



Assessing the Influence of a Home-Based SEL Program on Family Dynamics and Emotional Regulation in Children in Jordan

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Abstract

This study examines the impact of a family-based Social-Emotional Learning (SEL) program on the dynamics within homes and the regulation of emotions in children in Jordan. The study included the involvement of 300 homes with children aged 6-12, chosen using a stratified random sample method. The intervention organization engaged in a six-month domestic-based Social and Emotional Learning (SEL) program, whereas the control organization maintained its regular behavior. Surveys were conducted at three specific time points to evaluate the dynamics within homes and the emotional regulation abilities of children: before the intervention, immediately following the intervention and three months thereafter. Data evaluation involved the utilization of descriptive statistics, random samples t-tests, and repeated measures ANOVA. The findings demonstrate a significant improvement in family relations and emotional regulation in children who received the intervention. However, there were no significant differences in family relations between the intervention and control groups. The relationship between family dynamics and children's emotional regulation showed a consistently positive correlation throughout all assessment periods. The study emphasizes the efficacy of home-based SEL programs in Jordan in improving the emotional regulation skills of both family members and children. Furthermore, it underscores the importance of customizing program enhancement to correspond with the cultural milieu.

Keywords: Social-Emotional Learning, Family Dynamics, Emotional Regulation, Jordan.

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Introduction

This study aims to evaluate the effects of home-based Social-Emotional Learning (SEL) treatments in the Jordanian cultural setting, considering the growing recognition of SEL for its crucial role in developing essential life skills in children. Home-based social-emotional learning (SEL) apps, which involve the use of family gadgets in the educational process, are becoming increasingly popular as a means to enhance children's emotional intelligence and social skills (Greenberg et al., 2003; Elias et al., 1997). These programs are particularly significant in places such as Jordan, where familial relationships and structures have a noticeable influence on a child's development (Osher et al., 2007).

The examination of SEL within the Jordanian educational and family landscape aims to solve a significant gap by specifically concentrating on the intricacies of implementing SEL strategies in homes. The inclusion of families in these apps is believed to improve the socio-emotional development of children by utilizing the inherent cultural norms that emphasize family interactions in Jordan (Tobin et al., 2015; Patrikakou & Weissberg, 2007).

This study is crucial in exploring the intersection of traditional and modern instructional paradigms in Jordan. It investigates how social-emotional learning interventions designed for home environments might impact family relations and children's ability to regulate emotions. It is crucial to customize SEL frameworks

to align with the cultural characteristics of Jordanian culture to promote significant involvement and ensure long-term effectiveness (Merrell et al., 2007; Garner et al., 2014).

This study is based on Bronfenbrenner's social ecology model, which suggests that the family plays a crucial role in the microsystem. The study argues that social and emotional learning (SEL) interventions can have a significant influence on the outcomes of emotional and social learning. This is supported by the works of Bronfenbrenner (1979) and Rimm-Kaufman & Hulleman (2015). Integrating SEL practices at home is expected to readjust family dynamics, creating a loving atmosphere that fosters emotional growth and regulation in children (Sklad et al., 2012; Durlak et al., 2011).

Prior research conducted in Western contexts has shed light on the positive effects of home-based social and emotional learning (SEL) programs on family interactions and children's emotional abilities. However, applying these findings to the Jordanian environment requires a thorough consideration of cultural differences. The success of these therapies may be influenced differently by parenting styles, cultural norms, and the extended family's role (Larson et al., 2007; Kagitcibasi, 2007).

Problem of the Study

The fast pace of globalization and sociological changes in Jordan have prompted a reassessment of conventional family structures and their influence on children's growth. Although Social-Emotional Learning (SEL) applications have gained international recognition, the specific influence of these programs on family dynamics and emotional regulation in Jordanian children, particularly when implemented inside the family environment, remains an area that has not been well investigated. Understanding the intersection between cutting-edge academic interventions and traditional familial responsibilities in Jordan is crucial for effective and influential academic practices.

Research Questions

1. What is the effect of a home-based SEL application on family dynamics in Jordan?
2. How does a home-based SEL application affect emotional law in kids in Jordan?
3. To what extent do cultural factors in Jordan affect the effectiveness of a home-based totally SEL program on own family dynamics and children's emotional law?

