pre-school programs?
- 2) What strategies and teaching methods are used by private pre-school education to develop social skills in every learners?
- 3) How does pre-school program assess the development of social skills in their students?

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## Definition of Terms

For a better understanding of this current research, the following terms are operationally defined:

**Assessment** is systematic process of gathering, documenting, and interpreting data on early learners' social skills through observation checklists, teacher ratings, and structured interviews.

**Early Learners** are young children, typically aged 3 to 5, who are enrolled in preschool in any selected private schools which are the participants of this study.

**Preschool Education** refers to the formal learning experiences provided to early learners before entering primary school, focusing on holistic child development.

**Preschool Programs** are structured early childhood education experiences provided by schools to prepare young children for formal schooling through academic, social, and emotional learning activities.

**Preschool Teachers** are licensed professional teachers who have a bachelor's degree in early childhood education who have at least one (1) year of teaching experience.

**Private Schools** are educational institutions that are independently funded and managed, offering preschool education guided by their own curricula, teaching approaches, and standards.

**Social Skills Acquisition** is the process through which early learners gradually develop and demonstrate age-appropriate interpersonal behaviors through guided instruction and social experiences.

**Social Skills** refer to the abilities of children to interact positively with peers and adults, including sharing, cooperating, listening, and expressing emotions appropriately.

**Strategies** are planned approaches or techniques employed by teachers to support and enhance the social development of preschool learners in classroom settings.

**Teaching Methods** are the specific instructional practices and techniques that educators use to deliver lessons and guide children's learning experiences in developing social and academic competencies.

## METHODOLOGY

### Research Design

This study employed a qualitative research approach using a case study design to explore how selected private preschool programs supported the development of social skills among early learners. A qualitative approach was appropriate for gaining an in-depth understanding of complex human behaviors and educational practices within a real-world context (Creswell & Poth, 2018). Additionally, the case study design allowed the researcher to examine the preschool programs in their natural settings, enabling detailed investigation of the specific social skills that were emphasized, the teaching strategies that were employed, and the assessment practices that were used (Yin, 2018). This design was well-suited for educational research where the goal was to understand phenomena holistically and contextually, rather than to test hypotheses or measure variables numerically (Merriam & Tisdell, 2016).

### Sources of Data

The primary sources of data for this study were ten (10) preschool teachers from Union Christian College, Gifted Learning Center, Inc., Felkris Academy, Kainis Kids Tutorial and Learning Center, and Vineyard Christian Academy in the City of San Fernando, La Union. This locale was purposively selected due to its reputation for providing diverse early childhood education programs that emphasized the development of social skills through age-appropriate instruction, structured interaction, and values-based learning. The selection of this site was further justified by its accessibility to the researcher, its openness to research collaboration, and the rich contextual environment it offered for collecting qualitative data through interviews, classroom observations, and

program documentation, making it well-suited for a case study approach (Stake, 1995; Yin, 2018). Moreover, participants were selected using purposive sampling, a method commonly used in qualitative case studies to intentionally select individuals who had rich knowledge and direct experience relevant to the research focus (Creswell & Poth, 2018). A total of twelve teachers were included in the study, which was considered an adequate number for generating detailed, in-depth insights while remaining manageable within the qualitative case study design (Boddy, 2016).

The inclusion criteria consisted of teachers who: (1) were currently assigned to the preschool and kindergarten level; (2) had at least one year of continuous teaching experience in early childhood education; and (3) were licensed professional teachers and were graduates of Bachelor of Early Childhood Education (BECED). The exclusion criteria included: (1) teaching assistants or administrative staff who were not directly responsible for planning or conducting classroom instruction; and (2) newly hired teachers with less than one year of experience, as they may have had limited exposure to the school's curriculum and practices.

### **Instrumentation and Data Collection**

This study had ten (10) participants utilize a semi-structured interview as its primary data collection. The interview was designed to gather in-depth information from preschool teachers regarding their practices and perspectives on the development and assessment of social skills among early learners. This method allowed the researcher to obtain detailed descriptions of real-life experiences within the natural context of the preschool setting. Semi-structured interviews were appropriate for this type of inquiry because they offered a balance between structure and flexibility, enabling the researcher to maintain consistency while also pursuing emerging ideas and clarifying responses. The use of semi-structured interviews was consistent with the case study approach, which aimed to understand phenomena within a bounded real-life context. According to Yin (2018), interviews served as one of the most important sources of evidence in case study research because they provided direct access to the experiences and perspectives of those most involved in the phenomenon being studied. That being said, this method allowed the researcher to gain a comprehensive understanding of how preschool teachers supported the social development of early learners.

The interview guide was developed based on the study's research questions and objectives. It covered three major areas: (1) the specific social skills emphasized in the preschool program, (2) the teaching strategies and classroom practices used to promote these skills, and (3) the assessment tools or methods employed to evaluate social skill development. Moreover, with the participants' informed consent, all interviews were audio-recorded and transcribed verbatim for qualitative analysis. Data collection continued until data saturation was reached. This meant that interviews were conducted until no new information, themes, or insights were identified in the responses. Data saturation was essential to ensure that the collected information sufficiently reflected the range of experiences and perspectives relevant to the research questions. Although the initial number of participants was ten, additional participants could have been included if necessary to achieve saturation, as recommended by Guest, Bunce, and Johnson (2006).

The interview guide was reviewed and validated by 5 experts: 1 principal, 1 chairperson of Early Childhood Education, and 3 early childhood teachers in DMMMSU MLUC. A pilot test was also conducted with 5 early childhood teachers in DMMMSU MLUC Laboratory Elementary School. The purpose of the pilot interview was to test the structure and flow of the questions and to identify any issues that might have affected the effectiveness of the interview process.

### **Data Analysis**

The data collected from the semi-structured interviews were analyzed using thematic analysis, a method that was appropriate for identifying, analyzing, and interpreting patterns of meaning across qualitative data (Braun & Clarke, 2006; Nowell et al., 2017). Thematic analysis allowed the researcher to systematically organize and describe the dataset in rich detail while providing insight into the experiences and perspectives of preschool teachers on how social skills were developed and assessed among early learners. This method was particularly suitable for this study as it focused on capturing the subjective viewpoints of participants within a specific educational setting, making it consistent with the goals of qualitative case study research (Merriam & Tisdell,

2016). It also allowed for both inductive and deductive approaches in theme generation, thus providing flexibility and depth in understanding educational practices (Braun & Clarke, 2021).

The researcher followed Braun and Clarke's (2006, 2021) six-phase framework for thematic analysis. First, the researcher became familiar with the data by transcribing the audio-recorded interviews verbatim and reading the transcripts multiple times to gain a deep understanding of the content. Second, the researcher generated initial codes by systematically identifying significant features in the data relevant to the research questions. These codes were both semantic and latent, capturing explicit responses and underlying meanings. Third, the researcher searched for themes by collating codes into potential themes and subthemes that reflected meaningful patterns within the data. This step included grouping related codes and examining connections between them. The fourth phase involved reviewing themes by checking them against the coded data and the entire dataset to ensure coherence and consistency. At this stage, some themes were refined, split, combined, or discarded depending on their relevance and alignment with the research objectives. The fifth step consisted of defining and naming themes. The researcher provided clear definitions and labels for each theme, ensuring that they accurately captured the essence of the participants' responses. The final phase involved producing the report. The researcher wrote a detailed and analytic narrative of the themes, supported by direct quotations from the interviews to illustrate key points.

### **Ethical Considerations**

This research paper has been presented to DMMMSU Research Ethics Committee (REC). So that there is a comprehensive review and approval of any data collection begins. Ethical Clearance was issued to us by the Research Ethics Committee. Prior to carrying out the REC Code: 2025-1194-Social Skills Acquisition- Mendoza.

Throughout the research process, the researchers abide by the principles of good clinical practice and ethical research, ensuring that all procedures were carried out responsibly and respectfully. They complied with all relevant international and national guidelines and regulations governing ethical research.

## **RESULTS AND DISCUSSION**

This chapter presents the results of the study and provides a detailed discussion interpreting the findings in relation to the research objectives and existing literature.

### **Social Skills Most Emphasized in Private Pre-School Programs**

To emphasize Social Skills in Private Pre-School Programs, the respondents prioritized these skills in their classroom, which includes **(1) Social Skills in Private Pre-Schools, (2) Building Positive Relationships, (3) Enhancing Social Communication Skills, (4) Promoting Social Responsibility and Awareness, (5) Enhancing Social Interaction through Play and Cooperation, (6) Modeling and Reinforcing Positive Behavior, (7) Instilling Core Values and Social Responsibility, and (8) Developing Social and Emotional Competence.**

***Social Skills in Private Pre-Schools.*** This refers to learners' ability to communicate, collaborate, and show empathy toward others. Social interactions serve as the foundation of both emotional development and academic achievement, allowing students to form meaningful relationships and improve their self-regulation. The encouragement of cooperative and empathetic classroom behaviors enhances students' social-emotional competence, leading to a sense of belonging and improved classroom climate. Developing these skills ensures that learners not only gain cognitive growth but also emotional resilience and interpersonal understanding.

Participant 1 mentioned, *"I focus on teaching children to be friendly, share with others, take turns, listen when someone is talking, and be kind and respectful."* Likewise, Participant 2 expressed, *"I focus on helping my learners develop sharing, taking turns, using kind words, and listening."*

Both participants perceived social skills as behaviors that needed to be modeled, taught, and reinforced intentionally. Their responses suggested that cooperation was not a natural outcome of classroom dynamics but a cultivated disposition fostered through structured guidance and consistent modeling of respect. By teaching

learners to take turns, share materials, and listen to others, teachers instilled the values of equality, patience, and mutual respect. The emphasis on using “kind words” and “listening” also reflected an emotional learning process, where communication became a medium for developing empathy and self-awareness.

Participant 8 elaborated further on this idea by emphasizing, *“Social skills such as sharing, communication, cooperation, manners, respecting boundaries, and following instructions.”* Respecting boundaries and following instructions indicated that positive social behavior involves both autonomy and discipline, where students learn to balance self-expression with sensitivity to others. The inclusion of “manners” and “boundaries” demonstrated the teacher’s attention to civility and emotional awareness as part of social learning.

According to Participant 8’s emphasis reflected this perspective, *showing that developing positive social interaction is achieved through both interpersonal skill development and behavioral consistency.*

Participant 9 also contributed to this theme, stating, *“I prioritize cooperation, empathy, and respect among my students to help them build positive relationships.”* This participant emphasized relational depth, moving beyond surface-level cooperation toward emotional connection and empathy.

The participants perceived social interaction as a learning process that evolves through teacher facilitation, peer modeling, and emotional engagement. They recognized that children’s social development must be nurtured alongside cognitive skills. In essence, all participants who highlighted cooperation, empathy, and kindness shared a pedagogical commitment to fostering positive peer interactions and emotional growth. Their classroom strategies reflected an understanding that developing social skills is a dynamic, lifelong process that begins with guided practice in safe learning environments. Through explicit instruction and consistent reinforcement, teachers helped children learn to value others, communicate respectfully, and collaborate effectively. These findings reinforced the notion that positive social interaction is not only a behavioral goal but also a moral and emotional foundation for lifelong learning.

As explained by Kwon and Lee (2023), teachers serve as mediators of social learning, shaping how students interpret interactions and resolve conflicts. The participants’ strategies aligned with this view, demonstrating the importance of guided social experiences in developing interpersonal skills. Through intentional modeling and consistent reinforcement, learners internalized social norms that promoted harmony and respect. Additionally, the participants’ focus on empathy and cooperation aligned with current approaches to social-emotional learning (SEL). According to Aydin and Özdemir (2024), SEL practices that prioritize collaboration and emotional literacy help children navigate social challenges more effectively. When students learn to share, communicate, and listen, they develop self-awareness and perspective-taking, key skills for resolving conflicts and maintaining relationships. According to Ceylan and Kesici (2023), the encouragement of cooperative and empathetic classroom behaviors enhances students’ social-emotional competence, leading to a sense of belonging and improved classroom climate.

Bandura's Social Learning Theory (1977), which holds that children pick up new behaviors by watching role models, copying what they see, and repeating behaviors that are rewarded, lends support to this. Children internalized and imitated these prosocial behaviors in their own interactions as a result of teachers' constant displays of kindness and rewards for appropriate behavior.

**Building Positive Relationships.** This refers to the classroom forms of foundation of social and emotional development. A learning environment that fosters trust, friendship, and care allows students to feel emotionally safe and connected to others. When teachers intentionally cultivate supportive relationships, learners are more likely to participate actively, collaborate, and show empathy toward peers. Studies have shown that classrooms emphasizing emotional security and mutual respect improve not only student behavior but also academic engagement and motivation.

Participant 3 emphasized the importance of fostering trust in the classroom, stating, *“Building trust.”* Trust promotes openness, honesty, and psychological safety, allowing students to express themselves freely without fear of ridicule. It serves as the cornerstone for effective communication and collaboration, as students who trust their teachers are more receptive to feedback and guidance. Building on this idea, Participant 7 expressed, *“In my classroom I prioritize social skills that help children build positive relationships and create a respectful,*

*caring learning environment.*” This statement underscored the importance of nurturing both emotional and social aspects of learning. A caring and respectful atmosphere helps children feel valued, which in turn enhances their motivation to learn and interact positively with peers. When students experience warmth and fairness from their teachers, they develop empathy and a sense of belonging. Participant 10 shared, “*The social skills I prioritize in my classroom is how they mingle with others. The friendship that can be developed through playing games with each other.*” This statement highlighted the social and developmental importance of friendship and play in building relationships. Through play, children naturally learn cooperation, sharing, and emotional regulation. Games provide an authentic context for practicing social norms such as fairness and teamwork.

Furthermore, the participants’ emphasis on friendship and caring relationships illustrated how teachers act as emotional role models. By modeling kindness, patience, and empathy, educators shape how students interact with one another.

This corroborates Meyer and Leone (2023), which emphasized that classrooms promoting relational warmth and peer support experience lower levels of aggression and higher collaborative engagement. The teachers’ testimonies reflected a deliberate commitment to creating a culture of connection rather than competition, one where every learner feels responsible for maintaining harmony and respect. Ceka and Murati (2023) also emphasized emotional modeling by teachers contributes significantly to students’ social maturity and ethical understanding. Studies have shown that classrooms emphasizing emotional security and mutual respect improve not only student behavior but also academic engagement and motivation (Roorda et al., 2023).

According to Bronfenbrenner's Ecological Systems Theory (1979), a child's development is facilitated by ongoing interactions within their immediate environment, or microsystem, especially with peers and teachers. Positive classroom relationships inherently foster healthy social development because they have a direct impact on children's behavior and emotional stability.

