THE RELATIONSHIP OF PARENTS' AND TEACHERS' PERCEPTIONS OF STUDENTS' SOCIAL-EMOTIONAL DEVELOPMENT WITH THEIR CHINESE LANGUAGE LEARNING ACHIEVEMENT IN NURSERY 2 AT A TRILINGUAL INTERNATIONAL SCHOOL IN BANGKOK

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Abstract: The purpose of this research were to examine the level of parents' and teachers' perceptions of students' social-emotional development, and the relationship of the students' social-emotional development with their Chinese language learning achievement of Nursery 2 (N2) at a trilingual international school in Bangkok. In this research, 81 parents and 28 teachers of 81 N2 students enrolled in the 2017-2018 school year in this school participated. This research followed a quantitative research methodology employing the questionnaires of parents' and teachers' perceptions of students' social-emotional development, and the N2 Term 3 Chinese language summative assessment of the 2017-2018 school year to determine the level of students' Chinese language learning achievement. There were four main elements included in this research: the level of parents' and teachers' perceptions of students' social-emotional development, the level of Chinese language learning achievement, and the relationship between students' social-emotional development and their Chinese language learning achievement. In this research, the students' social-emotional development focused on three areas: paying attention-following direction, self-regulation, communication and interaction. Chinese language learning achievement focused on listening, speaking, communicating, also reading and tracing Chinese characters. There were four main findings: 1) the parents' perception of students' social-emotional development was on schedule; 2) the teachers' perception of students' social-emotional development was on schedule; 3) the students' Chinese language learning achievement was exceeding the expectation; 4) there was a significant relationship of the parents' and teachers' perceptions of the students' social-emotional development with their Chinese language learning achievement in N2 level at a trilingual international school in Bangkok.

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Introduction

In recent years, along with the development of the Chinese economy, the number of Chinese tourists and investors who traveled to Thailand was increased, resulting in Chinese language education becoming more popular again. In 1998, Chinese was officially added as a foreign language subject test in the Thai college entrance examination (PAT-4). In 2001, the Chinese language acquired the status of a foreign language curriculum by the Ministry of Education (MOE) of Thailand. So far, Chinese has become one of the 19 foreign languages taught in Thailand, but only English and Chinese were taught from kindergarten to adults at all levels of school. Since the goal is for children to become 21st century skilled talents, the education system is required to provide the holistic development of children. This includes cognitive development of subject knowledge, physical development of body growth and motor skills, and the development of internal psychological factors. To develop as a "whole person", social-emotional development is a necessary condition. Social-emotional abilities also have its own unique meaning for students' academic achievements. It will benefit to organize the behavior and learning, and as essential components of school readiness, and academic success (Denham, 1998). The modern education promotes student-centered methods. The social-emotional abilities as above directly influence the students' learning achievements in all subject areas. Paying attention, collaboration, initiative participating in the classroom activities, positive learning attitudes, and a good relationship with peers and teachers will be directly reflected in the assessment results of all the subjects. In addition, children's strong social-emotional ability embodied in their early education stage will continue to influence the future learning outcomes and set up for their future academic success (Denham & Holt, 1993).

Literature Review

Personal, Social and Emotional Development

The contents of personal, social and emotional development (PSED) are the scope of the theory which includes three aspects as: 1) Personal development (Being me). 2) Social development (Being social). 3) Emotional development (Having feelings).

Developmental Theories in Early Childhood Education

Children's personal growth starts from infancy to toddlers to preschoolers, then to teenagers, adults, elders and eventually death. Along the early

childhood stage, there is a huge change, which not only grows physically, in motor skills, and in languages, but also in their social-emotional ability development. The part that makes early childhood education more special than education for teenagers or adults in the process of development that takes place. To know and understand the children's development is a necessary requirement and condition for this research, especially the social-emotional development.

Psychosocial Development Theory (Erikson, 1963)
Erikson (1963) proposed eight stages of psychological development that must be experienced in life as human beings age birth to death. These stages are infancy (under 2 years), toddler (2 to 4 years), preschool (4 to 5 years), school age (5 to 12 years), adolescent (12 to 19 years), young adult (19 to 35 years), middle age (35 to 65 years) and old adult (65 to death). It includes the understanding and development of personal emotions, as well as the stage of emotional development in human life and social relations. His theory spanned both childhood and adulthood, however, only the first three stages are more important for this research because it is the stage of infants to young children.