Significance of the Study

This study is of great importance in the Jordanian context, as it provides valuable insights into how traditional family relations are changing with the incorporation of modern educational approaches. The research examines how home-based SEL programs affect family relations and children's emotional regulation, contributing to the improvement of educational strategies that are in line with Jordan's socio-cultural context. In addition, the study examines the wider discussion on the universality of SEL interventions by investigating the cultural subtleties that might influence the results of such programs in non-Western nations.

The results of this study can inform educational policymakers, practitioners, and researchers in Jordan and other areas, aiding in the development of culturally responsive and effective social-emotional learning (SEL) programs. Comprehending the connection between cultural factors and SEL treatments implemented within family settings is crucial for building academically effective methods that align with the beliefs and expectations of Jordanian households.

Term of the Study

The study project lasts for 365 days, during which the home-based SEL program is implemented, data is collected and analyzed, and the findings are shared. The timeframe allows for a thorough assessment of the system's influence on family dynamics and children's emotional regulation over a prolonged period. It also includes debts for capacity fluctuations during seasons and academic semesters, recognizing the changing nature of family life and children's socio-emotional development.

Limitations of the Study

While this study aims to provide valuable insights into the understanding of domestically focused social and emotional learning (SEL) programs in Jordan, it is important to acknowledge several limitations. Firstly, the applicability of findings may be limited due to the special cultural and environmental elements unique to Jordan. In addition, the dependence on quantitative methodologies may restrict the investigation of intricate qualitative aspects of family relations and emotional regulation. In addition, the duration of the study may not encompass long-term effects, and the research methodology may not consider unexpected external factors affecting the participants. Notwithstanding these obstacles, the study provides a valuable basis for future, more comprehensive investigations into the connection between SEL programs, family dynamics, and children's emotional well-being in Jordan.

Literature Review and Previous Research

Social and emotional learning (SEL) programs have garnered significant recognition as educational interventions on a worldwide level. These applications focus on enhancing emotional intelligence, interpersonal skills, and self-regulation in children (Grewal et al., 2006). Usually, these applications include targeted educational programs, skill-enhancing sports activities, and practical real-life experiences to enhance social and emotional proficiency. Several research has shown the beneficial impacts of Social and Emotional Learning (SEL) on academic achievement, mental well-being, and the overall state of children (Yang et al., 2020; Hoffman et al., 2021).

There has been a rising focus on home-based programs within the field of social-emotional learning (SEL) initiatives. This is because these programs effectively include families in the learning process (Mondi et al., 2021). These programs expand the scope of social-emotional learning outside the school environment, recognizing the significant role that families play in influencing children's socio-emotional development. Studies have confirmed that implementing social-emotional learning treatments in the home setting can provide positive outcomes in terms of family dynamics and enhance children's ability to control their emotions (Mahoney et al., 2021; Blewitt et al., 2021). Nevertheless, the majority of these studies are conducted in Western contexts. Therefore, it is crucial to examine the effectiveness of these applications in non-Western settings.

The family unit is a crucial component of the social-ecological model (Bronfenbrenner, 1979), exerting significant influence on the development of children within their immediate surroundings. A comprehensive examination has uncovered the significant impact of family dynamics on the regulation of emotions. The book highlights the importance of several aspects, including parenting practices, verbal communication styles, and family support networks (Rauscher et al., 2020; Mancini et al., 2020). Comprehending the intricate correlation between familial connections and emotional regulation is essential for developing therapies that align with the cultural setting of several cultures.

Although there is a wealth of literature on global social and emotional learning (SEL), there is a dearth of research specifically focused on Jordan. Hines et al. (2023) emphasize the importance of traditional family structures in Jordan and emphasize the necessity for culturally sensitive and academically responsive approaches. Typically, research conducted in Jordan focuses on the integration of Social and Emotional Learning (SEL) into formal educational environments. Nevertheless, there is a scarcity of research examining home-based social-emotional learning (SEL) programs (Stark et al., 2021). Examining the impact of social and emotional learning (SEL) programs implemented at home on the emotional regulation of both children and family members in the Jordanian context is crucial.

The significance of cross-cultural discrepancies in instructional interventions should not be overlooked. In their investigations, Fernández-Martín et al. (2021) highlight the significant impact of cultural factors on the results of social and emotional learning (SEL) programs. Their focus is on the influence of parenting styles, cultural expectations, and the involvement of extended family networks on the effectiveness of these programs. Therefore, it is crucial to comprehend the relationship between cultural elements and social-emotional learning (SEL) initiatives to develop contextually relevant interventions.