**Enhancing Social Communication Skills.** Refers to the children’s social communication skills is a crucial foundation for their overall social and cognitive development. Communication enables learners to express their thoughts, emotions, and needs while also understanding and responding to those of others. In early childhood education, verbal and expressive communication are central to building relationships and fostering collaboration among peers. Effective communication allows children to participate actively in classroom discussions, resolve conflicts, and develop empathy.

Participant 4 stated, “*Verbal communication needs to be developed in early childhood programs.*”

This remark encapsulated the teacher’s awareness that verbal communication serves as a cornerstone of social development during formative years. By prioritizing verbal communication, educators help children articulate their ideas, feelings, and perspectives clearly and respectfully. This process strengthens students’ ability to collaborate with others and participate meaningfully in group learning contexts. Research supports this perspective by emphasizing that early childhood programs should integrate structured opportunities for conversation, storytelling, and expressive play to enhance children’s linguistic competence. In classrooms where students are encouraged to verbalize their emotions and thoughts, they learn to negotiate, empathize, and problem-solve collaboratively. Additionally, enhancing social communication goes beyond speaking and listening it includes nonverbal cues, body language, and emotional expression. Teachers who model active listening, positive tone, and respectful interactions provide powerful examples for young learners to emulate. Role-playing, cooperative learning, and storytelling can help children refine both expressive and receptive skills. Moreover, communication development in early childhood lays the groundwork for lifelong learning and personal growth. The participant’s insight aligns with socio-constructivist theories which view communication as central to cognitive development. When learners are encouraged to verbalize their thoughts, they strengthen metacognitive awareness and develop self-regulation.

As Sung et al. (2023) observed, communication-based pedagogies that engage students in interactive dialogue foster stronger teacher–student bonds and higher classroom engagement. This further demonstrates that developing verbal communication is not only about linguistic ability but also about cultivating social connectedness and empathy. Supporting this, Keenan and O’Connor (2024) emphasized that communication-rich classrooms help students manage emotions and behavior more effectively, as verbal expression replaces

impulsive or aggressive responses. According to Pyle et al. (2023), the ability to communicate effectively in social settings supports not only academic achievement but also emotional intelligence and interpersonal competence.

According to Vygotsky's Sociocultural Theory (1978), children primarily use language to think, interact, and create meaning. Since the theory holds that learning happens through social interaction and dialogue, children can acquire both cognitive understanding and effective communication skills through facilitated conversations and group discussions.

**Promoting Social Responsibility and Awareness.** Refers that classroom is an essential component of character formation and civic learning. It enables students to develop a sense of accountability, empathy, and cooperation as members of a community. Through teamwork, shared responsibility, and interdependence, learners begin to understand how their actions affect others and the larger social environment.

Participant 5 explained, *“As a teacher I prioritize social skills by integrating social activities that promote my students to be socially aware of their surroundings.”* By integrating social activities, the participant emphasized experiential learning allowing students to recognize their roles in the classroom community and how their behavior affects others. The focus on awareness of surroundings illustrated an understanding that education should connect learners to their immediate social environment. When learners are encouraged to notice others' emotions and perspectives, they develop the capacity to act with compassion and fairness. Similarly, Participant 6 shared, *“Interdependency is what I prioritize in my classroom. Basically, they will give importance to every individual, keeping in mind that specific task/role is given to them.”* This statement underscored the importance of teamwork and mutual reliance in achieving shared goals. By assigning specific tasks or roles, the participant encouraged students to value each other's contributions and understand that success is a collective outcome. Interdependence in learning environments teaches students accountability, respect, and trust—essential qualities for building responsible communities. Furthermore, promoting social responsibility helps students navigate ethical and moral dimensions of life. In classrooms where learners practice interdependence, they develop respect for diversity and a sense of justice. This process strengthens moral identity, as learners begin to perceive themselves as part of a larger community with shared responsibilities.

In line with this, Hoffman and Kim (2023) argued that moral and social education rooted in awareness and interdependence contributes to students' long-term ethical maturity and community engagement. This aligns with the findings of López and Cervantes (2024), who concluded that classrooms emphasizing collaborative responsibility lead to higher empathy, leadership, and moral reasoning among students. Such approaches prepare learners not only for academic collaboration but also for active participation in democratic societies. As Kim and Lee (2022) also observed, classrooms that emphasize collaboration and community-based learning nurture students' sense of belonging and ethical understanding, ultimately fostering global citizenship.

According to Bronfenbrenner's Ecological Systems Theory (1979), children's behavior is influenced by the customs, expectations, and routines of their social environments. Children who actively participate in classroom systems gain a better understanding of their roles and responsibilities, which enhances their social awareness and fosters cooperative behavior.

**Developing Social and Emotional Competence.** Refers to the essential early years of education because it shapes children's ability to build relationships, regulate emotions, and engage meaningfully with others. When learners are guided to share, communicate, and empathize, they gain the foundation for responsible social behavior and emotional maturity.

Participant 10 stated that the goal is for children *“to communicate and express their emotion freely.”*

Emotional expression not only supports psychological well-being but also strengthens classroom relationships built on trust and understanding. Instead of suppressing emotions, teachers are now encouraged to create safe spaces where feelings can be discussed and understood. When learners feel secure in expressing emotions, they become more empathetic and responsive to their peers, fostering a supportive and cohesive classroom community. Teachers who nurture empathy through modeling and discussion help students develop prosocial behavior, such as sharing, helping, and cooperating. By addressing emotions as part of learning, educators help students develop resilience and self-control—skills that positively influence both social and academic outcomes.

According to Hayashi et al. (2022), fostering social and emotional learning (SEL) in the classroom enhances children's empathy, cooperation, and self-regulation, all of which contribute to a supportive learning atmosphere. Similarly, Özgünlü et al. (2022) found that integrating SEL within classroom routines helps children understand both their own emotions and those of others, promoting inclusion and mutual respect. According to Zhou (2023), encouraging children to articulate emotions freely promotes emotional regulation and resilience, leading to better mental health outcomes. Through such practices, teachers help young learners build self-awareness and confidence in social interactions.

According to Vygotsky's Sociocultural Theory (1978), self-regulation is developed through scaffolding, in which adults gradually mentor children until they are able to control their emotions on their own. Children gradually internalize appropriate emotional responses when they receive consistent coaching and supportive interactions.

***Enhancing Social Interaction through Play and Cooperation.*** Refers to the fundamental pathways for promoting children's social interaction and overall development. Through collaborative activities, learners not only gain communication and problem-solving skills but also develop empathy, teamwork, and mutual respect. In early education, teachers intentionally design play-based experiences that allow children to learn from one another, practice cooperation, and strengthen peer relationships.

Participant 1 mentioned using *“Circle Time Discussion, Collaborative Tasks, and Educational Games”* as strategies for fostering social skills in the classroom. Likewise, Participant 2 highlighted *“Playtime”* as a central approach to teaching cooperation and social engagement. These statements revealed how teachers integrate play into structured routines to enhance peer communication and active participation. Through shared play, learners develop essential social behaviors such as taking turns, resolving disagreements, and expressing empathy. These experiences help young learners navigate social challenges, build friendships, and internalize community-oriented values. As Participant 3 stated, *engaging in collaborative problem-solving and group activities teaches responsibility and respect for peers’ opinions.* Participant 5’s statement about using *“games, storytelling, art projects, and role-playing”* also reflected a creative approach to fostering cooperation and play. Through these interactive methods, students can express individuality while participating in collective activities. Storytelling and creative play provide opportunities for students to articulate emotions and perspectives, strengthening their capacity to relate to others. This type of environment nurtures cooperation, empathy, and shared responsibility among learners. Participant 6 emphasized activities such as *“Art, Music, group activities, Partner Activities ‘Think-Pair-Share,’ and cooperative games.”* This demonstrates a focus on both cognitive and social engagement. The *“Think-Pair-Share”* strategy, in particular, encourages students to process information individually before sharing and collaborating with peers. It allows for balanced participation, reducing social anxiety and increasing confidence among children. Participant 7 also noted that assigning *“small tasks, group work, and collaboration helps them to develop communication with peers.”* This statement underscores how cooperative learning fosters verbal interaction and teamwork. When learners are given shared responsibilities, they learn to negotiate roles, express their ideas, and compromise with others. Participant 8 contributed that *“Group activities that involve cooperation and the 21st Century Learning Skills”* are vital to classroom success. This highlights the importance of integrating modern skills such as communication, collaboration, and critical thinking within play-based contexts. Finally, Participant 9 summarized this theme effectively by stating that to promote social interaction, *“diverse activities such as think-pair-share, role-playing, group brainstorming, and others”* should be used. This inclusive and varied approach reflects how teachers recognize that social learning is most effective when multiple interactive strategies are employed. Diversity in activity types allows children with different learning styles to engage meaningfully, thereby reinforcing inclusivity. Collectively, these findings illustrate that play-based and cooperative strategies form the cornerstone of social development in the classroom. Teachers foster interaction by integrating collaborative tasks, games, and expressive arts into daily instruction. These practices cultivate empathy, communication, and teamwork skills that are essential for positive social relationships and long-term emotional growth. Through cooperation and play, learners internalize the value of respect and develop the confidence to interact harmoniously with others. Across participants, there was a shared understanding that cooperative play, group work, and creative tasks strengthen communication and empathy among learners. These practices align with recent research showing that social interaction in playful, collaborative contexts improves self-regulation, teamwork, and problem-solving abilities. Ultimately, by embedding cooperation into play, teachers cultivate not just academic competence but social and emotional intelligence that prepare children for lifelong success.

According to Baumer et al. (2022), structured play and collaborative learning enable children to build social understanding by sharing ideas and negotiating roles. Similarly, research by Barron and Greenfield (2023) emphasized that interactive play enhances students' capacity to cooperate, express emotions, and communicate effectively within group settings. Baumer et al. (2022) noted that collaborative play fosters cognitive flexibility and emotional awareness by allowing children to experience the perspectives of others. These experiences help young learners navigate social challenges, build friendships, and internalize community-oriented values.

According to Vygotsky's Sociocultural Theory (1978), children experiment with roles, negotiate rules, and learn cooperation through play, which is a crucial setting for social and cognitive development. Children naturally practice problem-solving, communication, and teamwork through shared play experiences.

**Modeling and Reinforcing Positive Behavior.** Refers on teaching children to behave positively in early childhood settings is a multifaceted task. It involves deliberately shaping social behaviour through modelling, guided practice, clear routines, and reinforcement of desired actions. When teachers act as behavioural exemplars and consistently reward prosocial conduct, they help learners internalize social norms, self-regulate, and respond compassionately to others.

Participant 1 explained, *"I teach them through guided practice, modeling and positive reinforcements,"* while Participant 5 similarly stated, *"I use modeling good behavior, guided practice, and positive reinforcement."* Participant 3 noted, *"Having an established routine is important in teaching children... modeling to them how to share, take turns, and resolve conflicts: listening, asking forgiveness, and forgiving them also,"* while Participant 7 highlighted, *"By establishing routines and transitions, importance of getting along with their classmates."* Participant 4 observed, *"I remind them of class rules, show them the right way to act, praise good behavior, and guide them to talk and say sorry when they have disagreement,"* which was echoed by Participant 10. These remarks demonstrate that modeling alone is insufficient; reinforcement through praise, recognition, and correction consolidates learning.

Moreover, the participants emphasized teaching moral and emotional skills alongside behavior. These approaches create a positive classroom climate. When teachers consistently model and reinforce appropriate behavior, children experience a learning environment grounded in respect, safety, and inclusion. It emphasized that classrooms where teachers integrate behavioral modeling and reinforcement report higher levels of peer cooperation, lower aggression, and enhanced emotional regulation. In this way, modeling and reinforcement extend beyond individual behavior management; they shape the relational and moral culture of the classroom.

As Jones, Brush, and Bailey (2023) explained, structured classroom routines, coupled with teacher modeling, foster emotional security and increase opportunities for cooperative behavior, thereby reducing conflict and enhancing peer relationships. Also, Graham, McDonald, and Hart (2024) found that reinforcing desirable behaviors encourages children to internalize social rules, transforming compliance into self-motivated actions. This combination of modeling, structured practice, and reinforcement is crucial for nurturing autonomous and socially responsible learners. Recent research emphasises that positive behaviour in young children is strongly influenced by adult modelling and supportive classroom environments (Masturin, 2023).

According to Bandura's Social Learning Theory (1977), modeling, imitation, and reinforcement are the ways in which behavior is shaped. Children are more likely to repeat and maintain desired behaviors when they see adults engaging in them and when they receive praise for doing the same.

**Instilling Core Values and Social Responsibility.** Refers to the social responsibility and awareness in young children is a critical element of early childhood education. Teachers who emphasize shared values such as empathy, cooperation, turn-taking, and listening help learners understand that their actions affect others and that they are part of a larger community. Participant 2 articulated the importance of reinforcing simple but powerful value messages by stating, *"I always tell my pupils that 'SHARING is Caring.'"* Similarly, Participant 6 shared, *"The motto is: sharing is caring, wait for your turn, one-on-one coaching."* Both statements highlight how repeated verbal messages about core values are reinforced with supportive guidance, which encourages children to internalize the meaning of sharing and patience. When these value messages are combined with one-on-one coaching, children receive tailored support to apply these principles in daily interactions. Participant 8 noted, *"I*

*teach them how to listen to those around them and understand more the problem,” while Participant 9 remarked, “I apply the concept of play as it encourages children to be aware of others and learn interpersonal skills.”*

These statements reveal that teachers aim to develop social responsibility not only through verbal instruction but also through practice, interaction, and reflection. By teaching listening skills and incorporating play-based activities that require cooperation, children learn to consider the perspectives and needs of others. Play provides opportunities to practice sharing, turn-taking, and negotiating social rules, which strengthens both moral and social development. By fostering awareness of others’ feelings and needs, teachers help children understand the consequences of their actions and develop a sense of moral accountability.

According to Weldemariam (2022), early childhood programs that integrate care, cooperation, and social awareness into everyday activities successfully promote socially responsible behavior and empathetic engagement. Also, Elizarov et al. (2024) highlight that children who are guided to recognize and respond to the feelings and needs of others are more likely to exhibit prosocial behavior and cooperative engagement in group settings. Research by Gunnestad (2022) indicates that embedding value statements in early childhood curricula encourages children to adopt prosocial attitudes and develop ethical behaviors in both school and home environments.

According to Bronfenbrenner's Ecological Systems Theory (1979), interrelated systems like the family, school, and culture have an impact on children's values. Social responsibility and moral behavior are reinforced when exposed to uniform expectations in these contexts.