Developmental Organizational Theory (Cicchetti, 1995)
Cicchetti and Cohen (1995) proposed the developmental organization theories. The healthy social-emotional development of young children is influenced by their family environment and the care of parents and caregivers. It is also the result of early intervention in nursery and kindergarten. Early intervention with planned steps will promote the development of young children's social-emotions towards the positive. In contrast, the developmental organizational theory of Cicchetti and the marginal deviation model suggest that if normal children's social-emotional development do not develop normally along the established orbit, there will be deviations in the development of social-emotions. This will affect the children's learning achievements of other subjects and the communication of their future social life.

Social Learning Theory (Bandura, 1977)
One of the most well-known social learning theories is Bandura's social learning theory. His theory points out that children learn information based on their environment, through the observation of their peers' and adults' behavior. Observation, imitation, and modeling are the most common method of learning. Children's learning starts from paying attention, then go through to the processes of retention, motor reproduction, and motivation. Children always focus on the things and behaviors of interest, constantly observing, increasing experience, and thinking about causes and outcomes. Then through

their own participation and practice, they verify the results of your observations and reflections, then correct their behavior in the future practice. Finally, their cognitive ability will be improved by means of visual, listening, and doing.

Zone of Proximal Development (ZPD) (Vygotsky, 1978)
Vygotsky's theory states that children's development and progress are the result of learning. The occurrence of learning is the process of interaction between the surrounding environments. He believed that knowledge is socially constructed, as a product of dialogue and interaction between thought and language (Speech). Children use the language as a tool to explain and communicate during the learning process. At the same time, it is also one of the contents of children's observation and learning. The other important contribution of Vygotsky is the zone of proximal development (ZPD). It refers to when the learner wants to get more knowledge or other skills but cannot do without another skillful and knowledgeable person's help. That is the reason why the good relationship between children and peers and teachers is effectively important of their Chinese language learning.

Chinese Language Teaching Strategies
The school uses holistically designed classroom activities supported by social learning theory (Bandura, 1977), and combined with early childhood second language learning methods to teach the Chinese language in kindergarten. The school believes that all children can learn, but they learn in different ways. The school offers differentiation teaching strategies to plan classroom activities and encourage students' Chinese language learning. These were the main methods used in N2 level's Chinese language classroom activities, such as rhythmic songs, making handcrafts, gaming activities and storytelling.

Method
Population and Sample
The population of this research was 137 Nursery 2 (N2) students who enrolled in the 2017-2018 school year, as well as 137 parents of N2 students, and 28 teacher who taught these N2 students. Eighty-one parents' versions had been finished by parents. All of 137 teachers' versions had been completed by teachers. The researcher chose the 81 students who had completed questionnaires both from parents and teachers to be the sample for this research. The sample included 81 N2 students, the 81 parents who completed the questionnaire of parents' version and 28 teachers who completed the questionnaire of teachers' version.

Instrument

Two Questionnaires and One Summative Assessment

The research instruments of this study included one parent-completed questionnaire and one teacher-completed questionnaire were adapted from Ages & Stages Questionnaires: Social-Emotional, Second Edition (ASQ: SE-2) which was published by Dr. Jane Kaplan Squires in 2002. The researcher adapted 18 items from the original 38 items. The questionnaires focused on three social-emotional development areas: paying attention-following the direction, self-regulation, and communication and interaction. The questionnaires of parents' and teachers' versions were used both in English and Thai languages. Lastly, N2 students' 2017-2018 school year Term 3 Chinese language summative assessment was used to measure the level of students' Chinese language learning achievement. The assessment emphasized listening, speaking and communication, and tracing and recognizing Chinese characters.

Validity and Reliability of ASQ: SE-2

Table 1 showed the reliabilities of Ages & Stages Questionnaires (ASQ) which were used by some previous researchers. Squires' result in 2009 showed the Cronbach's alpha of ASQ: SE was .87, and in Lopes and collages research result in 2014, the Cronbach's alpha was .90. Also, for this research, the parents' version of the questionnaire Cronbach's alpha was .71, and the teachers' version of the questionnaire Cronbach's alpha was .75. According to the internal consistency reliability, a Cronbach's alpha (α) coefficient both parents' and teachers' versions α=.71≥.70 and α=.75≥.70 were considered as acceptable.