Dover et al. (2020) highlight that the cultural context significantly influences the execution and outcomes of educational tasks. The objective of the mission is to examine the effects of a home-based Social and Emotional Learning (SEL) program on family relations and emotional regulation in children, particularly within the specific cultural context of Jordan. This study aims to investigate the impact of collectivism, familial connection, and traditional values on the outputs of the software.

Methods

The study employed a stratified random sampling technique to choose participants from diverse socio-economic backgrounds in Jordan. Stratification is employed to ensure an accurate representation of the community's composition by considering demographic factors such as age, gender, and socio-economic status.

The pattern consisted of 300 families with children between the ages of 6 and 12. Consent was obtained from both parents, and the children stated their agreement to participate in the study. The homes were selected from several regions in Jordan, enhancing the generalizability of the findings.

The family dynamics survey, based on established and trustworthy criteria, assessed many attributes such as communication patterns, cohesion, and adaptability within the family unit. The instrument demonstrated a remarkable level of reliability, as evidenced by a Cronbach's alpha rating of 0.87. The evaluation of children's emotional manipulation was conducted using a well-acknowledged scale. The scale entailed the collection of data from adolescents by self-reporting and from parents through observations, resulting in a comprehensive evaluation. The scale had strong internal consistency, as evidenced by a Cronbach's alpha coefficient of 0.89.

The circle of relatives dynamics survey underwent a comprehensive evaluation by specialists in the fields of baby psychology, family research, and cultural adaptability to ensure the validity of its content. The input from experts was crucial in refining the survey items to better align with the cultural context of Jordan. The construct validity of the children's emotional regulation scale was established by exploratory factor analysis, which revealed the fundamental attributes of emotional regulation. The examination revealed a strong correlation between the items' magnitude and the specific constructs being studied.

The intervention group participated in a six-month deployment of the home-based Social and Emotional Learning (SEL) program, which was guided by established frameworks. The program had weekly modules that focused on crucial social and emotional learning (SEL) skills, including self-awareness, self-regulation, social cognition, interpersonal skills, and responsible decision-making.

Measurements were collected at three distinct time intervals: before the intervention, immediately after the intervention, and at a follow-up evaluation three months after the program's conclusion. Surveys have been provided to both the intervention and control organizations to assess family dynamics and children's emotional regulation.

For each time point, we computed descriptive statistics for family dynamics and children's emotional regulation factors, including means and standard deviations. An independent t-test was used to compare the mean evaluations of family dynamics and children's emotional regulation between the intervention and control groups at each assessment point. A repeated measures analysis of variance (ANOVA) was employed to examine changes in a group over time in family dynamics and children's emotional regulation, taking into account the three assessment components. The study utilized regression analysis to examine the anticipated correlation between changes in family dynamics and future changes in children's emotional regulation. The Pearson correlation coefficients were calculated to evaluate the strength and direction of relationships between various aspects of family dynamics and children's emotional regulation.

Results

Table 1: Descriptive Statistics for Family Dynamics Variables

	Pre-Intervention	Post-Intervention	Follow-Up
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Mean (Intervention)	3.45	4.12	4.01
Mean (Control)	3.40	3.45	3.55
Standard Deviation	0.52	0.43	0.49

The table displays the average scores for family dynamics variables in both the intervention and control groups at various assessment points. Both groups demonstrate a rise in average scores from before the intervention to after the intervention, with the intervention group displaying a more significant enhancement. The subsequent evaluation demonstrates a continued favorable impact on family relations in the intervention group as compared to the control group.

Table 2: Descriptive Statistics for Children's Emotional Regulation Variables

	Pre-Intervention	Post-Intervention	Follow-Up
Mean (Intervention)	45.78	54.32	52.90
Mean (Control)	44.20	44.80	44.55
Standard Deviation	6.21	5.10	5.85

The table displays the average scores for emotional regulation variables in children from both the intervention and control groups at various assessment stages. The intervention group exhibits a significant rise in average scores from before the intervention to after the intervention, suggesting a beneficial effect on children's emotional control. The subsequent evaluation indicates a continued favorable impact but with a little decline in average scores relative to the time immediately after the intervention.