### **Strategies and Teaching Methods are Used by Private Preschool Educator**

To develop Social Skills In Early Learners they used this strategies and teaching methods, the respondents notice the improvement in their social behavior, which includes **(1) Observation and Monitoring Progress, (2) Enhancing Social Skills and Confidence, (3) Developing Empathy and Cooperation, (4) Promoting Communication and Social Etiquette, and (5) Enhancing Social Skills and Confidence.**

**Observation and Monitoring Progress.** Refers to the learners’ progress is a central component in early childhood education, as it allows educators to track social, emotional, and cognitive development in authentic contexts. Continuous observation enables teachers to identify the strengths and needs of each child, provide timely feedback, and design interventions that support holistic growth. Through observation, educators gain insights into children’s interactions, engagement, and responsiveness, which guide decisions about teaching strategies and social development support.

Participant 1 explained, *“I assess them through daily observation, documentation and communication with parents.”* Participant 4 similarly stated, *“I watch how they play and talk with others, write short notes about their behavior, and talk with parents about their child's improvement,”* while Participant 5 added, *“Through continuous observation, documentation and communication.”* These statements reflect the practice of triangulating data from direct observation, anecdotal records, and parental input. This approach ensures that educators monitor progress accurately and adjust strategies to address social, cognitive, and emotional needs effectively. Participant 2 remarked, *“The way she/he interacts with me and with his/her classmates,”* while Participant 8 observed, *“Once I saw changes in the way they interact with people, when they become more open to initiate conversation.”* Participant 9 elaborated, *“I assess a child’s social skills progress through observation during play and group activities. I also use checklists, anecdotal records, and feedback from parents to monitor improvement in cooperation, communication, and empathy.”* These statements underscore that social engagement, peer interactions, and cooperative behaviors are key indicators of progress. Participant 3 shared, *“For assessment, we use a checklist for their skill set and the ECCD: ability to communicate, ability to answer questions,”* while Participants 7 and 10 mentioned, *“By setting an assessment tool that looks into their progress such as group work.”* These statements indicate that teachers utilize systematic assessment tools to quantify progress in specific skill areas. Checklists, group work evaluations, and skill-based assessments provide measurable data that complement qualitative observation. Skill-specific assessment was also considered essential for evaluating individual competencies. Participant 6 noted, *“Ability to respond properly verbally; ability to listen and obey instructions.”* Monitoring specific skills such as listening, verbal responses, and task compliance ensures that educators address areas requiring support while reinforcing strengths.

Taken together, these practices illustrate a comprehensive approach to observing and monitoring progress. Teachers integrate continuous observation, parental communication, structured tools, and skill-specific assessment to obtain a holistic understanding of each child's development. This approach not only allows educators to track improvement but also provides the foundation for designing tailored strategies that promote cooperation, communication, empathy, and other critical social skills. In addition, the combined use of observation and structured tools ensures that progress is both accurately monitored and effectively supported. In conclusion, the participants' emphasis on observation, documentation, structured assessment, and parental feedback aligns with best practices in early childhood education. Systematic monitoring of social and cognitive skills enables educators to identify needs, track improvements, and provide timely guidance, thereby fostering social competence and overall development. Research demonstrates that observation combined with structured tools and parental input enhances the reliability and validity of assessments and supports evidence-based decision-making in early learning environments. Ultimately, continuous observation and monitoring empower educators to create responsive, supportive, and socially enriching classroom experiences where children can thrive academically and socially.

According to Monti et al. (2022), combining observation with parent feedback provides a more comprehensive understanding of a child's development, as children may display different behaviors at home and in the classroom. This approach ensures that educators monitor progress accurately and adjust strategies to address social, cognitive, and emotional needs effectively. As highlighted by Faizah and Suryani (2022), structured assessment tools allow educators to track skill acquisition over time and make evidence-based decisions about interventions and curriculum adjustments. Recent studies have highlighted that systematic observation and documentation are vital for supporting individualized learning, especially in early childhood programs where social skills development is critical (Cevik & Acar, 2023).

Vygotsky's Sociocultural Theory (1978), especially the Zone of Proximal Development concept, which emphasizes determining what a child can accomplish on their own versus with help. Teachers identify the proper scaffolding to support ongoing development through observation.

**Enhancing Social Skills and Confidence.** Refers to the development of social skills and confidence among children is a vital component of holistic education, as it directly shapes their interpersonal relationships, self-expression, and emotional well-being. Teachers in this study emphasized how classroom strategies focusing on interaction, communication, and encouragement lead to noticeable improvements in students' confidence and social competence. As children engage in structured play, peer collaboration, and guided interactions, they begin to express themselves more openly and establish a sense of belonging.

Participant 1 noted that many children became *"more friendly and confident," learning to share and take turns,* while Participant 5 added that as learners *"get along, they develop confidence when talking to each other."* Participant 8 reflected that a *once-quiet student who "didn't know how to communicate well" eventually learned to use polite expressions like "please" and "thank you."* Similarly, Participant 9 mentioned *that children became capable of apologizing and expressing empathy toward others.* These examples illustrate that verbal communication and politeness are critical dimensions of social development. In addition to verbal confidence, the teachers also encountered various challenges that influenced children's social growth. Participant 4 elaborated that *"short attention spans and difficulty managing emotions" were common barriers.* Teachers must therefore employ differentiated strategies to accommodate these differences while maintaining consistency and patience. Participant 7 captured this challenge aptly, emphasizing *that "enhancing social skills does not happen immediately; you need to be patient and consistent to see long-term results."* To address these challenges, participants employed supportive interventions designed to build confidence and encourage social participation. Participant 4 described fostering a *"safe and inclusive classroom environment" that allowed students to engage in small group activities and learn empathy through modeled communication.* A recurring theme across the participants' responses is the role of gradual exposure and encouragement in building confidence. Participant 10 mentioned *using one-on-one encouragement and allowing shy students to first observe before participating, helping them become "comfortable and confident to attend class and talk to their classmates."* Finally, the participants noted the importance of recognizing small yet meaningful improvements in children's confidence as indicators of successful social development.

Simple behaviors such as initiating conversation, showing politeness, or maintaining eye contact were perceived as signs of growth. Teachers play a crucial role in modeling empathy, fostering communication, and creating environments where children feel valued and capable. Over time, these efforts lead to remarkable transformations in students' confidence, from initial shyness to self-assured social participation.

According to Toseeb et al. (2023), nurturing social competence in early education fosters resilience and emotional security, which are foundational for both academic and personal growth. As noted by Zhang and Li (2023), learning socially appropriate language and emotional expression supports the internalization of empathy and respect, both of which strengthen classroom harmony and peer trust. Research supports this progression, showing that confidence in communication and peer interaction improves when teachers model and reinforce prosocial behavior in inclusive classroom settings (Hendrickson & Strain, 2024).

Bandura's Social Learning Theory (1977), in particular the idea of self-efficacy, which contends that children's confidence in their own abilities is reinforced by positive reinforcement and recurrent successful experiences. Children's confidence naturally rises as they are supported and succeed socially.

***Developing Empathy and Cooperation.*** Refers to a young learners fundamental aspect of social and emotional learning in early childhood education. Teachers play a critical role in modeling empathetic behavior, guiding interactions, and creating classroom environments that encourage children to understand and respond to the emotions of others. By promoting cooperative play, turn-taking, and shared responsibilities, educators help children internalize prosocial behaviors that carry into later academic and personal contexts.

Participant 2 emphasized the development of *“empathy and kindness, cooperation and communication,”* while Participant 4 noted, *“I've observed children who initially struggled to share or communicate becoming more cooperative and expressive. Over time, they learned to wait for their turn, show empathy, and help classmates during activities.”* Similarly, Participant 3 described that *“the child is improving when he/she is actively participating in activities.”* These reflections suggest that children's ability to recognize and respond to others' needs develops gradually through guided participation in structured and unstructured classroom activities. Participant 5 explained that as learners *“get along, they develop confidence when talking to each other,”* while Participant 6 observed that students were *“no longer afraid to talk for themselves.”* These observations indicate that social confidence and empathy are mutually reinforcing; as children gain assurance in expressing themselves, they become more attuned to the needs of others and more willing to participate in cooperative interactions. Teachers also identified challenges in fostering empathy and cooperation, particularly related to children's diverse personalities, attention spans, and home experiences. Participant 1 described challenges with children who are *“very shy, easily upset, or have trouble following directions,”* whereas Participant 2 noted *“differences in social maturity and diverse home environments.”* Participant 3 emphasized that *“each student is unique and needs to adjust to both extreme introvert and extrovert tendencies,”* and Participant 4 pointed out difficulties with *“short attention spans, difficulty managing emotions, and conflicts arising from differing personalities.”* To support children facing these challenges, participants described strategies that combine guided practice, emotional coaching, and classroom routines designed to foster empathy and cooperation. These approaches demonstrate that empathy and cooperative behaviors can be nurtured when children feel safe, supported, and guided by consistent adult scaffolding. Parental involvement emerged as another key factor in promoting empathy and cooperation.

Participants consistently observed that children whose parents actively engaged in supporting their social development displayed faster and more consistent progress. Children's social confidence, engagement in group activities, and ability to recognize and respond to the needs of others improve when teachers provide consistent modeling, reinforcement, and individualized support. Literature affirms that empathy and cooperation cultivated during early childhood form the foundation for long-term social competence and prosocial behavior, emphasizing the importance of a collaborative approach that integrates classroom strategies with parental engagement. Ultimately, fostering empathy and cooperation equips children not only to interact positively with peers but also to navigate social and emotional challenges throughout their lives.

According to Lee and Wang (2024), repeated exposure to collaborative tasks and peer-centered interactions significantly enhances children's empathic understanding and cooperative problem-solving abilities. Research corroborates this link, suggesting that social confidence provides the foundation for meaningful collaborative

engagement and the development of prosocial behaviors (Miller et al., 2022). Research indicates that fostering empathy and cooperative skills early in life enhances peer relationships, reduces conflict, and supports overall social competence (Brown & Lee, 2023)

According to Vygotsky's Sociocultural Theory (1978), children learn by internalizing the viewpoints of others through shared social experiences. Children gain comprehension, empathy, and cooperative skills through group projects and supervised interaction.

**Promoting Communication and Social Etiquette.** Refers that early childhood education is critical for developing children's interpersonal skills and emotional intelligence. Teachers play a central role in guiding learners to express themselves respectfully, listen actively, and engage positively with peers and adults. By encouraging polite expressions, turn-taking, and structured conversation, educators help children internalize socially acceptable behaviors that foster harmonious interactions within the classroom. Participant 8 explained that children who initially *"didn't know how to communicate well, didn't know how to say the magic words,"* eventually learned to use polite expressions such as *"please" and "thank you."* Participant 9 noted that *learners became capable of apologizing appropriately, reflecting an increased sense of empathy and moral awareness.* Similarly, Participant 1 observed that *students became "more friendly and confident," practicing courteous interaction and speaking respectfully to classmates.* These statements suggest that the development of communication skills and etiquette is a gradual process that depends on consistent modeling, reinforcement, and guided practice. Teachers also encountered challenges in teaching communication and etiquette due to individual differences among learners. Participant 1 mentioned *difficulties with children who are "very shy, easily upset, or have trouble following directions,"* whereas Participant 2 emphasized *the influence of diverse home environments and varying levels of social maturity.* Participant 4 identified *children's short attention spans and difficulties in managing emotions as barriers to consistent communication.* Teachers must therefore employ differentiated approaches that accommodate each learner's unique needs while maintaining consistency and patience. Participant 7 highlighted *the importance of long-term commitment, stating that the development of social etiquette "does not happen immediately" and requires ongoing reinforcement.* To address these challenges, participants implemented targeted strategies to enhance communication skills and social manners. Participant 4 described *creating "a safe and inclusive classroom environment" where shy children could engage in small group activities while learning appropriate ways to communicate.* Participant 5 emphasized *the role of listening attentively and providing opportunities for children to express themselves, thereby fostering confidence and social competence.* Furthermore, Participant 10 described *a stepwise approach that allowed learners to first observe classroom interactions, then gradually participate one-on-one, and finally interact with larger groups once they felt confident.* Parental involvement was repeatedly mentioned as a key factor in supporting the development of communication and etiquette skills. Participants consistently observed that children whose parents actively reinforced positive behaviors at home progressed more rapidly. In addition to polite expressions, the participants highlighted the importance of modeling empathy through communication. Participant 9 shared that *children began to apologize when they unintentionally caused harm, demonstrating both social awareness and emotional regulation.* Participant 8's observation of learners saying *"please" and "thank you" illustrates how consistent reinforcement of socially appropriate language contributes to broader social competence.* Promoting communication and social etiquette is a multifaceted process that involves modeling, reinforcement, scaffolding, and parental collaboration. Teachers' deliberate strategies, such as pairing learners, creating inclusive environments, and providing incremental opportunities for participation, foster both confidence and prosocial behavior. Over time, these efforts lead to significant improvements in children's ability to communicate effectively, demonstrate politeness, and engage empathetically with peers and adults. The findings of this study are supported by contemporary literature, which emphasizes that early social communication and etiquette training contribute to emotional intelligence, interpersonal competence, and long-term social success.

According to Lee and Wang (2024), repeated exposure to collaborative tasks and peer-centered interactions significantly enhances children's empathic understanding and cooperative problem-solving abilities. Research corroborates this link, suggesting that social confidence provides the foundation for meaningful collaborative engagement and the development of prosocial behaviors (Miller et al., 2022). The development of these skills supports not only effective social interaction but also long-term academic success and personal growth (Park & Kim, 2023).

Language is a basic tool for thought and self-control, according to Vygotsky's Sociocultural Theory (1978). Children are taught how to follow social norms and appropriately express their emotions through guided conversations, storytelling, and structured dialogue. Classroom communication techniques promote social and cognitive growth.

***Enhancing Social Skills and Confidence.*** Refers that young learners is essential for fostering positive classroom interactions and supporting overall social-emotional development. Early childhood educators play a pivotal role in creating a safe and supportive environment where children feel encouraged to express themselves, engage with peers, and develop self-assurance in their abilities. These competencies are cultivated through intentional guidance, structured activities, and consistent reinforcement of prosocial behavior.