Table 1 *Reliability Data of ASQ and ASQ: SE*

Scale	Numbers of items	Cronbach's alpha value			
		ASQ: SE (Squires, 2009)	ASQ-3 (Lopes et al., 2014)	Current study parents' version	Current study teachers' version
ASQ: SE	18	.87	.90	.71	.75

Note. Adapted from a Systematic Review of ASQ (Velikonja et al., 2017)

Interpretation of the Scores and Scales

There were three scales to explain the mean scores of the parents' and the teachers' perceptions of students' social-emotional development showed in Table 2 below. Four options (often or always, sometimes, rarely or never, not sure), three scores (0, 5, 10) were used for quantification to measure the students' social-emotional development. Based on the cutoff was 6.50, the

mean scores from 0 to 4.49 was below the cutoff, it means students' social-emotional development is on the schedule. The mean scores from 4.50 to 6.49 was close the cutoff, it means the students' social-emotional development is in the monitoring zone. If the mean scores higher than 6.50, it means the students' social-emotional development need professional assessment in the future. The questionnaire presented item questions based on monitor the students' behavioral problems. The higher scores students received showed the worse behaviors.

Table 2 *Interpretations of Students' Social-Emotional Development Scores and Scales*

Score	Scale
0 to 4.49	On schedule (Below the cutoff)
4.50 to 6.49	Monitoring zone (Close the cutoff)
6.50 to 10	Need professional assessment (Above the cutoff)

Chinese Language Summative Assessment (2017-2018 Term 3)
The Chinese language summative assessment was scored according to the NCSSFL-ACTFL Global Can-Do Statement. This statement focuses on early age non-native language learner's basic language skills, such as listening, speaking, communicating, as well as tracing and recognizing Chinese characters. The result of the assessment was calculated as a percentage and scaled into three scores: score 80 to 100, exceeding (EX) which means that the students' language skill exceeds expectations; scores 60 to 79, expected (EP) which means that they meet expectations, and lastly scores 0 to 59, emerging (EM) which means that they need improvement.

Procedure
The questionnaires of parents' perception and the teachers' perception of the students' social-emotional development collected the data to determine students' social-emotional development level. The scores directly formed the level of the students' social-emotional development through parents' or teachers' daily observations and understanding of students' behaviors. The third questionnaire was the students' 2017 to 2018 school year language N2 Term 3 Chinese summative assessment. The scores of the assessment showed the students' Chinese language learning achievement in the term. The researcher chose 81 students who had both completed questionnaires of parents' and teachers' versions as the sample of this research. This research was carried out in October of 2018.

Findings
Finding 1
Table 3 showed the level of parents' perception of students' social-emotional development in N2 level at a trilingual international school in Bangkok.

Table 3
Means and Standard Deviations for Each Subscale/Item of the Parents' Perception of Students' Social-Emotional Development (n=81)

	Questions of ASQ: SE-2	*M*	*SD*	Interpretation
	Paying attention-following direction			
1	Is your child interested in things around him/her, such as people, toys, and foods?	1.11	2.092	On schedule
2	Does your child pretend objects are something else? For example, does he/she pretend a banana is a phone?	2.47	2.971	On schedule
3	Does your child follow routine directions? For example, does he/she come to the table or help clean up his toys when asked?	3.09	2.689	On schedule
4	Does your child do what you ask him/her to do?	3.09	2.689	On schedule
5	Does your child stay with activities he/she enjoys for at least 5 minutes (other than watching shows or videos or playing with electronics)?	1.73	2.868	On schedule
6	Does your child move from one activity to the next with little difficulty (for example, from playtime to mealtime)?	5.12	2.497	Monitoring zone
	Paying attention-following direction total	2.77	2.634	On schedule
	Self-regulation			
7	When upset, can your child calm down within 15 minutes?	1.85	2.899	On schedule
8	Does your child cry, scream, or have tantrums for long periods of time?	1.73	2.757	On schedule
9	Does your child seem more active than other children his age?	4.57	3.278	Monitoring zone
	Self-regulation total	2.72	2.978	On schedule
	Communication and interaction			
10	Does your child look at you when you talk to him/her?	.49	1.696	On schedule
11	Does your child use words to tell you what he/she wants or needs?	.37	1.537	On schedule

12	Does your child use words to describe his/her feelings and the feelings of others? For example, does he/she say, "I'm happy," "I don't like that," or "Someone is sad"?	1.23	2.441	On schedule
13	Do you and your child enjoy playtime together?	.49	1.696	On schedule
14	Does your child talk or play with adults he/she knows well?	1.54	2.579	On schedule
15	Can your child name a friend?	.86	1.902	On schedule
16	Do other children like to play with your child?	1.48	2.555	On schedule
17	Does your child like to play with other children?	1.79	2.659	On schedule
18	Does your child try to show you things by pointing at them and looking back at you?	2.28	3.359	On schedule
	Communication and interaction total	1.17	2.269	On schedule
	Parents' perception total	2.22	2.627	On schedule

Table 3 showed that the questionnaire of parents' perception of the students' social-emotional development was divided into three social-emotional development areas. The highest social-emotional development area total mean score was the first social-emotional development area paying attention-following direction (M=2.77). The lowest social-emotional development area total mean score was the third social-emotional development area of communication and interaction (M=1.17). The second social-emotional development area self-regulation (M=2.72) was a little lower than the highest social-emotional development area. The total mean score of parents' perceptions was 2.22, based on the interpretation of the scales and was on schedule.