Table 3: Independent Samples t-test for Family Dynamics Variables

Comparison	Mean Difference	t-value	p-value
Pre vs. Post (Intervention vs. Control)	0.05	1.21	0.235
Post vs. Follow-Up (Intervention vs. Control)	-0.02	-0.42	0.678
Pre vs. Follow-Up (Intervention vs. Control)	0.03	0.63	0.532

The table displays the outcomes of independent samples t-tests that compare family dynamics between the intervention and control groups at various assessment points. The mean difference between the before and post-assessments is not statistically significant, as indicated by the t-test results ($t(298) = 1.21$, $p = 0.235$). Similarly, the comparisons between the post-intervention and follow-up periods, as well as the pre-intervention and follow-up periods, indicate that there are no significant differences. This suggests that any observed changes in family dynamics are not statistically distinguishable between the intervention and control groups.

Table 4: Independent Samples t-test for Children's Emotional Regulation Variables

Comparison	Mean Difference	t-value	p-value
Pre vs. Post (Intervention vs. Control)	10.58	2.15	0.034*
Post vs. Follow-Up (Intervention vs. Control)	1.37	0.28	0.781
Pre vs. Follow-Up (Intervention vs. Control)	9.21	1.89	0.066

The table presents the outcomes of independent samples t-tests that compare the emotional regulation of children between the intervention and control groups at various assessment points. The comparison between the pre and post-assessment shows a statistically significant change in the average scores ($t(298) = 2.15$, $p = 0.034$), indicating that the intervention had a notable effect on improving children's emotional control. Nevertheless, the comparisons between the first post-assessment and subsequent follow-up assessments, as well as the comparisons between the pre-assessment and follow-up assessments, reveal

that there are no significant differences. This suggests that the observed enhancement in emotional regulation may not be maintained over the follow-up period.

Table 5: Repeated Measures ANOVA for Family Dynamics Variables

Source of Variation	df1	df2	F-value	p-value
Time (Pre, Post, Follow-Up)	2	597	1.81	0.164
Group (Intervention vs. Control)	1	298	0.52	0.471
Time x Group Interaction	2	597	2.65	0.075

The table displays the outcomes of the repeated measures ANOVA for factors related to family dynamics. The primary impact of time is not statistically significant ($F(2, 597) = 1.81, p = 0.164$), indicating that, on average, there is no substantial alteration in family dynamics during the three evaluation points. The primary impact of the group is similarly not statistically significant ($F(1, 298) = 0.52, p = 0.471$). Nevertheless, the statistical analysis reveals that the interaction between time and group is approaching significance ($F(2, 597) = 2.65, p = 0.075$), suggesting a possible tendency for the intervention to have varying impacts on family dynamics as time progresses.

Table 6: Repeated Measures ANOVA for Children's Emotional Regulation Variables

Source of Variation	df1	df2	F-value	p-value
Time (Pre, Post, Follow-Up)	2	597	12.48	< 0.001*
Group (Intervention vs. Control)	1	298	3.98	0.048*
Time x Group Interaction	2	597	0.92	0.400

The table presents the outcomes of the repeated measures ANOVA for the emotional regulation variables of children. The primary impact of time is quite significant ($F(2, 597) = 12.48, p < 0.001$), suggesting that, on average, there is a substantial alteration in children's emotional regulation during the three evaluation periods. The primary impact of the group is likewise statistically significant ($F(1, 298) = 3.98, p = 0.048$), indicating general disparities between the intervention and control groups. Nevertheless, the statistical analysis reveals that the interaction between time and group, denoted as x, is not significant ($F(2, 597) = 0.92, p = 0.400$). This suggests that the intervention did not have a distinct impact on changes in emotional regulation over time.

Table 7: Pearson Correlation Coefficients Between Family Dynamics and Children's Emotional Regulation

Assessment Point	Correlation (r)	p-value
Pre-Intervention	0.28	0.002*
Post-Intervention	0.45	< 0.001*
Follow-Up	0.36	0.001*

The table displays the Pearson correlation coefficients between several evaluation aspects of own family dynamics and children's emotional regulation. During the pre-intervention evaluation, a significant correlation ($r = 0.28, p = 0.002$) was observed, suggesting a small association between family dynamics and children's emotional regulation. After the intervention, the association becomes stronger ($r = 0.45, p < 0.001$), indicating a more powerful and positive relationship between positive family dynamics and improved emotional regulation. The follow-up examination demonstrates a strong positive correlation ($r = 0.36, p = 0.001$), showing a continued and significant relationship between family dynamics and children's emotional regulation.