Participant 1 observed *that children became “more friendly and confident.* They learn to share their things, take turns during play, and talk nicely to their classmates.” Similarly, Participant 5 explained *that as learners learned to get along with peers, they “develop confidence when talking to each other;”* and Participant 6 noted *that students were “no longer afraid to talk for themselves.”* Participant 7 also highlighted *that children “are not shy or afraid to speak out their minds when they enjoy interacting with other people,”* while Participant 10 observed *that learners who were initially shy became more comfortable and confident in attending class, sitting with peers, and speaking with both classmates and teachers.* These reflections demonstrate that social skill acquisition and confidence are interrelated, as learners who engage positively with peers gain the self-assurance to navigate social contexts effectively. Participant 1 described *difficulties with children who are “very shy, easily upset, or have trouble following directions,”* while Participant 2 emphasized *challenges stemming from diverse levels of social maturity and varying home environments.* Participant 4 highlighted *attention and emotional regulation difficulties,* and Participant 10 mentioned *students struggling to comprehend instructions and obey classroom rules.* Furthermore, Participant 7 explained *that one of the major challenges was consistency, noting that enhancing social skills “does not happen immediately” and requires patience and ongoing reinforcement.* These observations are supported by research indicating that children’s temperament, prior experiences, and individual differences significantly influence the pace and effectiveness of social skill development. To address these challenges and foster confidence, participants implemented multiple strategies. These strategies indicate that scaffolding, consistent encouragement, and structured opportunities for interaction are effective in enhancing both social competence and confidence. Parental involvement emerged as another critical factor in supporting social skill acquisition and confidence building.

Participants consistently noted that learners with actively involved parents developed social skills and confidence more rapidly. In conclusion, enhancing social skills and confidence in early learners requires deliberate teacher strategies, structured classroom practices, and active parental collaboration. Despite challenges related to temperament, attention, and varying home experiences, supportive guidance and parental involvement contribute significantly to successful social skill development. Contemporary research underscores that early interventions promoting social competence and confidence have lasting effects on children’s interpersonal relationships, emotional regulation, and overall well-being. By fostering these skills, educators empower learners to navigate social situations effectively, develop self-assurance, and cultivate positive relationships that extend beyond the classroom.

Recent literature supports this, indicating that participation in collaborative learning and guided social interactions enhances children’s self-efficacy, confidence, and prosocial behavior (Miller et al., 2022; Sanchez et al., 2022). These observations are supported by research indicating that children’s temperament, prior experiences, and individual differences significantly influence the pace and effectiveness of social skill development (Gómez & Pérez, 2023; Chen & Liu, 2022). Research indicates that children who acquire strong social skills and confidence early on are better equipped to manage interpersonal relationships, navigate challenges, and succeed both academically and socially (Brown & Lee, 2023).

Bandura’s Social Learning Theory (1977), principle of observational learning and self-efficacy. Children develop confidence by observing teachers and peers, imitating positive behaviors, and receiving reinforcement. When teachers model respectful communication and cooperation, and provide praise for appropriate behavior, learners internalize these actions and build confidence in their social interactions.

## Assessing the Development of Social Skills in Preschool Students

To assess the Development of Social Skills in Pre-School students, the respondents evaluate the students appropriate social skills, which includes **(1) Enhancing Social Skills Through Observation and Interaction, (2) Developing Social-Emotional Skills and Encouraging Cooperation and Sharing, (3) Engaging Parents in Social Development, and (4) Enhancing Social Skills Through Observation and Interaction.**

**Enhancing Social Skills Through Observation and Interaction.** Refers to evaluating whether children are acquiring appropriate social skills is a critical component of early childhood education, as it provides insights into their interpersonal development, emotional regulation, and cooperative abilities. Teachers in this study primarily rely on careful observation, structured documentation, and interactive engagement to monitor children's social growth.

Participant 1 emphasized observing *"how children interact during class and playtime, how they share, cooperate, and show respect,"* while Participant 3 highlighted *the use of checklists and anecdotal records alongside observations to systematically track social-emotional progress.* Similarly, Participant 10 noted *that assessment involves observing whether children "share, take turns, follow rules, and show kindness to classmates."* Participant 4 emphasized *communication as a primary competency,* whereas Participant 6 highlighted *the importance of monitoring overall development across multiple domains.* Teachers also actively encourage family involvement to reinforce social learning beyond the classroom. Participants described various strategies to engage parents, including inviting them to participate in classroom activities, providing updates on their child's social progress, and offering guidance on promoting prosocial behavior at home. Participant 1 emphasized *modeling positive behavior and joining school activities,* whereas Participant 3 shared *that family involvement involves "sharing updates about their child's social growth, and providing tips on how to reinforce positive behaviors at home."* To further promote social skill development, participants implement innovative classroom strategies. Participant 3 also highlighted *the use of digital tools and parent workshops to strengthen home-school collaboration, illustrating an integrative approach to fostering social-emotional skills.*

Despite these efforts, teachers encounter challenges in fostering social skills among young learners. Such observations align with research demonstrating that early social development is influenced by temperament, family background, and exposure to structured learning experiences. To monitor and evaluate progress effectively, teachers employ a variety of assessment tools. Observation checklists, anecdotal records, behavior charts, and rating scales are used to document cooperative behavior, empathy, communication, and respect. These tools provide objective and systematic records of children's interactions, facilitating targeted interventions and informing parental guidance. By combining observational data with parent feedback, teachers can identify both strengths and areas needing reinforcement, ensuring that social skills are nurtured consistently across home and school environments. Enhancing social skills through observation and interaction requires a multifaceted approach that integrates careful monitoring, structured activities, parent involvement, and innovative teaching strategies. Teachers in this study highlighted the importance of consistent observation, documentation, and guided interaction to evaluate social development, while also emphasizing collaboration with families to reinforce learning beyond the classroom. Despite challenges related to temperament, attention, and home environment, the combination of experiential learning, supportive assessment tools, and parental engagement contributes to meaningful improvements in children's social-emotional competence, empathy, and cooperative behavior. These findings affirm that deliberate teacher strategies, alongside active family participation, are essential in fostering socially competent and emotionally resilient learners.

These strategies align with best practices in early childhood education, which underscore observation and structured documentation as essential tools for evaluating social skill development (Gartrell, 2022; Toseeb et al., 2023). These observations are consistent with research indicating that early identification of prosocial behaviors facilitates timely intervention and supports holistic social-emotional learning (Brown & Lee, 2023). Literature indicates that parental engagement enhances the reinforcement of social skills at home, creating a consistent environment for children to practice empathy, sharing, and cooperation (Huang & Zhao, 2023; Miller et al., 2022).

Vygotsky's Sociocultural Theory (1978), which highlights how social interaction is the primary means of learning. Teachers determine the developmental needs of children and offer scaffolding within the Zone of

Proximal Development through guided participation and observation. Prior to being internalized by the child, social skills are initially developed through interaction with others.

**Developing Social-Emotional Skills and Encouraging Cooperation and Sharing.** Refers that early childhood is a core aspect of holistic education. Social-emotional competence enables children to recognize and regulate their emotions, understand the feelings of others, and engage constructively in collaborative settings. Participants in this study highlighted that guiding children through structured interactions, play-based activities, and peer-centered tasks significantly contributes to the growth of empathy, cooperation, and prosocial behavior. Teachers reported observable improvements in children's ability to empathize, cooperate, and participate meaningfully in group activities.

Participant 2 emphasized that learners develop “empathy and kindness, cooperation and communication,” while Participant 4 observed that children who initially struggled to share or communicate became “more cooperative and expressive” over time, learning to wait their turn, help classmates, and demonstrate concern for others. Participant 3 noted that social skills progress was evident when a child was “actively participating in activities.” Participant 6 noted that children were “no longer afraid to talk for themselves,” and Participant 10 highlighted that previously shy learners became more comfortable and assertive in social settings. Despite these advancements, participants identified several challenges in fostering social-emotional skills. Differences in personality, attention span, emotional regulation, and home environments often influenced children's ability to cooperate and share. Participant 1 described shy or emotionally sensitive children, while Participant 3 noted that “each student is unique and needs to adjust to both extreme introvert and extrovert tendencies.” Participant 4 highlighted difficulties arising from short attention spans and conflicts due to differing personalities. Participant 9 further pointed out challenges linked to home environments, such as lack of support or overreliance on digital devices, which affected social engagement. Teachers implemented multiple strategies to address these challenges and promote cooperation. Small group activities and structured routines allowed children to practice empathy, take turns, and collaborate safely. Participant 4 described creating a “safe and inclusive classroom environment” that enabled shy learners to engage gradually while teaching calming techniques for those displaying aggression. Parental involvement was consistently identified as a key factor in the development of social-emotional skills.

Participants noted that learners whose parents actively reinforced prosocial behaviors at home demonstrated faster and more consistent improvements. The development of social-emotional skills and cooperative behavior in early learners is a multidimensional process influenced by teacher guidance, structured activities, and parental collaboration. Observation, modeling, and play-based interventions create opportunities for children to practice empathy, share resources, and participate meaningfully in group interactions. Despite challenges arising from individual differences and home contexts, deliberate pedagogical strategies combined with family support promote sustained improvements in cooperation, social engagement, and emotional understanding. These findings reinforce the importance of an integrated approach that merges classroom practices, experiential learning, and parental involvement to cultivate socially competent, empathetic, and cooperative learners.

Research consistently shows that active parent engagement enhances children's social competence, emotional regulation, and confidence (Huang & Zhao, 2023; Park & Kim, 2023). Research supports the effectiveness of such multi-channel engagement, emphasizing that structured parental involvement enhances children's social-emotional development, self-confidence, and prosocial behavior (Huang & Li, 2023; Ramirez & Thompson, 2023). Such observations align with research demonstrating that early social development is influenced by temperament, family background, and exposure to structured learning experiences, highlighting the need for differentiated and individualized teaching approaches (Gómez & Pérez, 2023; Chen & Liu, 2022).

According to Bandura's Social Learning Theory (1977), kids pick up behaviors by watching and copying role models. Children learn to cooperate, share, and control their emotions through peer interaction and teacher modeling. These prosocial behaviors are strengthened by positive reinforcement.

**Engaging Parents in Social Development.** Refers to the Parental involvement factor in children's acquisition of social skills, as it reinforces classroom learning and provides continuity between school and home environments. In this study, participants emphasized that learners whose parents actively participate in school activities, communicate regularly with teachers, and reinforce prosocial behaviors at home show faster and more

consistent improvements in social skills. Teachers observed that parental collaboration supports both the assessment and reinforcement of social behaviors.

Participant 1 reported that children whose parents are “active and supportive at home usually improve faster in social skills because they practice what they learn in school.” Participant 2 added that learners with engaged parents tend to be “more confident, cooperative, and respectful,” while Participant 4 highlighted that parental reinforcement of positive behaviors “makes teaching social skills in class more effective and consistent.” Participant 9 emphasized that parental support reduces the difficulty teachers face in addressing individual social challenges, reinforcing the importance of a home-school partnership. Participants reported multiple strategies to involve parents in fostering social development. Regular parent-teacher communication, conferences, performance-based activities, and home-based reinforcement tasks were commonly used. Participant 3 explained that updates on social progress, combined with guidance on reinforcing positive behaviors at home, help parents support their child’s social learning. Participant 7 highlighted the importance of structured home-school activities, such as collaborative projects or performance tasks, to engage parents actively in the child’s social growth. Participant 10 described personal consultations with parents, providing specific feedback on areas of improvement and strategies to nurture cooperation, empathy, and polite communication. The study also revealed that parental involvement has a noticeable impact on teaching methods and the pace of social skill acquisition. Participants consistently observed that children with actively engaged parents acquire social skills more readily and require less corrective guidance in the classroom. Participant 3 noted that parental collaboration “makes the process easier,” while Participant 5 simply stated that “changes are more evident when parents are involved.” These insights underscore the reciprocal nature of home-school partnerships: when parents reinforce what is taught in school, educators can more effectively scaffold children’s learning experiences, and learners themselves receive consistent expectations and modeling in multiple contexts. Participants also recognized that engaging parents can help overcome challenges in social skills development. For example, children with shy personalities, difficulty in emotional regulation, or limited exposure to cooperative behaviors at home benefit from consistent guidance from both teachers and parents. This integrated approach allows children to practice empathy, cooperation, and communication in a consistent, predictable manner, reinforcing both skill acquisition and emotional security.

The findings from this suggest that regular communication, structured home-school activities, and personalized guidance enable parents to support classroom objectives, strengthen social-emotional competencies, and contribute to children’s overall confidence and well-being. Parental involvement acts as both a reinforcement mechanism and a bridge between school and home, ensuring that children’s social skills are nurtured consistently across multiple environments. These results align with contemporary literature emphasizing that strong partnerships between educators and parents are critical for fostering socially competent, empathetic, and cooperative learners.

These observations support the idea that early social skills are best assessed through naturalistic observation within meaningful social contexts, rather than relying solely on standardized testing (Hendrickson & Strain, 2024). These strategies align with current literature advocating for multimodal, interactive approaches that integrate classroom instruction with parental reinforcement to promote sustained social-emotional growth (Lee & Wang, 2024; Ramirez & Thompson, 2023). Research consistently shows that active parent engagement enhances children’s social competence, emotional regulation, and confidence (Huang & Zhao, 2023; Park & Kim, 2023).

The mesosystem in Bronfenbrenner's Ecological Systems Theory (1979) emphasizes the relationship between home and school. Children who have social skills reinforced at home experience consistency in a variety of settings, which helps them develop empathy, cooperation, and confidence.

**Enhancing Social Skills Through Observation and Interaction.** Refers to evaluating whether children are acquiring appropriate social skills requires systematic observation, documentation, and guided interaction. Early childhood educators prioritize the assessment of cooperation, empathy, respect, and communication as indicators of social competence. Participants reported observing children during class activities, playtime, group tasks, and daily routines, focusing on behaviors such as sharing, turn-taking, active listening, and respectful interactions. Teachers noted that effective social skill acquisition is evident when children demonstrate both observable behaviors and internalized competencies.

For instance, Participant 8 mentioned *that children show respect, listen to peers, and follow teacher instructions*, while Participant 5 highlighted *engagement through participation in various classroom activities*. To encourage family involvement in social learning, participants emphasized the critical role of parent engagement. Teachers invite parents to participate in classroom activities, communicate updates about their child's social growth, and provide guidance on reinforcing prosocial behaviors at home. Structured home-school activities, such as performance tasks and collaborative projects, were reported to facilitate parental participation and reinforce lessons learned at school. Several innovations and improvements were highlighted to enhance social skill development. Participants implement group activities, role-playing, storytelling, cooperative games, and social-emotional learning (SEL) exercises to foster empathy, teamwork, and communication. Digital communication tools and parent workshops were also used to maintain home-school collaboration and provide real-time feedback on children's social progress. Despite these efforts, teachers identified ongoing challenges in fostering social skills. Common barriers include children's shyness, short attention spans, difficulty expressing emotions, overtalking, and uneven levels of social exposure at home. Some learners prefer solitary play or struggle to follow instructions, requiring individualized strategies to encourage participation and cooperation.