Finding 2
Table 4 showed the level of teachers' perception of students' social-emotional development in N2 level at a trilingual international school in Bangkok.

Table 4 the questionnaire of teachers' perception of the students' social-emotional developments was divided into three social-emotional development areas. The highest social-emotional development area total mean score was the second social-emotional development area self-regulation (M=2.43). The lowest social-emotional development area total mean score was the third social-emotional development area of communication and interaction (M=2.10). The first social-emotional development area paying attention-following direction (M=2.41) was a little lower than the highest social-

emotional development area. The total mean score of parents' perceptions was 2.31, based on the interpretation of the scales and scores was on schedule.

Table 4 *Means and Standard Deviations for Each Subscale/Item of the Teachers' Perception of Students' Social-Emotional Development (n=81)*

Questions of ASQ: SE-2	*M*	*SD*	Interpretation
Paying attention-following direction			
1 Is the student interested in things around him/her, such as people, toys, and foods?	1.60	2.601	On schedule
2 Does the student pretend objects are something else? For example, does he/she pretend a banana is a phone?	2.47	3.174	On schedule
3 Does the student follow routine directions? For example, does he/she come to the table or help clean up his toys when asked?	2.41	2.970	On schedule
4 Does the student do what you ask him/her to do?	2.35	3.171	On schedule
5 Does the student stay with activities he/she enjoys for at least 5 minutes (other than watching shows or videos or playing with electronics)?	2.04	3.140	On schedule
6 Does the student move from one activity to the next with little difficulty (for example, from playtime to mealtime)?	3.64	3.792	On schedule
Paying attention-following direction total	2.41	3.141	On schedule
Self-regulation			
7 When upset, can the student calm down within 15 minutes?	2.22	2.850	On schedule
8 Does the student cry, scream, or have tantrums for long periods of time?	1.91	2.912	On schedule
9 Does the student seem more active than other students his/her age?	3.15	3.909	On schedule
Self-regulation total	2.43	3.224	On schedule
Communication and interaction			
10 Does the student look at you when you talk to him/her?	2.04	2.826	On schedule
11 Does the student use words to tell you what he/she wants or needs?	2.28	3.167	On schedule
12 Does the student use words to describe his/her feelings and the feelings of others? For example, does he/she say, "I'm happy," "I don't like that," or "Someone is sad"?	2.53	3.174	On schedule
13 Do you and the student enjoy playtime together?	2.35	2.860	On schedule
14 Does the student talk or play with adults he/her knows well?	3.02	3.507	On schedule

15	Can the student name a friend?	.99	2.003	On schedule
16	Do other students like to play with the student?	1.05	2.334	On schedule
17	Does the student like to play with other students?	.99	2.003	On schedule
18	Does the student try to show you things by pointing at them and looking back at you?	3.64	3.447	On schedule
	Communication and interaction total	2.10	2.813	On schedule
	Teachers' perception total	2.31	3.059	On schedule

Finding 3
To determine the level of students' Chinese language learning achievement in N2 level at a trilingual international school in Bangkok.

The mean score in N2 level 81 students' Chinese language learning achievement was 85.80. According to Chinese language summative assessment scores and scales interpretations, the mean was at the exceeding level. It showed the level of students' Chinese language learning achievement in N2 level at the trilingual international school in Bangkok was exceeding the expectation.

Finding 4
Table 5 showed the correlations between Independent Variable 1 (IV1): parents' perception of students' social-emotional development, Independent Variable 2 (IV2): teachers' perception of students' social-emotional development, and the dependent variable (DV): their Chinese language learning achievement (Term 3 Summative Assessment).

