

Featuring Significant Tenets Accelerating Socio Emotional Integrity for Holistic Development in School Going Students

Suchandra Samanta

(ICSSR Doctoral Fellow), Department of Education, Guru Ghasidas Vishwavidyalaya (A Central University), Bilaspur, Chhattisgarh, India

Corresponding author: suchandrasamanta5@gmail.com

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ABSTRACT

Socio-emotional integrity plays a crucial role in shaping the holistic development of school-going students by fostering emotional intelligence, empathy, resilience, and interpersonal skills. This study explores the key tenets that accelerate socio-emotional integrity, emphasizing their impact on students' cognitive, emotional, and social well-being. Drawing from psychological theories, educational frameworks, and empirical studies, the research highlights the significance of self-awareness, emotional regulation, social competence, and ethical decision-making in academic and personal growth. The integration of these elements within educational curricula and school environments enhances students' adaptability, motivation, and overall well-being. By embedding these foundational principles in education, schools can equip students with essential life skills, fostering resilience and holistic growth. The present study aims at displaying the significant aspects of socio-emotional integrity for holistic development in school going students. Researcher here is portraying these aspects based on her conversation with students, teachers, parents, and other stakeholders as a supervisor in the school internship programme of B.Ed. students. With due permission, their responses were recorded and stored. The researcher then used thematic analysis for analysing the data. Different views were gathered and after analysing, researcher has found some factors that are responsible for accelerating the socio emotional integrity.

Keywords: Socio-emotional integrity, holistic development, emotional intelligence, self-awareness, social competence, school education

"Education cannot be effective unless it helps a child open up himself to life"

— Maria Montessori

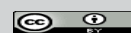
The saying of Maria Montessori is very relevant today in our education system because only academic excellence is not the key to success and happiness of a child's life. Holistic development is quite an important thing in this century. Holistic development means a child's development in overall term be it of intellectual, mental, physical, emotional, and social abilities of facing challenges of everyday life.

Students involved in a qualitative study to explore their experiences of developing their socio-emotional intelligence (SEI) while completing an

undergraduate teacher training programme in a UK institution stated that any type of new gave them confidence. It may be that certain areas of socio-emotional intelligence develop unexpectedly or without purposefully being an outcome of a given curriculum. This would concur with one of the lecturers who felt that by the time their programme

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finished students flourished due to their new-found knowledge. Nevertheless, confidence is just one small part of socio-emotional intelligence, and there may be other areas that develop in Higher Education programmes.

In order to research this subject, the experiences of ten students and four academics involved in an undergraduate programme in a UK institution were explored through semi-structured interviews and analysed through thematic analysis (see Table 1) (Braun & Clarke, 2006, Guest *et al.* 2012). Influencers, gaps and opportunities to develop SEI while at university were highlighted and the themes identified are presented within this paper.

REVIEW OF RELATED LITERATURE

Fitzsimmons, P., Lanphar, E., & Sanford, J. (2009). in their research on Emotional Distance and Emotional Integrity as Linkage to Creativity Practice have found that every teacher is becoming the guiding force of a holistic development in child which is a different kind of politics of teaching. Fostering and lulling the creativity of student largely depends upon the healthy student teacher relationship.

Trickey, S., & Topping, K.J. (2006). Conducted a study on Collaborative Philosophical Enquiry for School Children: Socio-Emotional Effects at 11 to 12 Years. And there was some evidence shown that of students gained more self-confidence and reduction of dependency and anxiety. Girl students gained more than the boys. The result was almost all over the schools and classes.

Soares, F.O., Costa, S.C., Santos, C.P., Pereira, A.P.S., Hiolle, A.R., & Silva, V. (2019). Conducted a study on Socio-emotional development in high functioning children with Autism Spectrum Disorders using a humanoid robot. This study demonstrated the efficacy of the Peace Education Foundation(PEF) model to promote positive socio-emotional development in children attending diverse, private preschools.

Devis-Rozental, C. (2017) in his doctoral dissertation Developing socio-emotional intelligence in early years scholars conducted interviews and it was identified that there is a need to provide a space without time constrictions for the students to reflect on their own socio-emotional intelligence and that the environment in which learning takes place can affect how these students develop some areas of

their socio-emotional intelligence. Additionally, the most significant finding from this doctoral programme, was that an Early Years lecturer knowledgeable in socio-emotional intelligence and able to model it and apply it in their practice, was significant to the socio-emotional development of these students. Based on these findings and taking into account the preferred type of development support that was needed, a blog called the socio-emotional scholar was developed.