Teachers use a combination of observation and structured tools to monitor social skill acquisition. Observation checklists, behavior charts, anecdotal records, and parent feedback are commonly employed to document progress, identify areas for improvement, and guide interventions. These methods ensure that social development is continuously tracked and supported, allowing educators to respond promptly to behavioral challenges and reinforce positive interactions. Enhancing social skills through observation and interaction involves deliberate evaluation of cooperative, empathetic, and respectful behaviors, coupled with structured teacher interventions and active parental engagement. Teachers employ both naturalistic observation and formal assessment tools to track progress, while innovations such as SEL activities, group collaboration, storytelling, and digital communication foster skill development. Although challenges persist due to individual differences in temperament, attention, and home environments, sustained observation, scaffolding, and parent collaboration enable early learners to gradually acquire and internalize essential social competencies. These findings align with contemporary research underscoring the importance of integrated, multi-context approaches for developing socially competent and emotionally aware children.

These observations support the idea that early social skills are best assessed through naturalistic observation within meaningful social contexts, rather than relying solely on standardized testing (Hendrickson & Strain, 2024). These strategies align with current literature advocating for multimodal, interactive approaches that integrate classroom instruction with parental reinforcement to promote sustained social-emotional growth (Lee & Wang, 2024; Ramirez & Thompson, 2023). This aligns with literature emphasizing that structured observational assessment combined with reflective teacher judgment supports accurate evaluation of social-emotional development (Denham & Brown, 2023; Toseeb et al., 2023).

According to Vygotsky's Sociocultural Theory (1978), social interaction is essential to growth. Teachers provide the scaffolding necessary for children to progressively learn and internalize acceptable social behaviors through supervised observation and interaction.

## **Thematic Model**

### **I. Rationale**

Preschool is children's first extended social environment outside the family, where they learn to engage with peers, manage emotions, communicate effectively, and participate cooperatively in group activities. Social Skills of Early Learners during this period serves as the foundation for conflict resolution, empathy, and adaptive behavior, which are strongly linked to school readiness for a children with stronger social skills exhibit fewer behavioral difficulties, more positive academic engagement, and better relationships with both peers and teachers. It also highlights the social development, emotional development, and external behaviors between teachers, peers, and families. This studies examining the children's social interaction skills, particularly when educators and parents create consistent expectations and scaffolding.

### **II. Description of the Model**

The thematic model proposed for understanding developing positive social interaction, building positive relationships, enhancing social communication skills, and promoting social responsibility and awareness of

Social Skills of Early Learners in Private Preschool Programs. The leftmost segment of the model details the Preschool Social Development indicating that preschoolers gradually acquire the ability to navigate interpersonal exchanges, express needs and emotions appropriately, and engage cooperatively in age-appropriate tasks.. Teachers’ observations and needs confirm that social emotion regulation, conflict resolution, and cooperative play are core components of early social competence. The central domain of the model encompasses teaching strategies and methods that educators employ to develop these social competencies. This domain emphasizes interactive and scaffolded learning experiences. For instance, guided play, collaborative group activities, storytelling, and structured discussions have been identified as effective contexts for promoting communication, empathy, and cooperative behaviors among young learners. These approaches align with developmental learning principles, which emphasize that children actively construct social understanding through engagement with peers and supportive adults. In addition, research in diverse cultural contexts highlights the role of teacher behavior and interaction patterns in shaping social outcomes; educators who model respectful interactions, provide clear social expectations, and facilitate peer collaboration contribute to stronger social competence over time.

The rightmost domain addresses assessment practices, illustrating how preschool programs evaluate social skill development. Traditional academic assessment tools may not capture the behaviors associated with social competence, prompting the need for observational and teacher-rated measures tailored to early childhood contexts. Social Skills exemplifies this trend, offering a validated instrument for tracking children’s social behaviors, communication, and interaction patterns. Such assessments allow educators to document growth over time, identify areas needing targeted support, and adjust instructional practices accordingly. The arrows connecting these domains in the model that emphasized competencies, teaching strategies, and assessment practices are not linear stages but dynamically inform one another.

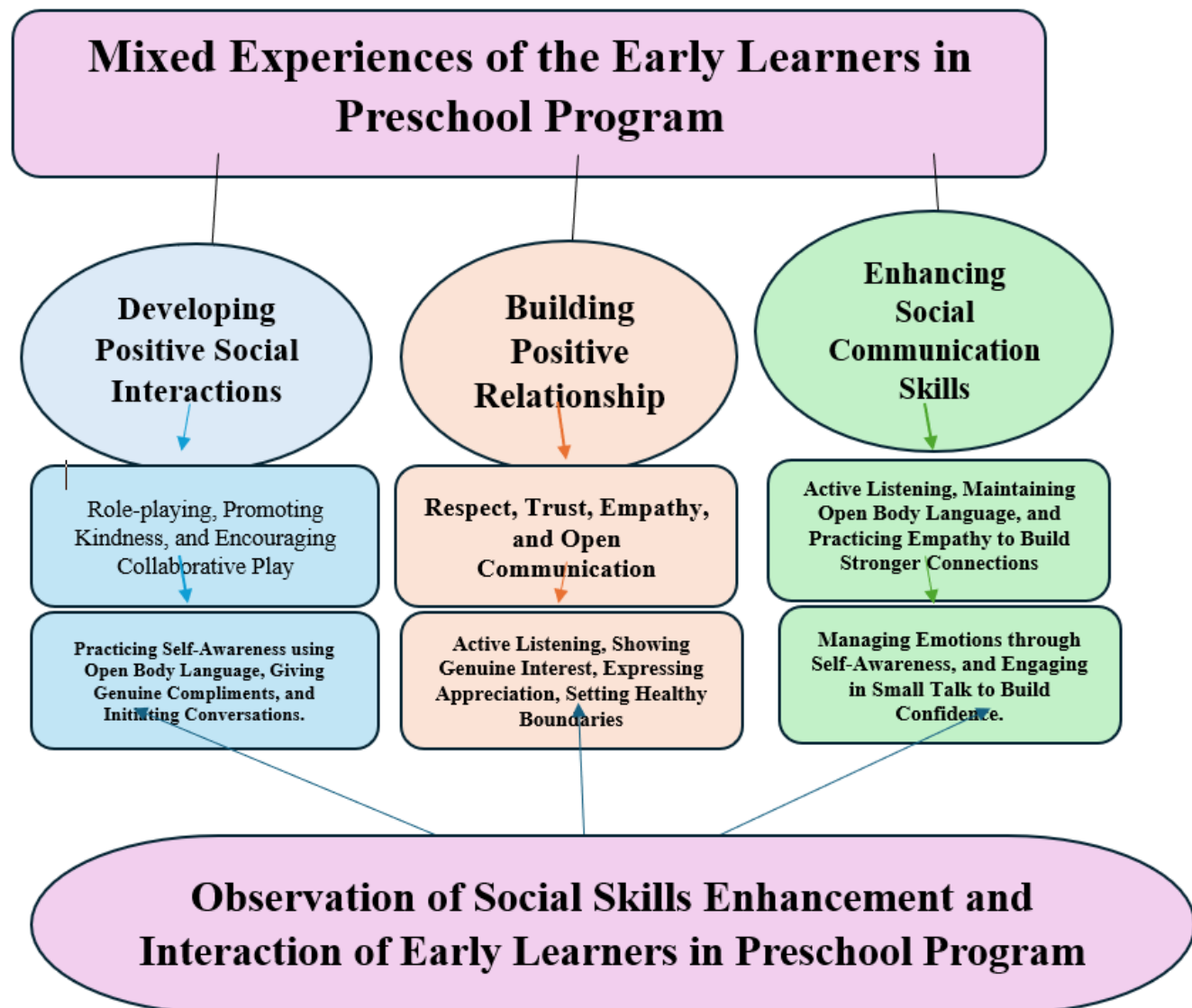


Figure 2. Thematic Model

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## Essence

The development of Social Skills within Private Preschool settings are support young children's social-emotional growth. Social competence in early childhood is constellation of interdependent skills that include communication, cooperation, conflict management, and emotional regulation. These competencies underpin children's ability to build meaningful relationships, engage with peers, and navigate socially complex environments, all of which directly influence their readiness for formal schooling. Social Skills of Early Learners prioritized private preschool programs that reflective of practical classroom goals that demonstrate the preschool teachers consistently report moderate but variable levels of children's social emotion regulation, cooperation, conflict resolution, and play-based interactions across classroom contexts. It suggest that while children are capable of engaging socially, these competencies align with social skill as an integrated system of expressive, cognitive, and regulatory abilities that evolve through social interactions with peers and adults. The pedagogical strategies that educators employ to cultivate these competencies are indicates the developmentally appropriate practices such as interactive play, guided group tasks, and teacher-mediated discussions provide fertile ground for children to practice communication, negotiate meaning, and collaborate cooperatively. Teacher behavior and interaction quality play a pivotal role in fostering positive social environments and emphasize that educators' attitudes, classroom management styles, and scaffolding techniques significantly shape children's social engagement and confidence to interact socially.

## SUMMARY, CONCLUSION, AND RECOMMENDATIONS

This chapter provides a concise summary of the study's key findings, draws conclusions based on the results, and offers practical recommendations for future research and application.

### Summary

This study focused on the Social Skills Acquisition Of Early Learners In Private Preschool Programs. This qualitative study explored how private preschool programs support the development of social skills among early learners. The data was collected through in-depth, semi-structured interviews with all educators who were teaching on private preschool programs. The data gathered from the interview was transcribed and analyzed using thematic analysis. To determine the approaches of Social Skills Acquisition Of Early Learners In Private Preschool Programs. This investigation will analyze, categorize, and document the specific approaches of Social Skills Acquisition employ to foster holistic child development.

Based on the data gathered by the researchers, the following are the findings:

1. Private preschools prioritize cooperation, empathy, respect, communication, sharing, turn-taking, and self-regulation as foundational skills for social and emotional development.
2. Positive behaviors are reinforced through consistent modeling, praise, established routines, and guided practice, while core values such as responsibility, fairness, and kindness are embedded in classroom interactions.
3. Assessment of social skill development is primarily conducted through observation of students' interactions, teacher reflections, and monitoring participation in cooperative activities.

### Conclusion

Based on the data gathered by the researchers, it presents the conclusions drawn from these findings, emphasizing their implications and relevance to the field.

1. Private preschool programs significantly contribute to the social skills acquisition of early learners by prioritizing cooperation, empathy, respect, communication, sharing, turn-taking, and self-regulation as foundations for social and emotional development.
2. Teachers effectively foster these social skills through consistent modeling, positive reinforcement, guided practice, structured routines, and by embedding core values such as responsibility, fairness, and kindness in daily classroom interactions.

3. The development of social skills is primarily assessed through observation of students' interactions, teacher reflections, and monitoring of participation in cooperative activities, ensuring continuous support for holistic child development.

### Recommendations

The following recommendations are offered for related research in relation to Social Skills Acquisition of Early Learners In Private Preschool Programs. This part provides recommendations based on the study's outcomes, suggesting practical actions and directions for future research.

1. Private preschool educators generally help children develop social skills through daily observation and guided interactions, particularly during playtime and group activities. Teachers purposefully demonstrate positive behaviours including sharing, teamwork, and respectful communication.

2. Social skills are not taught individually rather, they are interwoven into daily classroom routines. Activities like Circle time, storytelling, role-playing, and collaborative work all help youngsters learn empathy, emotional regulation, and problem-solving abilities.

3. Educators emphasised that developing warm, helpful, and trusting relationships with students boosts their confidence and readiness to interact positively with others.

4. Collaboration between teachers and parents is important for reinforcing social skills. Regular communication, parent-teacher meetings, and home-based follow-ups contribute to consistency in influencing children's social behaviour.

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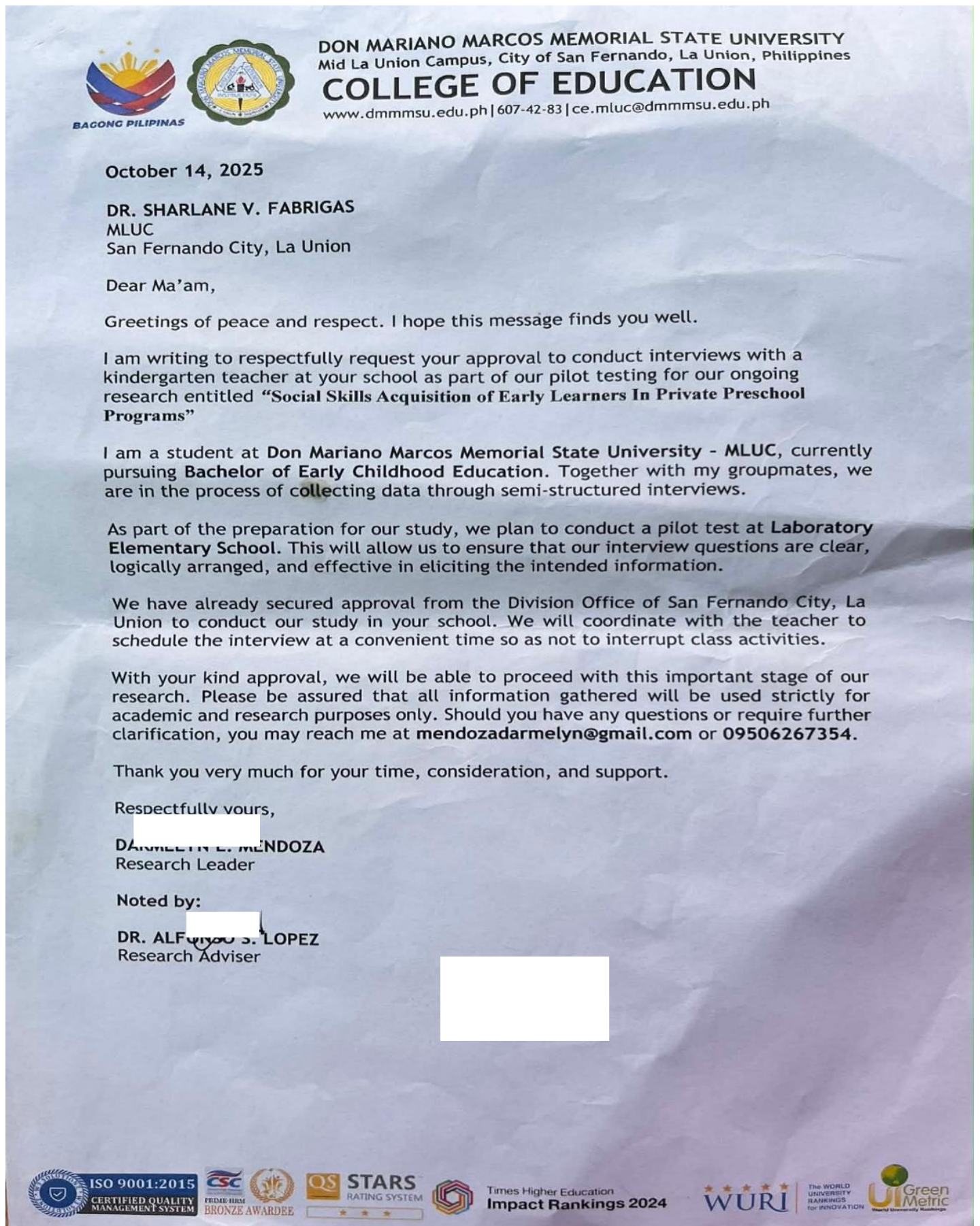
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## APPENDIX

### Appendix A.

#### Communication Letter to the Principal



  **DON MARIANO MARCOS MEMORIAL STATE UNIVERSITY**  
Mid La Union Campus, City of San Fernando, La Union, Philippines  
**COLLEGE OF EDUCATION**  
www.dmmmsu.edu.ph | 607-42-83 | ce.mluc@dmmmsu.edu.ph

October 14, 2025

**DR. SHARLANE V. FABRIGAS**  
MLUC  
San Fernando City, La Union

Dear Ma'am,

Greetings of peace and respect. I hope this message finds you well.