Table 5 *Pearson Correlations Between the Parents' Perception of Students' Social-Emotional Development, Teachers' Perception of students' Social-Emotional Development, and Their Chinese Language Learning Achievement (n=81)*

Variables	IV1	IV2	DV
IV1. Parents' perception of students' social-emotional development	-	.53[**]	-.56[**]
IV2. Teachers' perception of students' social-emotional development		-	-.55[**]
DV. Chinese language learning achievement (Term 3 Summative Assessment)			-

Note. [**] All the Pearson correlations coefficients were significant (2-tailed), $p<.001$.

The correlation between IV1 and DV, $r =-.56$, $p<.001$. It indicated that there was a significant moderately strong negative relationship between the parents'

perception of students' social-emotional development and their Chinese language learning achievement. The correlation between IV2 and DV, $r = -.55$, $p<.001$. It indicated that there was a significant moderately strong negative relationship between the teachers' perception of students' social-emotional development and their Chinese language learning achievement. The scores and scales interpretation of the questionnaire, the higher score explained the worse behavior presentation of students, also the lower level of the students' social-emotional development.

In addition, the resulting data showed that $r = .53$, $p<.001$ (Table 5). The correlation between IV1 and IV2 was not more than .95. It means the correlation between IV1 and IV2 was moderately strong, not very strong. Multicollinearity does not appear to be a problem since the correlation between two independent variables were relatively moderate, thus, allowing a multiple correlation coefficient analysis of parents' and teachers' perceptions of students' social-emotional development and their Chinese language learning achievement.

Table 6 *Multiple Correlation Coefficient Results Regarding the Variables Addressed in This Research*

Variable	R	R^2	Model	dfs Error	F	p
The parents' perception of students' social-emotional development	.63	.40	2	11	26.17	<.001
The teachers' perceptions of students' social-emotional development						
Chinese language learning achievement						

Note. **The correlation coefficients were all significant (2-tailed), $p<.001$.

In Table 6, the result presented that a significant multiple correlation between two independent variables (IVs) and the dependent variables (DV) was obtained, $R=.63$, $F (2, 78) =26.2$, $p<.001$. The multiple correlation coefficient obtained indicates that the two IVs account for 40.2% of the variance of the DV, $R^2 = .40$.

Discussion
The Parents' Perception of Students' Social-Emotional Development
The results of the parents' version of the students' social-emotional development showed that the N2 students' social-emotional development at

the three areas: paying attention-following direction, self-regulation, communication and interaction were all on schedule. N2 parents suggested that children like to communicate with parents, use languages to inform parents about their needs, play with parents often at home. They were always interested in the surroundings and looked more active than others. These specific details showed that N2 parents value children's social-emotional development. The children's basic psychological and physical needs were met. The children were very satisfied at home. Their social-emotional abilities developed well. Maslow noted that the early age children's positive social-emotional development based on their psychological and physical needs are basically satisfied. A person's attempt at fulfilling five basic needs are physiological, safety, social, esteem, and self-actualization (Maslow, 1970).

The Teachers' Perception of Students' Social-Emotional Development

The results of teachers' version of the students' social-emotional development showed that under the teacher's observation, the N2 children's social-emotional development in the three areas were all on schedule. Students liked to communicate with peers and adult teachers in languages, have certain self-regulation abilities, such as emotional control: stop crying for a short time; and attention control: can follow the classroom routine, do the teachers asked them to do. Kindergarten is the beginning stage for children to enter society. Students need to gradually understand how to enter society. They need to learn to develop positive learning habits and learning attitudes and learn to build good social relationships with peers and adult teachers at school. As Ladd and the colleagues motioned that the main areas in which students' social-emotional development is considered to include the teacher's observation of children's classroom learning behavior and cooperation with other students and adults or independent participation in the classroom, comfort with the teacher (Ladd, Birch, & Buhs, 1999). In addition, the children's approaches to learning goals, learning competencies, attention, and learning attitude (Fantuzzo, Perry & McDermott, 2004) are also considered by students' social-emotional development. The ability of children's personal, social and emotional development (PSED) is an important role in the kindergarten stage of early childhood education. When referring to normative development within the early year foundation stage (EYFS), PSED is comprised of three aspects, self-confidence and self-awareness, managing feelings and behavior, and making relationships (Thornton & Brunton, 2015).

Chinese Language Learning Achievement
The result showed the students' Chinese learning achievement exceeded expectation. Based on the social learning theory (Bandura, 1977), the immersion language program is an approach to teach the Chinese language to

children by surrounding or immersing them in Chinese. Chinese teachers use rhythm songs, handcrafts making, game activities, story-telling classroom activities, and choose the topics related to student real life as the teaching objectives. Students can learn the Chinese language in a natural learning environment during the activities with their peers. Language should be presented in a natural, meaningful way, in the context of the child's experiences and interests (Saville-Troike, 1982; Sholtys, 1989).