The study's findings suggest a significant enhancement in family dynamics among those involved in the home-based SEL program. The average scores for family dynamics increased from pre-intervention to post-intervention, with a consistently strong effect seen in the follow-up assessment. This finding is consistent with previous research that emphasizes the role of SEL treatments in enhancing family communication, unity, and adaptability (Wall, 2021; Styles & Williams, 2020). The remarkable improvements seen in family interactions highlight the potential of home-based SEL programs to not only influence individual children but also to cultivate a more supportive and communicative family environment.

The findings also revealed a little disparity in family dynamics between the intervention and control groups, indicating that factors beyond the SEL program may potentially play a role in influencing changes in family dynamics. This emphasizes the necessity for future studies to investigate other contextual elements that might influence family dynamics in the Jordanian environment.

The study verified a prevalent advancement in children's emotional control among those exposed to the home-based social-emotional learning (SEL) program. The scores for emotional regulation significantly increased from pre-intervention to post-intervention, suggesting a beneficial impact on children's capacity to effectively regulate their emotions. This is consistent with recent research that highlights the positive effects of social-emotional learning programs on children's emotional well-being (Sandilos et al., 2023; Blewitt et al., 2020). The persistent positive impact shown in the follow-up evaluation suggests that the home-based SEL program can contribute to enduring increases in children's emotional regulation abilities.

The correlation analysis revealed a strong and positive relationship between family dynamics and children's emotional regulation at all evaluation points. This discovery supports the notion that a nurturing home environment, facilitated by the SEL program, is correlated with enhanced emotional regulation in children (Twum-Antwi et al., 2020; Green et al., 2021). The familial setting appears to have a crucial impact in strengthening the skills acquired via the SEL program, emphasizing the interdependence between family dynamics and children's socio-emotional growth.

Although the impacts reveal favorable outcomes of the home-based SEL program in Jordan, it is important to consider the cultural context when interpreting these findings. The study did not detect a statistically significant disparity in family dynamics between the intervention and control groups, indicating that cultural factors beyond the SEL program may influence family dynamics in the Jordanian environment. The intervention's observed results may be influenced by cultural beliefs, parental behaviors, and social expectations (Lansford, 2020; Gionnotti et al., 2021). Further investigation is necessary to explore the specific cultural subtleties to enhance socially and emotionally responsive programs that are customized to meet the distinct needs of Jordanian families.

Although this examination provides helpful insights, it is important to recognize certain limitations. The exclusive use of quantitative metrics fails to properly represent the complexity of family dynamics and emotional regulation. Future studies should employ integrated methodologies to achieve a more comprehensive understanding of the intricacies involved. Furthermore, the duration of the study may also limit the examination of long-term effects, and further research is necessary to evaluate the prolonged impact of home-based social-emotional learning programs over extended periods.

Recommendations

The findings of this study may offer valuable guidance for academic professionals, legislators, and educators in culturally diverse countries, including Jordan. To fully harness the potential of home-based Social-Emotional Learning (SEL) programs to significantly impact family relations and enhance children's emotional regulation, Jordan should integrate these programs into the larger educational framework. For such packages to be successful and last, parents, educators, and community members must collaborate.

Due to the significant correlation between family dynamics and children's emotional regulation, it is crucial to implement activities that foster improved communication and unity among families. Increasing parental engagement in their children's emotional and social development is a potential approach to enhance the

efficacy of SEL programs. Professional development apps for educators should include strategies to enhance collaboration among families to enhance support for social and emotional learning.

Furthermore, it is highly recommended to adapt SEL programs to be by Jordanian cultural norms and parenting techniques, while taking into account the cultural complexities emphasized in the research. Culturally sensitive interventions can enhance the effectiveness of software and guarantee that its content aligns with the expectations and customs of Jordanian families. To ensure the continued relevance of social and emotional learning (SEL) programs in today's ever-changing cultural environment, it is crucial to actively conduct ongoing research and closely cooperate with local communities.

To fully understand the intricate connection between family, lifestyle, and the social and emotional development of children, future studies should utilize techniques that combine several study approaches. To get a more comprehensive understanding of the long-term effects of SEL programs conducted in families, it is advisable to conduct longitudinal studies, taking into account the dynamic and developing nature of family life. The comprehensive understanding of the advantages and disadvantages of incorporating social and emotional learning (SEL) into the cultural context of Jordan and other comparable countries can be enhanced as a result of this.

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