I am writing to respectfully request your approval to conduct interviews with a kindergarten teacher at your school as part of our pilot testing for our ongoing research entitled **"Social Skills Acquisition of Early Learners In Private Preschool Programs"**

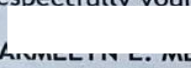
I am a student at **Don Mariano Marcos Memorial State University - MLUC**, currently pursuing **Bachelor of Early Childhood Education**. Together with my groupmates, we are in the process of collecting data through semi-structured interviews.


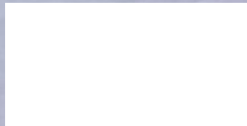
As part of the preparation for our study, we plan to conduct a pilot test at **Laboratory Elementary School**. This will allow us to ensure that our interview questions are clear, logically arranged, and effective in eliciting the intended information.





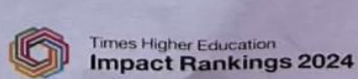



We have already secured approval from the Division Office of San Fernando City, La Union to conduct our study in your school. We will coordinate with the teacher to schedule the interview at a convenient time so as not to interrupt class activities.

With your kind approval, we will be able to proceed with this important stage of our research. Please be assured that all information gathered will be used strictly for academic and research purposes only. Should you have any questions or require further clarification, you may reach me at **mendozadarmelyn@gmail.com** or **09506267354**.

Thank you very much for your time, consideration, and support.



Respectfully yours,  
  
**DANIELIN E. MENDOZA**  
Research Leader

Noted by:  
  
**DR. ALFONSO S. LOPEZ**  
Research Adviser  


## Appendix B.

### Validity Letter



**DON MARIANO MARCOS MEMORIAL STATE UNIVERSITY**  
Mid La Union Campus, City of San Fernando, La Union, Philippines  
**COLLEGE OF EDUCATION**  
www.dmmmsu.edu.ph | 607-42-83 | ce.mluc@dmmmsu.edu.ph

October 14, 2025

**MA'AM AREEYA KRYSTEL L. APRECIO**  
MLUC  
San Fernando City, La Union

Dear Ma'am,

Greetings of peace and respect. I hope this message finds you well.

I am writing to respectfully request your approval to conduct interviews with a kindergarten teacher as part of our pilot testing for our ongoing research entitled **"Social Skills Acquisition of Early Learners In Private Preschool Programs"**

I am a student at **Don Mariano Marcos Memorial State University - MLUC**, currently pursuing **Bachelor of Early Childhood Education**. Together with my groupmates, we are in the process of collecting data through semi-structured interviews.

As part of the preparation for our study, we plan to conduct a pilot test at **Laboratory Elementary School**. This will allow us to ensure that our interview questions are clear, logically arranged, and effective in eliciting the intended information.

We have already secured approval from the Division Office of San Fernando City, La Union to conduct our study in your school. We will coordinate with the teacher to schedule the interview at a convenient time so as not to interrupt class activities.

With your kind approval, we will be able to proceed with this important stage of our research. Please be assured that all information gathered will be used strictly for academic and research purposes only. Should you have any questions or require further clarification, you may reach me at [mendozadarmelyn@gmail.com](mailto:mendozadarmelyn@gmail.com) or **09506267354**.




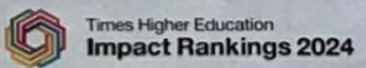


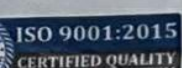
Thank you very much for your time, consideration, and support.

Respectfully yours,  
[Redacted Signature]

**DARMELYN E. MENDOZA**  
Research Leader



Noted by:  
[Redacted Signature]

**DR. ALFONSO S. LOPEZ**  
Research Adviser



Appendix C.

Interview Guide

**DON MARIANO MARCOS MEMORIAL STATE UNIVERSITY**  
 Mid La Union Campus  
 City of San Fernando, La Union, Philippines  
 Telephone Number: (072) 700-5453/607-5123  
 Website Address: www.dmmsu.edu.ph  
 Email Address: ce.mluc@dmmsu.edu.ph


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**INTERVIEW GUIDE  
 SOCIAL SKILLS ACQUISITIONS OF EARLY LEARNERS IN PRIVATE PRESCHOOL PROGRAMS**

Main Question	Proving Question	Responds	Codes	Themes
1.What specific social skills are most commonly emphasized in private preschool programs?	1.What social skills do you prioritize in your classroom? 2.How do you define "social skills" in the context of early childhood education? 3.What classroom activities help promote social interaction and cooperation among your students? 4.How do you teach children to share, take turns, and resolve conflicts? 5.How do you assess a child's social skills progress?			
2.What strategies and teaching methods are used by private preschool educator to	1.Can you give examples of noticeable improvements in social behavior over time? 2.What challenges do			





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develop social skills in early learners?	you encounter in teaching social skills? 3.How do you support children who are shy, aggressive, or have difficulty interacting with peers? 4.In what ways do you involve parents in supporting their child's social development? 5.Do you observe differences in social skill acquisition based on parental involvement?			
3.How preschool programs assess the development of social skills in their students?	1.How do you evaluate whether children are acquiring appropriate social skills? 2.How do you encourage family involvement in children's social learning? 3.What improvements or innovations are being implemented to address these?			








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	<p>4. What challenges have you observe in fostering social skills among early learners?                  5. Are there any tools or assessments you use to monitor this?</p>			
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COMMENTS/SUGGESTIONS:

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**Thank You!**



**Appendix D.**

**Informed Consent Form**



**Who to Contact**

*This proposal has been reviewed and approved by DMMSU Research Ethics Committee, which is a committee whose task it is to make sure that research participants are protected from harm. If you wish to find about more about the Committee, contact:*

**Joel C. Estacio**  
 Chair, DMMSU REC  
[rec@dmmsu.edu.ph](mailto:rec@dmmsu.edu.ph)

*Do you know that you do not have to take part in this study if you do not wish to? You can say No if you wish to? Do you know that you can ask me questions later, if you wish to? Do you know that I have given the contact details of the person who can give you more information about the study?*

You can ask me any more questions about any part of the research study, if you wish to. Do you have any questions? You can contact me through the following:

Name of the Researchers: Darmelyn E. Mendoza  
 Jamela Mae C. Madayag  
 Lanie S. Mirasol  
 Joana Joy N. Nalayog  
 Sandra Nicole P. Picaza  
 Position of the Researchers and Name of Affiliation: Students, DMMSU-MLUC  
 Contact Number/email address: 09506267354/ [mendozadarmelyn@gmail.com](mailto:mendozadarmelyn@gmail.com)  
 09557148429/ [madayagjamela@gmail.com](mailto:madayagjamela@gmail.com)  
 09123746928/ [laniemirasol614@gmail.com](mailto:laniemirasol614@gmail.com)  
 09381217778/ [joanaioynalayog6@gmail.com](mailto:joanaioynalayog6@gmail.com)  
 09626429896/ [picazasandranicole07@gmail.com](mailto:picazasandranicole07@gmail.com)

**Part II: Certificate of Consent**

I have read the foregoing information, or it has been read to me. I have had the opportunity to ask questions about it and any questions I have been asked have been answered to my satisfaction. I consent voluntarily to be a participant in this study

Name of Participant: \_\_\_\_\_  
 Signature of Participant: \_\_\_\_\_  
 Date: \_\_\_\_\_  
 Day/month/year

Appendix E.

Ethical Clearance



Don Mariano Marcos Memorial State University


Research Ethics

Bacnotan, La Union, Philippines

Email: [cec@dmmmsu.edu.ph](mailto:cec@dmmmsu.edu.ph)

Level I Accredited by the Philippine Health Research Ethics Board (PHREB)

Accreditation No: L1-2023-056-01

<p><b>Research Ethics Committee</b></p> <p>Prof. Joel C. Estacio <i>(Health)</i> Chair</p> <p>Engr. Luis A. Taltao <i>(Engineering and Technology)</i> Vice-Chair</p> <p>Prof. Sherille A. Orejudo <i>(Health)</i> Member Secretary</p> <p>Members:</p> <p>Prof. Claudia Denise P. Barbadillo <i>(Social and Behavioral Sciences)</i></p> <p>Dr. Amy P. Balcita <i>(CT)</i></p> <p>Dr. CF Omar D. Domingo <i>(Animal Science and Veterinary Medicine)</i></p> <p>Prof. Led Karen R. Zamudio <i>(Health)</i></p> <p>Dr. Genaro D. Omo <i>(Agriculture, Aquaculture and Natural Resources)</i></p> <p>Dr. Violeta F. Collado <i>(Science Education)</i></p> <p>Dr. Jovencio M. Milan Jr. <i>(Health)</i></p> <p>Prof. Sheldy M. Peralta <i>(Health)</i></p> <p>Dr. Aileen Kris S. Padilla <i>(Psychology)</i></p> <p>Prof. Yezza E. Sindayan <i>(Psychology)</i></p> <p>External Members:</p> <p>Ptr. Epifanio D. Aduan <i>(Humanities and Spirituality)</i></p> <p>Prof. Janna M. Boado <i>(Health)</i></p> <p>Mr. Enrico S. Del Rosario <i>(Health)</i></p> <p>Atty. Leemard S. Dulay <i>(Governance and Management)</i></p> <p>Mr. Alex P. Sarmiento <i>(Criminal Justice Education)</i></p> <p>Secretariat:</p> <p>Engr. Rhodora S. Mortela Staff Secretary</p>	 <p><b>ETHICAL CLEARANCE</b></p> <p>October 28, 2025</p> <p>This is to certify that DMMSU Research Ethics Committee has <b>APPROVED</b> the following study protocol.</p> <p>Name of Principal Investigator: <b>Darmelyn E. Mendoza</b></p> <p>Title of Study / Protocol: <b>Social Skills Acquisition Of Early Learners In Private Preschool Programs</b></p> <p>RETCode: <b>2025-1194-Social Skills Acquisition-Mendoza</b></p> <p>The following are the responsibilities of the investigators / researchers after protocol approval:</p> <ol style="list-style-type: none"> <li>1. Seek approval from DMMSU Research Ethics for any protocol amendment after this date.</li> <li>2. Submit SAE and SUSAR Reports to RETC when deemed necessary.</li> <li>3. Submit progress report.</li> <li>4. Notify DMMSU RETC of any Protocol deviation/violation.</li> <li>5. Abide by the principles of good clinical practice and ethical research</li> <li>6. Comply with relevant international and national guidelines and regulations</li> <li>7. Submit the final report after study completion using the Final Report Form (DMMSU-RET-C-F022).</li> </ol> <p>This Ethical Clearance is valid until October 28, 2026.</p> <p><b>[Signature]</b> Chair DMMSU Research Ethics Committee</p>
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DMMSU-RET-C-F011  
Rev.01 (02.15.2023)

**Appendix F.**

**Transcription of Response, Codes, and Themes**

RESPONSES	CODES	THEMES
SOP 1: What social skills are most commonly emphasized in private preschool programs?		
<p>What social skills do you prioritize in your classroom?</p> <p><b>P1-</b> I focus on <b>teaching children</b> to be friendly, share with others, take turns, listen when someone is talking, and be kind and respectful.</p> <p><b>P2-</b>I focus on <b>helping my learners develop sharing</b>, taking turns, using kind words, and listening.</p> <p><b>P3.- Building Trust</b></p> <p><b>P4-</b>Verbal <b>communication</b> needs to be development in early childhood programs.</p> <p><b>P5-</b>As a teacher I prioritize social skills by integrating social activities that promotes my student to be social <b>aware of their surroundings</b>.</p> <p><b>P6-</b><b>Interdependency</b> is what I prioritize in my classroom .Basically they will give importance to every individual ,keeping in mind that specific task/role is given to them.</p> <p><b>P7-</b>In my classroom i prioritize social skills that help children <b>build positive relationships and create a respectful, caring learning environment</b>.</p>	<p>Cooperation</p> <p>Cooperation</p> <p>Trust</p> <p>Communication</p> <p>Social Awareness</p> <p>Teamwork</p> <p>Trust</p>	<p>Developing Positive Social Interaction</p> <p>Developing Positive Social Interaction</p> <p>Building Relationships Positive</p> <p>Enhancing Social Communication Skills</p> <p>Promoting Responsibility Social and Awareness</p> <p>Promoting Responsibility Social and Awareness</p> <p>Building Relationships Positive</p>

<p><b>P8-Social Skills:</b> a.) Sharing (things, snacks) b.)Communication -when asking for assistance - helping them express their thoughts/emotions c.)Cooperation d.)Manners e.)Respecting Boundaries f.)Following Instructions</p> <p><b>P9-I</b> prioritize cooperation, empathy, and respect among my students to help them build positive relationships.</p> <p><b>P10.</b>The social skills I prioritize in my classroom is how they mingle with others. The friendship that can be developed through playing games with each other.</p>	<p>Cooperation</p> <p>Cooperation</p> <p>Friendship</p>	<p>Developing Positive Social Interaction</p> <p>Developing Positive Social Interaction</p> <p>Building Positive Relationships</p>
<p>How do you define “social skills in the context of early childhood education”</p> <p>P1-In the content of early childhood education, social skills refer to the abilities that help young children interact positively and effectively with others.</p> <p>P2-Social Skills for me is a way on how you interact or relate with others.</p> <p>P3-.Social Skills are important and foundational for building relationships, succeeding in school, and managing emotions.</p> <p>P4-Social skills are the ways children get doing with others How they talk, play, share, and show good manners.</p> <p>P5-)Abilities that help young children interact positively and effectively with others. These include learning how to communicate, cooperate,</p>	<p>Positive interaction</p> <p>Interaction and relationship</p> <p>Relationship and emotional management</p> <p>Communication and manners</p> <p>Communication, cooperation, and empathy</p>	<p>Positive Social Interaction</p> <p>Positive Social Interaction</p> <p>Social and Emotional Development</p> <p>Social Communication</p> <p>Social Communication</p>

