

UNIVERSAL PRESCHOOL AND ITS IMPACT ON CHILDREN LIVING IN POVERTY

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ABSTRACT

The development of a person throughout their early infancy has a substantial bearing on the lifestyles they will lead later in life. According to Bornstein et al. (2012), this stage of development is an essential one for children's physical, cognitive, and social-emotional development, and it symbolizes the "building blocks" of children's later growth. Furthermore, this stage of development is significant for children's ability to communicate with others, as well as their ability to solve problems. to the study on the related of topic. Education is the process of fostering, in a child, the harmonious development of all elements of their personality, including their cognitive, socio-emotional, physical, linguistic, moral, creative, and aesthetic potentials, by providing them with the appropriate experiences and environments to help them realize their full potential. Because of this, receiving an education of sufficient quality has the power to alter an individual while also making a positive contribution to the overall health of the nation.

Keywords: *Universal Preschool, Children Living*

INTRODUCTION

The development of a person throughout their early infancy has a substantial bearing on the lifestyles they will lead later in life. According to Bornstein, this stage of development is an essential one for children's physical, cognitive, and social-emotional development, and it symbolizes the "building blocks" of children's later growth. Furthermore, this stage of development is significant for children's ability to communicate with others, as well as their ability to solve problems. According to Mewally, early childhood is the period of time during which a kid develops his or her capacity to experience, control, and express emotions; create deep and stable interpersonal connections; study the environment; and learn. People often refer to the early years of a kid's life as the time when that youngster develops the capacity to feel, to control those emotions, and to communicate those sentiments.

All of this takes place within the context of the family, the community, and the many cultural standards that are in place. In the course of this thesis, we are going to investigate several elements of the SED of young children (ranging in age from 0 to 6) who are living in circumstances that include poor poverty. In the year 2017, there were 689 million individuals who were living in conditions that may be characterized as extreme poverty. This statistic corresponds to the 9.2% of the world's population that lived on a daily income of less than \$1.90. According to the World Bank (2020), it is anticipated that the number of people living in extreme poverty throughout the globe would increase for the first time in over 20 years in the year 2020. This was owing to the fact that the COVID-19 pandemic generated disruption, which intensified the forces of violence

and climate change. Both of these factors had already slowed progress in the elimination of poverty. Recent studies have indicated that only the effects of climate change would be responsible for plunging anywhere from 68 million to 132 million more people into poverty by the year 2030. In addition, Guo and Mullan Harrys (2000) discovered that living in poor surroundings was connected with adverse effects on the social and emotional development (SED) of children.

OBJECTIVE OF THE STUDY

1. Researching the reasons for public investment and the effective utilization of scarce resources.
2. Universal preschool and its impact on children living in poverty

As a result, interventions that offer assistance and support during the early years of life are vital for long-term development and academic accomplishment (UNICEF, 2013). The early years of life are a critical period for development. Previous research has shown that this particular group does not have the necessary socio-emotional skills, and as a consequence, they are at a disadvantage in the classroom as a result of this. The abbreviation ECE, which stands for "Early Childhood Education," describes the field of study known as "Early Childhood Education." According to Alzahrani et al. (2019), it is essential to pay a significant focus on enhancing SED throughout the preschool years in order to provide those with less opportunities with an optimal level of development throughout their lives. Previous research has focused mostly on the effects that growing up in poor conditions has on the mental and physical development of young children. This is due to the importance of the years spent in infancy and childhood. On the other hand, very less attention has been paid to their SED in specialized studies. Because of these reasons, the current thesis includes an in-depth analysis of previous research addressing the risk and protective factors for SED of young children who are living in poverty. This is done in order to investigate whether or whether there is a possibility of mitigating undesirable consequences, with a particular emphasis placed on educational settings.

The First Years of Childhood

Early childhood is the time of a person's life that begins at birth and ends at the age of eight years old. This age span is generally referred to as the phase of life that is known as Early Childhood. Although there has been some discussion on which ages should be included (Farrel et al., 2015), the emphasis of this research will be limited to the first six years of a child's life, namely the preschool years. This is the time period during which a kid has the greatest potential for learning.

The rights of children who are economically disadvantaged

In order to protect the rights of young children who are living in poverty, it is important to take into consideration two primary statements. The Universal Declaration of Human Rights, which was written in 1948, was the first document to provide a common benchmark of success for all different kinds of civilizations. It outlines fundamental human rights that are protected on a global scale. Convention on the Rights of the, which deals with the legal and social status of children, who are the ones who lack total adult's autonomy but, on the other hand, are entitled to certain protections. The Convention on the Rights of the Child (1989) deals with the legal and social status of children.