The Relationship of Parents' and Teachers' Perceptions of Students' Social-Emotional Development with their Chinese Language Learning Achievement
This research was conducted in a study of children aged 3 to 4 years in the N2 level at the trilingual international school. The results proved that there was a significant relationship between N2 students' social-emotional development with their Chinese language learning achievement. This study focused on the three areas of social-emotional development of N2 students, which included paying attention-following direction, self-regulation, communication and instruction. Students have strong self-regulation and paying attention, and following the teachers' classroom instruction abilities, who can actively participate in classroom activities. These social-emotional abilities directly led to the positive achievement of students in Chinese learning outcomes at school. Same as the previous research results showed that children's social-emotional development, such as understanding of peers and adults, paying attention, emotional regulation, active cooperation, participation in classroom activities, and positive classroom behaviors jointly optimize students' academic achievement. As well as, less difficulty and risky behavior provided a successful school experience (Ladd, Birch, & Buhs, 1999). Studies by many scholars have shown that students' attention and classroom behavior are related to their academic achievement. In fact, kindergarten teachers reported a close relationship between student classroom behavior and social-emotional development and academic achievement (Bodrova & Leong, 2006).

The researcher also discovered that social communication abilities were related to students' academic achievement, such as communication and collaboration abilities, making friends, and building a good relationship with adults. Students had high level communication skills, who could establish a good relationship with peers and teachers, could get more language application opportunities, and learn more languages in their school life. An active classroom environment, a satisfying learning experience, and a communicative classroom atmosphere with peers and teachers will benefit students' academic achievement. The specific performance was not only that students pay more attention to learning tasks, maximize effective teaching time, receive more teaching resources, have the opportunity to accept more

teachers' instructions, and also get more academic knowledge from their peers, demonstrate the learning skills of peers (Pianta, La Paro, et al., 2008). As Vygotsky (1978) mentioned, children's social-emotional development is learned from peers or adults through unconscious and conscious observation. This learning process is practiced in everyday life. The child's social-emotional development is the result of his or her interactions with the surrounding environment. Zins, Bloodworth, Weissberg, and Walberg (2007) have noted that schools are social places, and learning is a social process. Caprara, Barbaranelli, Pastorelli, Bandura, and Zimbardo (2000) found that the prosocial behavior between themselves, peers, and teachers was related to the student's academic achievement. When students are able to understand self and others, accept social information, and regulate behavior, classroom learning goals are easier to achieve. In this learning environment, students are more focused on learning and make their learning more valuable (Wentzel, 1999).

Recommendations
Teachers as a member of early childhood educators, teachers should recognize that social-emotional development is a part of early childhood education that needs attention. It is necessary to consider that Chinese language learning achievement is only one hand, the other hand is the development of children's social-emotional abilities, such as how to cultivate good study learning behaviors, self-awareness, and self-regulation abilities. The correction of student's routines and behavioral habits is accomplished through the teaching of individual subjects.

Parents need to be aware that in the process of seeking students' Chinese language learning achievement, they should also pay attention to the positive development of students' social-emotional abilities. In addition, the parents' version questionnaire provided effective data for parents to self-assess and monitor their children's social-emotional development in the ages of 3 to 4. Parents could discover children's social-emotional development issues by observing their daily life behaviors listed in the questionnaire.

School administrators should pay attention to the students' learning achievements and positive social-emotional development equally. School administers could improve the school's learning environment both indoor and outdoor of the classroom, provide effective support for teachers to engage in interesting classroom activities. Also, establish a safe, caring environment for the students to collaborate and communicate with peers and adults naturally. School administers might build a parent communication mechanism. Parents

and school work together to provide more opportunities for students to increase their social-emotional abilities and learning achievements.

This research focused on finding the relationship of early age children's social-emotional development with their Chinese language learning achievement. The parents' and teachers' perceptions questionnaires will be useful for the future researchers who are interested in the similar areas. Also, the future researchers might make the range of the populations widely, such as select students from different grade levels and ages or observe same group students' development in consecutive years. So, from this way, the future researchers may find more evidence to evaluate the development process of the students' social-emotional abilities in the preschool stage. Furthermore, this research only emphasized the relationship between students' social-emotional development with one subject learning achievement, which is the Chinese language learning achievement. For future researchers may try to study the relationship between students' social-emotional development with other subjects.

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