<p>manage emotions and show empathy.  P6- The child’s ability to relate with others To <b>communicate</b> and express their emotion freely  P7- I define social skills in the context of early childhood as their knowledge of <b>interacting to others.</b>  P8- Social skills is the understanding of <b>expressing themselves</b> and knowing the people who completes the community they belong to.  P9-Social skills are the abilities that help children interact positively with others, such as sharing, communicating, and showing empathy  P10-To <b>communicate and express their emotion freely.</b></p>	<p>Communication and emotional expression   Interaction knowledge   Self-expression and social belonging   Empathy and positive interaction   Emotional expression</p>	<p>Social Communication   Positive Social Interaction   Positive Social Interaction   Positive Social Interaction   Social and Emotional Development</p>
<p><b>What classroom activities health promote social interactions and cooperation among your students?</b>  P1-Circle Time Discussion, Collaborative Tasks and Educational Games.  P2-Playtime  P3-Classroom Activities  a.)Pair Activities  b.)Collaborative/Group Work c.)Problem Solving  d.)Daily reminder of classroom rules and declaration of their identity in Christ.  P5-I use games, storytelling, art projects, and role-playing to help <b>children learn to work and play together.</b>  P6-Art, Music, group activities, Partner Activities “Think Pair-</p>	<p>Group collaboration   Play-based learning  Cooperative group work   Creative collaboration</p>	<p>Enhancing Social Interaction through Play and Cooperation   Enhancing Social Interaction through Play and Cooperation  Enhancing Social Interaction through Play and Cooperation   Enhancing Social Interaction through Play and Cooperation</p>

<p>Share”, and cooperative games.</p> <p>P7- Play group games •Assign small tasks -Group work and collaboration helps them to develop communication to peers.</p> <p>P8-Group activities that involves cooperation and the 21st Century Learning Skills.</p> <p>P9--To promote social interaction ,diverse activities should be applied in classroom setting such as think-pair-share , role playing ,group brainstorming and others .These strategies their love for learnings while enhancing their social skills also.</p> <p>P10- I use games, storytelling, art projects, and role-playing to help children learn to work and play together.</p> <p>How do you teach children to share,take turns,and resolve conflicts ?</p> <p>P1-I teach them through guided practice, modeling and positive reinforcements.</p> <p>P2-I always tell my pupils that “SHARING is Caring”</p> <p>P3-.Having an established routine is important in teaching children. Also, modeling to them how to share, take turns, and in resolving conflicts - listening to them, asking forgiveness, and forgiving them also.</p> <p>P4- I remind them of class rules, show them the right way to act, praise and behavior, and guide them</p>	<p>Cooperative and artistic activities</p> <p>Group play and communication</p> <p>Cooperative learning</p> <p>Diverse cooperative strategies</p> <p>Emotional expression</p> <p>Guided practice and modeling</p> <p>Value of sharing</p> <p>Routine and empathy</p>	<p>Enhancing Social Interaction through Play and Cooperation</p> <p>Enhancing Social Interaction through Play and Cooperation</p> <p>Enhancing Social Interaction through Play and Cooperation</p> <p>Enhancing Social Interaction through Play and Cooperation</p> <p>Enhancing Social Interaction through Play and Cooperation</p> <p>Modeling and Reinforcing Positive Behavior</p> <p>Instilling Core Values and Social Responsibility</p> <p>Modeling and Reinforcing Positive Behavior</p>
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<p>to talk and say sorry when they have disagreement.</p> <p>P5-I use modelling good behavior, guided practice and positive reinforcement.</p> <p>P6- The motto is: sharing is caring •Wait for your turn •One- on-one coaching</p> <p>P7-By establishing routines and transitions ,importance of getting along with their classmates.</p> <p>P8-I teach them how to listen to those person surrounds them and understand more the problem.</p> <p>P9-I apply the concept of play as it encourages children to be aware of the people around them and also to learn interpersonal skills move.</p> <p>P10- I remind them of class rules, show them the right way to act, praise and behavior, and guide them to talk and say sorry when they have disagreement.</p>	<p>Behavior guidance and correction</p> <p>Positive reinforcement</p> <p>Teaching mottos and coaching</p> <p>Routine and cooperation</p> <p>Active listening</p> <p>Play-based conflict resolution</p>	<p>Modeling and Reinforcing Positive Behavior</p> <p>Modeling and Reinforcing Positive Behavior</p> <p>Instilling Core Values and Social Responsibility</p> <p>Modeling and Reinforcing Positive Behavior</p> <p>Instilling Core Values and Social Responsibility</p> <p>Instilling Core Values and Social Responsibility</p>
<p>How do you assess a childs social skills progress?</p> <p>P1-.I assess them through daily observation, documentation and communication with parents.</p> <p>P2-.The way she/he interacts to me and to his/her classmates.</p> <p>P3.-For assessment, we use a checklist for their Skills set and the ECCD. -Ability to communicate -Ability to answer questions</p> <p>P4.-I watch how they play and talk with others, write short notes about their behavior, and talk with parents about their child's improvement.</p> <p>P5.-Through continuous observation, documentation and</p>	<p>Guidance and behavioral modeling</p> <p>Observation and parent feedback</p> <p>Interaction with peers</p> <p>Checklist and skill-based assessment</p>	<p>Modeling and Reinforcing Positive Behavior</p> <p>Observation and Monitoring Progress</p> <p>Observation and Monitoring Progress</p> <p>Structured Assessment Tools</p>

<p><b>communication.</b></p> <p>P6.- Ability to <b>respond properly verbally</b> • Ability to listen and obey instructions</p> <p>P7. -By setting an assessment tool that looks into their <b>progress such as group work.</b></p> <p>P8.-Once I saw changes in the way they interact with people .When they become more open to <b>initiate conversation.</b></p> <p>P9.I assess a child’s social skills progress through observation during play and group activities. I also use <b>checklists, anecdotal records,</b> and feedback from parents to monitor improvement in cooperation, communication, and empathy.</p> <p>P10.-By setting an <b>assessment tool</b> that looks into their progress such as group work.</p>	<p>Observation, notes, parent feedback</p> <p>Ongoing observation</p> <p>Listening and response skills</p> <p>Group work assessment tool</p> <p>Observing social engagement</p> <p>Observation, checklist, parent feedback</p> <p>Assessment tool</p>	<p>Observation and Monitoring Progress</p> <p>Observation and Monitoring Progress</p> <p>Skill-Specific Assessment</p> <p>Structured Assessment Tools</p> <p>Observation and Monitoring Progress</p> <p>Observation and Monitoring Progress</p> <p>Structured Assessment Tools</p>
<p>SOP 2: What strategies and teaching methods are used by private preschool educator to develop social skills in early learners?</p>		

<p>Can you give examples noticeable improvements in social behavior over time?</p> <p>P1.-Yes I've noticed that may children become more <b>friendly and confident.</b> They learn to share their things, take turns during play, and talk nicely to their classmates.</p> <p>P2.- Empathy and kindness, <b>cooperation and communication</b></p> <p>P3.- The child is improving when he/she is actively <b>participating in activities</b></p> <p>P4.-I've observed children who initially struggled to share or <b>communicate</b> becoming more cooperative and expressive. Over time, they learned to wait for their turn, show empathy, and help classmates during activities.</p> <p>P5.- As they learn to get along, they develop <b>confidence when talking to each other.</b></p> <p>P6.-Some student can not afraid anymore to talk for <b>their selves.</b></p> <p>P7.- They are not shy or afraid to speak out their minds when they enjoy <b>interacting with other people.</b></p> <p>P8.-When a child before doesn't know how to <b>communicate</b> well, doesn't know how to say the "magic words", now can say "please" and "thank you".</p> <p>P9.-They are able to say sorry if they <b>accidentally hurt or harm someone.</b></p> <p>P10.-Children who are not shy are now more <b>comfortable and confident</b> to attend the class &amp; to sit &amp; talk to their classmates &amp; teachers.</p>	<p>Friendliness, sharing, confidence</p> <p>Empathy, cooperation</p> <p>Participation, engagement</p> <p>Cooperation, empathy, turn-taking</p> <p>Confidence, interaction</p> <p>Confidence, self-expression</p> <p>Confidence, assertiveness</p> <p>Politeness, communication</p> <p>Apology, empathy</p> <p>Comfort, confidence</p>	<p>Enhancing Social Skills and Confidence</p> <p>Developing Empathy and Cooperation</p> <p>Enhancing Social Skills and Confidence</p> <p>Developing Empathy and Cooperation</p> <p>Enhancing Social Skills and Confidence</p> <p>Enhancing Social Skills and Confidence</p> <p>Enhancing Social Skills and Confidence</p> <p>Promoting Communication and Social Etiquette</p> <p>Developing Empathy and Cooperation</p> <p>Enhancing Social Skills</p>
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<p>What challenges you encounter in teaching social skills ?</p> <p>P1.- Some challenges include who are very shy easily upset, or have trouble following directions. It also takes time and patience to help them get along with others.</p> <p>P2.-Different levels of social Maturity and Diverse Home Environments and Experiences</p> <p>P3.- Each student is unique and need to adjust to both extreme introvert and extroverts.</p> <p>P4.-Some challenges include children's short attention spans, difficulty managing emotions, and conflicts arising from differing personalities. It also takes time for some children to understand and practice empathy and cooperation.</p> <p>P5.- They talk too much and develop uncontrolled speaking or conversation with classmates.</p> <p>P6.-.They are not shy or afraid to speak out their minds when they enjoy interacting with other people.</p> <p>P7.- Are major challenge is the consistency.Since enhancing social skills do not happen immediately , you need to be patient and consistent to see the long term result.</p> <p>P8.-Children are different in every way. Behavior wise, I can say that it is a challenge for me to let them behave the way I want them to be.</p> <p>P9.-Every individual have different social problem</p>	<p>Shyness, behavioral challenges</p> <p>Maturity differences, home environment</p> <p>Personality differences</p> <p>Attention, emotion, personality</p> <p>Overtalking</p> <p>Overconfidence</p> <p>Consistency, patience</p> <p>Behavioral variation</p>	<p>and Confidence</p> <p>Enhancing Social Skills and Confidence</p> <p>Developing Empathy and Cooperation</p> <p>Enhancing Social Skills and Confidence</p> <p>Developing Empathy and Cooperation</p> <p>Enhancing Social Skills and Confidence</p> <p>Promoting Communication and Social Etiquette</p>
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<p>skills that needs to be treated.</p> <p>P10.-The challenge I encountered aside from their diverse personalities are those students who cannot grasp/understand simple instructions and those who are having hard time to obey &amp; participate.</p> <p>How do you support children who are shy ,aggressive ,or have difficulty interacting with peers?</p> <p>P1- I talk to them gently, give extra guidance, and pair them with kind classmates. I also praise them when they show good behavior or try to take friends.</p> <p>P2-Through consistent guidance and collaboration with parents.</p> <p>P3-For those who are shy, give affirmation in public for him to be comfortable • For those aggressive, one-on-one coaching how to control emotions.</p> <p>P4-I support them by creating a safe and inclusive classroom environment. For shy children, I encourage small group activities; for aggressive ones, I teach calming techniques and empathy; and for those struggling to interact, I model positive communication and cooperation.</p> <p>P5- As a teacher, it is important to have a listening ears and a helping hand.Encourage them to go out of their comfort zones and to express themselves.</p> <p>P6- I give them differentiated activities to prepare them in the</p>	<p>Individual differences</p> <p>Instruction comprehension, obedience</p> <p>Gentle guidance, pairing</p> <p>Parent collaboration, guidance</p> <p>Affirmation, coaching</p> <p>Safe environment, modeling</p> <p>Supportive guidance</p>	<p>Developing Empathy and Cooperation</p> <p>Enhancing Social Skills and Confidence</p> <p>Enhancing Social Skills and Confidence</p> <p>Developing Empathy and Cooperation</p> <p>Enhancing Social Skills and Confidence</p> <p>Developing Empathy and Cooperation</p> <p>Enhancing Social Skills and Confidence</p>
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<p>activities that will boost their confidence.</p> <p>P7- As a teacher, it is important to have a listening ear and a helping hand. Encourage them to go out of their comfort zones and to <b>express themselves</b></p> <p>P8-. What we do with those kind of behaviors, is that we try to <b>boost their interest in a certain task</b>. We try to make them feel comfortable in every possible way so that they can slowly surpass their negative behaviors.</p> <p>P9-. I support them by making them <b>feel that they are loved</b> by me and their classmates thus they should not be shy to play with them and to talk to them.</p> <p>P10-. I don't force them to be <b>confident</b>. One is, at first letting them sit in &amp; observe. Then, talk &amp; encourage them one-on-one. Also, sit them with someone in class who they're comfortable with. Most importantly, reminding who they are - confident, loved, and a child of God.</p>	<p>Confidence-building</p> <p>Supportive guidance</p> <p>Task engagement, comfort</p> <p>Emotional support</p> <p>Gradual exposure, encouragement</p>	<p>Enhancing Social Skills and Confidence</p> <p>Enhancing Social Skills and Confidence</p> <p>Promoting Communication and Social Etiquette</p> <p>Developing Empathy and Cooperation</p> <p>Enhancing Social Skills and Confidence</p>
<p>In what ways do you involve parents in supporting their child's social development?</p> <p>P1- I regularly talk with parents about their child's <b>behavior</b>, give advice on what to practice at home, and ask them to encourage their child to share and play with others.</p> <p>P2- I involve parents by encouraging <b>open communication</b> about their child's behavior and interactions at school. I also invite them to participate in school activities</p> <p>P3- Learner's behavior is</p>	<p>Parent communication</p>	<p>Enhancing Social Skills and Confidence</p>