Other two conventions were discovered to be significant for this chapter in relation to the situations in which learning takes place. The Guidance to Ensuring Inclusion and Equity Education (UNESCO, 2017) is a document that was written with the intention of assisting nations in adopting equity and inclusion into

educational policy. Its ultimate objective is to achieve structural change in order to eliminate obstacles to quality educational access, engagement, learning processes, and performance, and to guarantee that all students are treated and engaged equally. This will be accomplished by ensuring that all learners are treated and engaged equally. The primary takeaway is easy to understand: every student matters, and they are all valued in the same way (UNESCO, 2017). The Convention against Discrimination in Education (UNESCO, 1960) is the world's first legally enforceable international document devoted only to the right to education. It was established by the United Nations Educational, Scientific, and Cultural Organization (UNESCO). (Jensen et al., 2019) This theory asserts that the purpose of education should be to facilitate the full development of the human personality as well as to strengthen human rights and basic freedoms.

The Social and Emotional Development of a Child in the First Years of Life

According to Alzahrani et al., (2019), social and emotional talents are those that make a person capable of interacting and communicating with other people, experiencing, expressing, and managing their emotions, and reacting to the events happening around them in their environment. These talents also allow youngsters to live lives that are safe, comfortable, and socially involved while they are at the same time. It would seem that youngsters that are lacking in social skills, interpersonal talents, or emotional capabilities are at a disadvantage when it comes to learning in the classroom. SED is comprised of five interrelated components, including self-awareness, self-management, social awareness, relational skills, and responsible decision-making, as stated by the Collaborative for Academic, Social, and Emotional Learning (CA- SEL, 2018).

The Constituents of a Well-Rounded Social and Emotional Development

First, the Center for Academic, Social, and Emotional Learning (2018) defined self-awareness as the capacity to completely grasp one's thoughts and views as well as the influence they have on one's actions. This includes taking an impartial look at one's strengths and flaws, as well as maintaining a feeling of trust and optimism that is well-grounded in reality.

Self-management is the skill to effectively regulate one's emotions, perceptions, and actions in a variety of settings. This ability is referred to as "self-management." This entails the management of stress, the control of impulses, the motivating of oneself, and the establishment and accomplishment of academic and personal goals. According to Kroll, the term "self-regulation" has risen to popularity as a result of substantial associations with health outcomes beginning in early infancy and continuing throughout a person's lifetime. Self-management is sometimes referred to as self-regulation, and according to, it is responsible for the configuration of around 87 percent of all of the SED components. When children are able to self-regulate, it is easier for them to deal with stressful situations, such as when their parents leave, when they are unhappy with how they behaved during a conflict with their peers, or when they are nasty (Kroll, 2017). In addition, encouraging self-regulation in the most vulnerable communities, particularly those who are experiencing the negative effects of poverty, which undermines their development and potential capacity for positive adaptation and adjustment, can be an effective way to lessen the negative effects of SED on children who are living in poverty. Pahigiannis and Glos found that this was one of the most effective ways to mitigate the negative effects of SED on children living in poverty.

In addition, the capacity to observe and feel empathy with others who come from diverse origins and traditions, to examine behavioral, social, and ethical expectations, and to find support and aid for families, schools, and communities was identified as being part of social awareness. On the other hand, the ability to build and maintain positive and satisfying connections with a variety of different kinds of individuals is what

we mean when we talk about relationship skills. This requires delivering correct information, actively listening, working together, resisting improper social pressure, proactively managing conflict, and locating and offering aid when it is required. According to CASEL (2018), responsible decision-making is the result of making conscious, constructive, and respectful judgments on individual behavior and social relationships. These judgments are based on ethical values, safety considerations, social rules, the reasonable assessment of the consequences of different actions, and the well-being of both the individual and others.

To summarize and take into account all of these criteria, social and emotional development (SED) is described in this particular research as the children's ability to experience, influence, and express emotions; build intimate and secure interpersonal relationships; examine their surroundings, and learn from those investigations (Metwallt et al., 2016). According to the findings of several pieces of research, the socio-emotional capabilities of children are an essential component of both their social and academic achievement. The development of social and emotional skills in childhood has a lasting impact on these domains as well as academic and professional performance later in life. Children who are growing up in low-income environments benefit from receiving SED because it teaches them to be resilient in the face of adversity, to successfully seek help when they are in need of it, and to be deliberate in their behaviors (Durlak et al., 2011).