Devis-Rozental, C., & Devis-Rozental, C. (2018). Conducted a study on Developing Socio-Emotional Intelligence in Higher Education Academics: Benefits Beyond the Classroom. And it was found that students' own socio-emotional intelligence is influenced by the academic's socio-emotional intelligence, the role of the academic and how it can transform people and sometimes change lives are discussed. Notions of developing effective relationships, modelling socio-emotional aspects, building a positive culture, seeing all scholars as peers and genuineness in everything we do are explored to demonstrate how they can impact on socio-emotional intelligence.

RESEARCH GAP

After going through the above studies, it was found that researches were conducted on emotional integrity, philosophical enquiry, socio emotional development, socio emotional intelligence. But few questions again aroused in researcher's mind;

RESEARCH QUESTIONS

- ❑ What are the factors affecting socio-emotional integrity?
- ❑ What is the relationship between socio-emotional integrity and holistic development of a child?

These research questions then formed as a topic;

Statement of the Problem

Featuring Significant Tenets Accelerating Socio-Emotional Integrity for Holistic Development in School Going Students

Operational Definitions of Variables Used

Socio Emotional Integrity: Socio-Emotional Integrity refers to the social relationship as well

as emotional strength, constant discipline, and completeness among school going students.

Holistic Development: Holistic Development refers to the social, emotional, physical, mental, and intellectual growth of among school going students.

School Going Students: School going students refers to those boys and girls enrolled in the school, engaged in any activity under the direction and supervision of the school.

AIMS/OBJECTIVES

The study aims at –

- ❑ To accelerate Socio-Emotional Integrity in School Going Students.
- ❑ To accelerate Holistic Development in School Going Students.
- ❑ To find the factors accelerating Holistic Development in School Going Students.

METHOD

During the school internship programme of B.Ed. students, researcher was assigned as a school supervisor at Modern Educational Academy, Sarkanda, Bilaspur Chhattisgarh. This was a C.B.S.E. board school, having classes from nursery to higher secondary level. During this time, researcher observed the whole school system and talked with students, teachers, parents, and other stakeholders. Their responses were recorded with due permission and stored for research purpose. Researcher then went for thematic analysis for analysing the data. With this process she tried to find out some accelerating factors of socio-emotional integrity in developing holistic development among the student.

THEMES AND DISCUSSION

1. Understanding Home (nano)

The concept of “home” in a research context, particularly in the realm of family dynamics, involves not only the physical structure but also the emotional, psychological, and social environment within that space. When examining a “nano” or micro perspective of the home, we zoom in on the intimate and personalized spaces that shape individual and family life.

(i) Parent Children relation

The feeling of safety and security develops in human being from the very early stage of development. Proper emotional development affects throughout the life of a person. In his attachment theory (Bowlby, 1969) John Bowlby tried to find out the nature of attachment of a child to his mother. This theory is later been analysed and it was found that those students who are more secure in their early age, feels secure and socially adjustable in their adulthood. They also face less behavioural problems in latter stage. (Brumariu & Kerns, 2010; Dallaire, 2007; Fearon, Bakermans-Kranenburg, Van Ijzendoorn, Lapsey, & Roisman, 2010; Lyons-Ruth, Easterbrooks, & Cibelli, 1997; Matas, Arend, & Sroufe, 1978; Sroufe, 1983).

Foundations of Parenting

A discussion of the roles parents play in shaping the emotional, social, and psychological development of children. Explore various theories such as attachment theory (Bowlby) and parenting styles (Baumrind) to explain how these relationships are formed. The role of nurturing, discipline, and communication in fostering healthy relationships. Parents’ involvement in children’s early life can set the tone for future interactions.

The Role of Emotional Support

Examining how emotional support from parents contributes to the development of self-esteem, emotional intelligence, and social competence in children. Positive reinforcement and its impact on behaviour and decision-making. The discussion could include the importance of validating a child’s emotions and providing encouragement.

Impact of Parental Conflict

Address the negative impact of ongoing conflict or instability between parents on the child’s emotional development. How unresolved conflict can influence a child’s sense of security within the home. The significance of co-parenting and the alignment of parenting styles to provide a stable emotional environment.

Cultural Variations

Explore how different cultures perceive the parent-child relationship, considering collectivist vs.

individualist family dynamics. Cultural expectations may affect the autonomy, role of the child, and authority of the parent.

(ii) Positive home Environment

Definition and Characteristics

A positive home environment is one where the physical, emotional, and social conditions promote safety, security, and growth. This would include the factors that make up a positive home environment: cleanliness, safety, emotional warmth, and structure.

The Role of Physical Space

Consider the importance of having designated areas for learning, relaxation, and play. The physical layout of a home can either facilitate or hinder a child's development.

Emotional Atmosphere

How do emotional interactions at home create a positive or negative atmosphere? There is significance of empathy, kindness, and communication in building a home where everyone feels heard, respected, and loved.