<p>immediately communicated to parents.</p> <p>P4-I involve parents by communicating their child's social progress, sharing strategies they can use at home, and encouraging participation in school activities. I also collaborate with them to address specific social or behavioral concerns.</p> <p>P5-.By having a conference to address needs of learners in social skills.</p> <p>P6- I usually talk them about the behaviour of their child at school.</p> <p>P7- Parents and teachers should collaborate in holistically developing a child .It always involve them so that the practices in school will be applied in their homes too.</p> <p>P8-I involve them through regular communication. I update parents about their child's social progress. During meeting, I discuss each child's strengths and weaknesses.</p> <p>P9-.If something happens in the class I sees to it that the parents is aware.</p> <p>P10-.Personal intentional talk with parents involved. Citing them the positive and needs to improve skills of their child.</p> <p><b>Do you observed differences on teaching method in social skills acquisition based on parental involvement?</b></p> <p>P1- Yes, children whose parents are active and supportive at home usually improve faster in social skills because they practice what they learn in school.</p> <p>P2- Yes, I have observed that learners with actively</p>	<p>Parent involvement</p> <p>Behavior reporting</p> <p>Communication, collaboration</p> <p>Conferences</p> <p>Communication</p> <p>Collaboration</p> <p>Communication</p> <p>Parent reporting</p> <p>Personal consultation</p>	<p>Developing Empathy and Cooperation</p> <p>Enhancing Social Skills and Confidence</p> <p>Developing Empathy and Cooperation</p> <p>Enhancing Social Skills and Confidence</p> <p>Enhancing Social Skills and Confidence</p> <p>Enhancing Social Skills and Confidence</p> <p>Promoting Communication and Social Etiquette</p> <p>Developing Empathy and Cooperation</p> <p>Enhancing Social Skills and Confidence</p>
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<p>involved parents tend to develop social skills more quickly. They are often more confident, cooperative, and respectful. For children with less parental involvement, I usually need to provide additional guidance.</p> <p>P3- Parental involvement with teachers in the child's social skill acquisition makes a great difference. It makes the process easier.</p> <p>P4-I observe that children with active parental involvement tend to acquire social skills more easily. When parents reinforce positive behaviors at home, teaching social skills in class becomes more effective and consistent.</p> <p>P5- Yes, changes are more evident when parents are involved.</p> <p>P6- Yes.</p> <p>P7- Yes, changes are more evident when parents are involved.</p> <p>P8-Yes</p> <p>P9-Yes, if parents help the teacher the teacher will not have a hard time in treating on addressing the social problem of his/her child</p> <p>P10-Yes</p>	<p>Parent involvement effect</p>	<p>Parental Involvement Enhances Social Skills Acquisition</p>
<p>SOP 3: How do preschool programs assess the development of social skills in their students ?</p>		

<p>How do you evaluate wheather children are acquiring appropriate social skills? P1-   observe how children interact during <b>class and playtime</b>, how they share cooperate and show respect.</p>	<p>Observation, sharing, cooperation, respect</p>	<p>Enhancing Social Skills Through Observation and Interaction</p>
<p>P2-I prioritize <b>cooperation, empathy, and respect</b> among my students to help them build positive relationships.</p>	<p>Cooperation, empathy, respect</p>	<p>Enhancing Social Skills Through Observation and Interaction</p>
<p>P3-I evaluate children's social skills through observation during play, group task, and daily routines. I look for behavior such as cooperation, empathy, sharing and <b>communication</b>. I also use checklist and anecdotal records to track their progress.</p>	<p>Observation, cooperation, empathy, sharing, communication, checklist, anecdotal records</p>	<p>Developing Social-Emotional Skills</p>
<p>P4- If they show competencies in <b>communication</b>.</p>	<p>Communication</p>	<p>Developing Social-Emotional Skills</p>
<p>P5- Through different activities that I am giving. P6- It involves <b>observing, documenting, and assessing</b> their development in all learning domains.</p>	<p>Participation, engagement Observation, documentation</p>	<p>Encouraging Cooperation and Sharing Developing Social-Emotional Skills</p>
<p>P7-I can <b>evaluate</b> them if they really acquired social skills by properly observing them and talking to them.</p>	<p>Observation, conversation</p>	<p>Encouraging Cooperation and Sharing</p>
<p>P8-If the children know how to <b>respect each other and to listen</b> to each other and also if the learners listen to their teacher.</p>	<p>Respect, listening</p>	<p>Engaging Parents in Social Development</p>
<p>P9- Careful observation following the <b>ECCD</b> as a guide.</p>	<p>Observation, ECCD</p>	<p>Engaging Parents in Social Development</p>
<p>P10- I observe how children talk, play, and work with others during <b>class and playtime</b>. I look at</p>	<p>Observation, ECCD</p>	<p>Engaging Parents in Social Development</p>

<p>how they share, take turns, follow rules, and show kindness to classmates.</p>	<p>Observation, interaction, sharing, cooperation, kindness</p>	<p>Enhancing Social Skills Through Observation and Interaction</p>
<p>How do you encourage family involvement in children's social learning? P1- I encourage parents to model good behavior at home and join school activities that promote teamwork and social interaction.</p>	<p>Parent involvement, modeling, school activities</p>	<p>Enhancing Social Skills Through Observation and Interaction</p>
<p>P2- Social skills are the abilities that help children interact positively with others, such as sharing, communicating, and showing empathy</p>	<p>Parent involvement, communication, school participation</p>	<p>Enhancing Social Skills Through Observation and Interaction</p>
<p>P3-I encourage family involvement by inviting parents to participate in classroom activities, sharing updates about their child's social growth, and providing tips on how to reinforce positive behaviors at home</p>	<p>Parent involvement, participation, reinforcement</p>	<p>Developing Social-Emotional Skills</p>
<p>P4- By giving them performance task that involves their parents or family.</p>	<p>Parent involvement, performance tasks</p>	<p>Developing Social-Emotional Skills</p>
<p>P5- Allow their children to talk for themselves with their guide.</p>	<p>Parent involvement, guided independence</p>	<p>Encouraging Cooperation and Sharing</p>
<p>P6- I encourage them by having a constant communication with any of the family members.</p>	<p>Parent communication</p>	<p>Developing Social-Emotional Skills</p>
<p>P7-.By giving them home school activities, performance tasks and others. That way, parents can be involved.</p>	<p>Parent involvement, home-school activities</p>	<p>Encouraging Cooperation and Sharing</p>
<p>P8- I encourage family involvement by telling them the behavior of their children in class.</p>	<p>Parent communication, feedback</p>	<p>Engaging Parents in Social Development</p>
<p>P9- Personal talk and parent-teacher-conference (PTC). This is a one-on-one report for students progress/ development. P10- I ask parents to guide</p>	<p>Parent communication, feedback</p>	<p>Engaging Parents in Social Development</p>

<p>their children at home by practicing good manners, sharing, and cooperating in simple activities. I also give feedback during meetings so parents know how to help.</p> <p>What improvements or innovations are being implemented to address these?</p> <p>P1- We use more group activities, storytelling, and playtime to develop social skills and maintain good communication with parents.</p> <p>P2- I use group games, storytelling, and collaborative art projects to encourage children to communicate, share ideas, and work together.</p> <p>P3- We implement social-emotional learning (SEL) activities, use storytelling to teach empathy, and integrate cooperative games that promote teamwork. Digital tools and parent workshops are also introduced to strengthen home-school collaboration.</p> <p>P4- Communication to parents and allow pupils to collaborate.</p> <p>P5- Communication to parents and allow pupils to collaborate.</p> <p>P6- The integration of digital communication platforms which made the conversation real time.</p> <p>P7- Basically, we need to use Interactive Learning Materials to improve social skills.</p> <p>P8- PARENTS-TEACHERS conference during card giving.</p> <p>P9- Personal talk and parent-teacher-conference (PTC). This is a one-on-</p>	<p>Parent-teacher conference, one-on-one feedback</p> <p>Parent guidance, feedback, home reinforcement</p> <p>Group activities, storytelling, parent communication</p> <p>Group activities, storytelling, collaboration</p> <p>SEL, cooperative games, storytelling, parent workshops</p> <p>Parent communication, collaboration</p> <p>Parent communication, collaboration</p> <p>Digital tools, communication</p> <p>Interactive materials,</p>	<p>Engaging Parents in Social Development</p> <p>Enhancing Social Skills Through Observation and Interaction</p> <p>Enhancing Social Skills Through Observation and Interaction</p> <p>Enhancing Social Skills Through Observation and Interaction</p> <p>Developing Social-Emotional Skills</p> <p>Developing Social-Emotional Skills</p> <p>Encouraging Cooperation and Sharing</p> <p>Developing Social-Emotional Skills</p> <p>Encouraging Cooperation</p>
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<p>one report for students progress/ development.  P10- We now use more group activities, role playing, and storytelling to teach teamwork and empathys and friendship in our daily routine.</p> <p>What challenges have you observed in fostering social skills among early learners?  P1- Some challenges include, shyness, short attention span, and difficulty in expressing emotions or sharing with others.  P2- I teach children to share and take turns through interactive activities like group games and role-playing. When conflicts arise, I guide them to express their feelings, listen to others, and find fair solutions together.  P3- Some challenges include limited attention spans, difficulty managing emotions, and varying levels of social exposure at home. Additionally, some children struggle to communicate their feelings or adapt to group settings  P4- They need to have controlled or supervision in conversation because they tend to do it too much which creates noise.  P5- Listening skills and they are sometimes not easy to do the task given to them.  P6- One of the may challenges in their self-regulation young learners may have out bursts, or difficulty in calming down.  P7-Children develop social skills at different paces. Some learners are naturally outgoing while others are</p>	<p>engagement</p> <p>Parent-teacher conference</p> <p>Parent-teacher conference, one-on-one feedback</p> <p>Group activities, role-playing, storytelling</p> <p>Shyness, attention span, emotional expression</p> <p>Conflict resolution, expression, listening</p> <p>Attention, emotion regulation, social exposure</p> <p>Behavioral control, supervision</p> <p>Listening, task compliance</p>	<p>and Sharing</p> <p>Engaging Parents in Social Development</p> <p>Engaging Parents in Social Development</p> <p>Enhancing Social Skills Through Observation and Interaction</p> <p>Enhancing Social Skills Through Observation and Interaction</p> <p>Enhancing Social Skills Through Observation and Interaction</p> <p>Developing Social-Emotional Skills</p> <p>Developing Social-Emotional Skills</p> <p>Encouraging Cooperation</p>
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<p>shy or hesitant to join group activities.</p> <p>P8- A lot of challenges as the years passed by pupils are becoming hard to discipline.</p> <p>P9.-Difficulty in communication -Shy personality -Lack of support at home/ from family -Too much use of gadgets</p> <p>P10-Some children are staying or prefer to play alone. Others find it hard to control their emotions or listen to others. It also takes time to children to learn to share and wait for their turn.</p> <p>Are there any tools or assessments that you use to monitor this? If yes, what are those tools and how do they use it.</p> <p>P1- Yes, I use observation checklist, records, simple behavior charts to monitor social skills. These helps track progress in cooperation, communication and sharing.</p> <p>P2-I assess a child's social skills progress through observation during play and group activities. I also use checklists, anecdotal records, and feedback from parents to monitor improvement in cooperation, communication, and empathy.</p> <p>P3- Yes, I use observation checklists, anecdotal records, and behavior rating scales to track children's social interactions. These tools help document progress, identify areas for improvement, and guide</p>	<p>Self-regulation, emotional control</p> <p>Learning pace, shyness</p> <p>Behavior management, discipline</p> <p>Communication, shyness, home support</p> <p>Solitary play, emotional control, sharing</p> <p>Observation checklist, behavior chart, record keeping</p> <p>Observation, checklist, anecdotal records, parent feedback</p>	<p>and Sharing</p> <p>Developing Social-Emotional Skills</p> <p>Encouraging Cooperation and Sharing</p> <p>Engaging Parents in Social Development</p> <p>Engaging Parents in Social Development</p> <p>Enhancing Social Skills Through Observation and Interaction</p> <p>Enhancing Social Skills Through Observation and Interaction</p> <p>Enhancing Social Skills Through Observation and Interaction</p>
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<p>intervention or parent-teacher collaboration.</p> <p>P4- Group work and pured activities.</p> <p>P5- Social activities like public speaking, giving them in school activities.</p> <p>P6- -None</p> <p>P7-Yes, I use Observation checklist to record children's behavior during play and group activities.</p> <p>P8- Progressive Chart (Behavioral Scales)</p> <p>P9-We make sure of the Anecdotal Records we have that shows their good/unpleasant behavior since the day they started to studying here.</p> <p>P10-Yes, we use observation checklists and anectodal records to track how children behave and interact. We also talk to parents to compare what we see in school with what they observe at home.</p>	<p>Observation checklist, anecdotal records, rating scales</p> <p>Group work, structured activities</p> <p>Participation, social activities</p> <p>Observation checklist, recording</p> <p>Behavioral chart</p> <p>Anecdotal records</p> <p>Observation checklist, anecdotal records, parent feedback</p>	<p>Developing Social-Emotional Skills</p> <p>Developing Social-Emotional Skills</p> <p>Encouraging Cooperation and Sharing</p> <p>Developing Social-Emotional Skills</p> <p>Encouraging Cooperation and Sharing Engaging Parents in Social Development</p> <p>Enhancing Social Skills Through Observation and Interaction</p>
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**CURRICULUM VITAE**

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<b>Senior High School (2021 - 2023)</b>	Caba National High School, Humanities and Social Sciences Strand- Las-Ud ,Caba, La Union
<b>Junior High School (2017 - 2021)</b>	Caba National High School, Las-Ud, Caba, La Union
<b>Elementary (2011 - 2017)</b>	Caba Elementary School -Poblacion Norte, Caba, La Union

**CURRICULUM VITAE**

**JOANA JOY N. NALAYOG**

Magallanes , Luna , La Union



**PERSONAL DATA INFORMATION**

**Date of Birth:** October 24, 2004

**Status:** Single

**Religion:** Roman Catholic

**Citizenship:** Filipino

**Parents:** Jonathan C. Nalayog & Janice N. Nalayog

**EDUCATIONAL BACKGROUND**

<b>Tertiary (2023 - Present)</b>	Don Mariano Marcos Memorial State University-Mid La Union Campus - College of Education - Bachelor of Early Childhood Education – Cathangon, City of San Fernando La Union
<b>Senior High School (2021 - 2023)</b>	Luna National High School - Humanities and Social Sciences Strand - Barrientos , Luna , La Union
<b>Junior High School (2017 - 2021)</b>	Luna National High School- Barrientos , Luna, La Union
<b>Elementary (2011 - 2017)</b>	Luna Central School -Victoria , Luna ,La Union

**CURRICULUM VITAE****LANIE S. MIRASOL**

Sucoc Sur, Lun, La Union

**PERSONAL DATA INFORMATION****Date of Birth:** April 10, 2005**Status:** Single**Religion:** Roman Catholic**Citizenship:** Filipino**Parents:** Robert T. Mirasol & Minerva S. Mirasol**EDUCATIONAL BACKGROUND**

<b>Tertiary (2023 - Present)</b>	Don Mariano Marcos Memorial State University-Mid La Union Campus - College of Education - Bachelor of Early Childhood Education – Catbangan, City of San Fernando La Union
<b>Senior High School (2021 - 2023)</b>	Luna National High School - Humanities and Social Sciences Strand - Barrientos , Luna , La Union
<b>Junior High School (2017 – 2021)</b>	Luna National High School
<b>Elementary (2011 - 2017)</b>	Bungro Sucoc Integrated School