The Role of Low-Income Families in the Context of Early Childhood Education

A person is considered to be living in poverty when they are in a position in which they do not have adequate resources and, as a result, are unable to meet their minimal requirements, which may include their inability to participate in social activities. Therefore, a symptom of poverty in any society is the inability to satisfy a range of requirements. This applies to both individuals and families. When it comes to EC, the assets of a child's parents are often the primary source of funding to meet the requirements of the kid. According to Goulden and D'Arcy (2014), one of the fundamental characteristics of poverty is an insufficient amount of available material resources. In addition, and in connection to income, the World Bank (2020) split nations into four groups: low, lower-middle, upper-middle, and high, defined according to Gross National Income (GNI) per capita. Low-income countries were classed as having a GNI per capita of less than \$1,500. Low-income economies are those that had a gross national product (GNP) per capita of 1,035 dollars or less in 2019, while low-middle income nations are those that had a GNP per capita of between 1,036 dollars and 4,045 dollars in 2019. These definitions are for 2021.

Therefore, it would seem that being poor is a risk factor for children's development leading to less favorable results. Therefore, early childhood education is very necessary for the development of children who are socially and economically disadvantaged. According to Coombs et al. (2017), children who originate from low-income homes start kindergarten at a disadvantage compared to other children. This is due to the fact that children from low-income families often do not have an appropriate home environment that encourages learning skills and prepares them to thrive in school. According to Guo and Mullan Harrys (2002), impoverished families have less prospects for financial success, and children who are raised in households with lower resources likely to have a more difficult time succeeding academically and in other facets of life. (Guo & Mullan Harrys, 2000) They are less likely to participate in practices that encourage SED and wellbeing. Because it enables children to expand their SE skill set, kindergarten is an essential component of the early childhood education and development of children who are still in the preschool years. (Tan & Dobbs-Oates, 2013) Previous research has shown a statistical connection between the SED and children's academic success in school. Access to Early Childhood Education (ECE) programs gives possibilities for growth and learning that take place outside of the child's family. These opportunities may be particularly useful for

children who originate from poor backgrounds or households with low incomes (Alzahrani et al., 2019). In this particular research project, a methodical approach was used to recognize the consequences and implications of poverty on SED in young children.

Factors That May Put You at Risk, As Well As Those That May Help You

It is possible for children's growth to be stunted if the growing brain is affected by risks of both a biological and a psychological nature. According to Walter et al. (2011), disparities in child development may be traced back to before birth and persist throughout childhood. When it comes to mental health prevention, a strategy that is more holistic focuses on explaining both the many risk factors and the protective elements. A person's propensity to fail is directly correlated to the number of risk factors they have, but the presence of protective variables helps mitigate the adverse impacts of risk. It's possible for protective variables to either be really protective, in the sense that they minimize risk exposure, or compensating, in the sense that they diminish the effect of risk factors. According to Monograph (2000), variables that compensate for the danger of exposure while also actively boosting an individual's overall well-being are regarded to be promotive factors.

The cumulative exposure to developmental risks is what causes disparities to widen over time. Early holistic treatments need to tackle the several dangers that children grow up in a certain setting, in order to reduce the amount of disparity that exists. In order to reduce inequities, it is necessary to develop early interventions that are integrated and target all of the dangers to which children are exposed in a given environment. Early in life, when trajectories have not yet been set in stone, is the most powerful and cost-effective moment to minimize differences in outcomes. According to Walter et al. (2011), the actions done or not taken would have long-term ramifications for adult development, the well-being of future generations, and the environment.

CONCLUSION

Education is the process of fostering, in a child, the harmonious development of all elements of their personality, including their cognitive, socio-emotional, physical, linguistic, moral, creative, and aesthetic potentials, by providing them with the appropriate experiences and environments to help them realize their full potential. Because of this, receiving an education of sufficient quality has the power to alter an individual while also making a positive contribution to the overall health of the nation. When it comes to the cultivation of human resources, there is no more effective tool than education. According to Indira Gandhi, "Education is a liberating force, and in our age, it is also a democratizing force, cutting across the barriers of caste and class, smoothing out inequalities imposed by birth and other circumstances" (IGNOU, 1993, Coping with Socio-Emotional Problems). This quote was published in IGNOU's 1993 publication, "Coping with Socio-Emotional Problems." 1) The Universal Declaration of Human Rights (UDHR) from 1948 includes language stating that one of the universal human rights is the right to an education.

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