There is impact of family rituals (e.g., shared meals, bedtime routines, celebrations) on creating emotional stability.

Support Systems

The role of extended family, friends, or community in creating a positive home environment. Support systems can alleviate stress and provide additional emotional and material resources for the family unit.

Mental Health and Well-being

Address how a positive home environment can improve mental health outcomes, especially in children. Emphasize the importance of positive reinforcement, mental health awareness, and the ability to express emotions freely.

(iii) Mutual trust (primary bonding)

Definition of Primary Bonding

Primary bonding refers to the initial attachment and emotional connection formed between children and their primary caregivers (typically parents). This

bond is critical for the child's sense of security and affects future relationships.

(iv) Building Trust in Early Childhood

Trust is built during infancy and early childhood through consistent caregiving, responsiveness to needs, and emotional availability. Parents' ability to respond sensitively to a child's cues and needs fosters a strong foundation of trust.

(v) Role of Communication and Consistency

Trust is also developed through open and honest communication, even with young children. Parents who model respectful communication and consistency in their actions help children feel safe and secure.

(vi) Challenges to Mutual Trust

Factors like neglect, abuse, or inconsistency in caregiving can disrupt the development of mutual trust and create emotional challenges for children later in life.

How children learn to trust others outside the home, particularly in school, peer relationships, and other social contexts.

(vii) Trust as a Dynamic Process

Trust is not a static trait. Explore how the mutual trust between parent and child evolves over time and how it can be influenced by life events, changes in family structure (e.g., divorce), or the emergence of independence in children.

(viii) Long-term Impact of Primary Bonding

The quality of early primary bonding impacts future emotional regulation, the ability to form healthy relationships, and even academic and professional success.

2. Understanding Society (Micro)

The concept of society at a "micro" level refers to the interactions, relationships, and behaviours that occur within smaller social groups, such as families, classrooms, and peer groups. This micro-level analysis explores how individual actions and interpersonal relationships shape larger societal dynamics.

(i) Student-Teacher Relationship

Role of Authority and Support

The student-teacher relationship is foundational in the learning process. Teachers serve as authority figures who provide guidance and structure, while also acting as support systems that foster emotional and academic development. A positive relationship built on respect, trust, and empathy can enhance student motivation and academic success.

Impact on Learning Outcomes

A nurturing student-teacher relationship helps students feel valued and understood, which can lead to higher self-esteem, greater engagement, and better academic performance. Teachers who are approachable and demonstrate care for their students can facilitate a learning environment where students feel safe to ask questions, make mistakes, and grow.

Influence of Teacher Expectations

Teachers' expectations, both high and low, can significantly influence student performance. High expectations, coupled with support, often lead to better outcomes, while low expectations may contribute to lower student motivation and achievement.

(ii) Sharing of Ideas

Collaborative Learning

Sharing ideas fosters collaborative learning, where students can exchange perspectives, challenge one another's viewpoints, and co-create knowledge. This encourages critical thinking and enhances creativity, helping students broaden their understanding of concepts beyond their individual experiences.

Cultural and Social Exchange

The exchange of ideas is not limited to academic content but also includes cultural and social exchange. This interaction allows individuals from diverse backgrounds to gain insight into different cultural values, ideologies, and practices, promoting social cohesion and empathy.

Teacher as Facilitator

Teachers play a vital role in creating a classroom culture where ideas are freely shared. They guide

discussions, encourage diverse viewpoints, and ensure that every student has an opportunity to contribute, fostering an inclusive learning environment.

(iii) Looking Is Learning:

Observational Learning

"Looking is learning" emphasizes the power of observation in the learning process. Students often learn by observing the behaviour of others, including teachers, peers, and role models. This form of learning, known as observational learning or social learning theory (Bandura), suggests that much of our behaviour, attitudes, and knowledge are acquired through watching others.

Modelling Behaviour

Teachers and peers serve as models for appropriate behaviour, academic skills, and social interactions. Positive behaviours, such as problem-solving, communication, and teamwork, can be learned by watching others engage in these activities. Students may also adopt or reject certain behaviours based on the observed outcomes.

Visual and Environmental Learning

Learning also occurs through visual stimuli within the environment. The classroom setting, instructional materials, and non-verbal cues all play significant roles in shaping students' learning experiences. Teachers can enhance learning by incorporating visual aids, demonstrations, and interactive activities.

(iv) Positive School Environment

Safe and Supportive Atmosphere

A positive school environment is characterized by physical and emotional safety, inclusivity, and support. When students feel safe, respected, and valued, they are more likely to engage in learning and participate actively in the school community. A supportive school environment encourages open communication, positive reinforcement, and mutual respect.

Promoting Social and Emotional Learning (SEL)

Schools that focus on SEL help students develop the

skills needed to manage emotions, establish positive relationships, and make responsible decisions. A positive school environment is one where emotional well-being is prioritized, and students are encouraged to reflect on their feelings, actions, and relationships.

Impact of Peer Relationships

Positive peer relationships also contribute to a healthy school environment. Friendships and collaborative work among students foster a sense of belonging and collective responsibility. Encouraging healthy social interactions, conflict resolution skills, and empathy is crucial to creating a positive school climate.

(v) Reflection on Others Through Society

Influence of Social Interaction

Individuals reflect on themselves and their behaviours through interactions with others. This is influenced by societal norms, values, and expectations. As individuals engage in social environments (e.g., schools, communities, peer groups), they mirror behaviours, attitudes, and ideas from the society around them.

Social Identity Formation

Society shapes individual identity by providing a framework for understanding roles, social expectations, and group affiliations. The way a person sees themselves is often a reflection of the feedback and perceptions they receive from the broader social context, including family, peers, teachers, and cultural norms.

Empathy and Social Awareness

Reflecting on others through society fosters empathy and social awareness. By understanding diverse perspectives, individuals can recognize shared human experiences and challenge societal prejudices. This reflection contributes to greater social cohesion and tolerance, allowing for more inclusive and understanding societies.

3. Understanding the World (Macro)

At a macro level, understanding the world involves analyzing broad societal patterns, cultural shifts, and global interactions that shape human experiences. It encompasses how individuals, communities, and

nations navigate collective consciousness, political ideologies, and emotional resilience.

(i) Affirmative Correspondence

Affirmative correspondence refers to the positive and constructive exchange of ideas, beliefs, and narratives across cultures, societies, and institutions. It highlights mutual understanding, diplomatic dialogue, and ethical communication that contribute to global harmony. In media and language education, it can be seen in inclusive discourse, balanced representation, and cross-cultural engagement that fosters respect and appreciation for diversity.

(ii) Rejuvenating Nationalism

Rejuvenating nationalism explores the reinvention of national identity in response to globalization, cultural integration, and political transformation. This concept addresses how nations maintain their cultural heritage while adapting to modernity. It also examines how media and education shape patriotic sentiment, either reinforcing positive civic engagement or, conversely, fueling exclusionary ideologies. A balanced approach to nationalism emphasizes unity without xenophobia, fostering pride in national identity while embracing global interconnectedness.

(iii) Emotional Health and Wellbeing

Emotional health and wellbeing at a macro level involve the collective mental resilience of societies, influenced by social structures, policies, and media representations. It includes the psychological impact of global crises, economic instability, and political tensions on public morale. Media and language play crucial roles in either alleviating or exacerbating stress, fear, and uncertainty through the portrayal of news, narratives, and educational discourse. Constructive media representation and empathetic communication strategies are essential in promoting mental health on a societal scale.

(iv) Emotive Self-Regulation

Emotive self-regulation refers to the ability of individuals and communities to manage and navigate their emotions effectively in response to macro-level influences such as cultural narratives, political events, and media portrayals. It is crucial for fostering social harmony, preventing mass

hysteria, and encouraging rational discourse in the face of challenges. Media and education contribute to this process by either amplifying emotional distress or equipping individuals with tools for critical thinking, resilience, and emotional intelligence.

CONCLUSION

Fostering socio-emotional integrity in school-going students is crucial for their holistic development, ensuring they grow into emotionally intelligent, socially responsible, and mentally resilient individuals. By integrating significant tenets such as emotional self-regulation, empathy, positive communication, and ethical reasoning into educational frameworks, schools can create nurturing environments that support both personal and academic growth.

A well-rounded approach to socio-emotional learning (SEL) not only enhances students' interpersonal skills but also equips them with the resilience to navigate life's challenges with confidence and adaptability. Media, language, and educational practices play pivotal roles in shaping students' emotional well-being, reinforcing constructive values, and fostering inclusivity. Furthermore, cultivating emotional intelligence alongside cognitive skills ensures that students are prepared to engage meaningfully in society, contribute positively to their communities, and uphold ethical principles in their interactions.

In conclusion, accelerating socio-emotional integrity in education is a vital step toward creating compassionate, self-aware, and empowered individuals. By prioritizing emotional well-being, schools can lay the foundation for a more empathetic, harmonious, and progressive society.

Limitations

This research was conducted in small scale and most of the respondents are from same cultural background.

All respondents are from education field and that may be the problem as they are all educational system.

Responses were collected randomly from both male and female, each may have different point of view, and that may affect the research.

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