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PARENTAL EXPECTATIONS AND DOMESTIC RESPONSIBILITY AS PREDICTORS OF SOCIAL DEVELOPMENT AMONG LEARNERS IN JUNIOR HIGH SCHOOL

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ABSTRACT

This study aimed to investigate the influence of parental expectations and domestic responsibility on the social development of students in Cluster 13 Public Secondary Schools in Davao City. A total of 261 Grade 8 students were selected using simple random sampling, and data were collected through an adapted survey questionnaire validated through pilot testing. The findings reveal that parental expectations are generally rated as extensive, indicating frequent communication of academic goals, monitoring of domestic responsibilities, and investment in educational resources. Conversely, domestic responsibility is rated as moderately extensive, suggesting that students occasionally participate in household tasks, caregiving, and management of personal affairs. The extent of social development among students is also rated as extensive, reflecting frequent demonstration of effective communication skills, conflict resolution abilities, and active participation in group activities. Regression analysis shows that both parental expectations and domestic responsibility significantly influence social development, with parental expectations having a stronger impact. These results support the Expectancy-Value Theory by Eccles (1983), which emphasizes the impact of parental expectations on student behavior, as well as Bandura's (1977) Social Learning Theory and Bronfenbrenner's (1979) Ecological Systems Theory. It is recommended that schools enhance parent engagement programs and provide guidance to parents on setting clear expectations and promoting responsible behavior among students.

KEYWORDS: *Parental Expectations; Domestic Responsibility; Social Development; Secondary Students; Davao City*

INTRODUCTION

The social development of learners in junior high school is critically linked to their overall educational success and emotional well-being, yet many students exhibit a low level of social development, marked by poor communication skills, limited peer interaction, and low self-esteem. This deficiency highlights a pressing need to investigate underlying factors that could significantly influence social behaviors and skills among adolescents. Parental expectations and domestic responsibilities are often overlooked as contributors to the social dynamics of young learners. Thus, this study proposes to examine the predictive power of these familial factors on the social development of junior high school students.

In the United States, issues related to the social development of learners are becoming increasingly apparent. According to Camelo and Elliott (2019), recent surveys indicate that approximately 30% of middle school students report feeling socially isolated or unable to make friends at school. This is compounded by digital communication preferences, which, as highlighted by Alsubaie et al. (2019), often detract from face-to-face interaction skills critical for healthy social development. These statistics underscore a growing concern about the social capabilities of American youth, particularly as they relate to real-world interactions and emotional intelligence.

In the United Kingdom, similar challenges are evident, with recent studies showing that about 25% of secondary school students feel that they lack companionship at school (Teyhan et al., 2019). Moreover, Campbell et al. (2019) reported that bullying and social anxiety contribute significantly to these feelings, impacting students' ability to develop strong interpersonal relationships. The situation is exacerbated by the high stakes academic environment in the UK, which often prioritizes academic success over social or emotional development. These factors combine to create a scenario where social skills are underdeveloped, leaving many students unprepared

for the social demands of later life. Thus, there is a critical need for schools to balance academic and social education to foster better-rounded individuals.

Across Asia, the diversity of educational systems reflects varied issues in social development among learners. Rao et al. (2019) noted that in countries like South Korea and Japan, intense academic pressures often limit students' time for social activities, which hinders the development of essential social skills. Similarly, Zhou et al. (2019) found that in Southeast Asia, large class sizes and limited resources restrict effective social skills training within the curriculum. This lack of focus on social development in schools across Asia is concerning, as it can affect students' abilities to collaborate and communicate effectively in their future professional lives. Initiatives to integrate social skills education into the standard curriculum could therefore play a crucial role in enhancing the holistic development of learners.

In the Philippines, rapid changes in educational approaches have left gaps in social development education. Aruta et al. (2022) highlighted that while the K-12 system aims to improve holistic education, there remains a significant deficiency in structured social skills development programs. Alampay and Garcia (2019) further pointed out that the emphasis on rote learning and passing examinations does little to encourage social interaction or teamwork among students. This oversight can result in students who excel academically but struggle with basic interpersonal and social interactions. Addressing this imbalance is essential for preparing Filipino students not only for academic success but also for the socially interconnected world of work.

In the researcher's setting, despite efforts to enhance educational outcomes, social development in learners remains a concern. Schools in Davao often focus more on compliance and discipline, with less emphasis on fostering social skills such as empathy and cooperation. This educational approach might inadvertently suppress students' social expression and development. The lack of programs specifically aimed at developing social skills in Davao City schools highlights a gap in the educational system that needs urgent attention. Integrating comprehensive social development programs into the city's educational framework could help enhance students' overall well-being and societal interaction capabilities.

The existing literature reveals a significant gap in studies that examine the predictive power of parental expectations and domestic responsibility on the social development of junior high school learners, particularly in Cluster 13 Public Secondary Schools in Davao City. While previous research has explored the impact of family factors on academic performance, there is limited quantitative data focusing specifically on social development outcomes. Most studies have been conducted in different educational settings or have focused on other regions, leaving a gap in localized evidence from Davao City. This lack of targeted research hinders the ability to design effective interventions tailored to the social needs of students in these schools. Therefore, there is a clear need for a quantitative study to fill this gap and provide data-driven insights into the relationship between family influences and social development among these learners.

The urgency to conduct this study in the researcher's setting is underscored by the growing concerns about low levels of social development among students in Davao City. Recent observations by educators indicate that many learners struggle with interpersonal skills, which can affect their overall well-being and future success. Parental expectations and domestic responsibilities have been identified as key factors that may shape these social behaviors, yet their specific impact remains underexplored in this local context. By conducting this study, the researcher aims to generate evidence that can inform practical strategies and policy changes to support the social development of junior high school students. Thus, addressing this research gap is critical for developing targeted interventions that will enhance the social skills and overall educational experience of learners in Cluster 13 Public Secondary Schools in Davao City.

REVIEW OF SIGNIFICANT LITERATURE

This section covers discussions on variables and their indicators. It includes analyses of concepts, ideas, and perspectives sourced from various authors through a range of books, journals, and electronic platforms.

Parental Expectations

Parental expectations refer to the assumptions and standards that parents hold regarding their children's academic performance and educational attainment. These expectations can influence a child's motivation, self-esteem, and performance in educational settings, as parents often convey their values and goals related to education to their children (Klyachko et al. 2019). Moreover, it demonstrates that high parental expectations are strongly correlated with improved academic achievement among students, as these expectations often motivate students to set and pursue ambitious goals. When parents convey a belief in their children's potential, students are more likely to

internalize this confidence, resulting in higher self-efficacy and resilience in their academic efforts. Additionally, Jeynes finds that parental expectations not only boost academic outcomes but also foster positive attitudes toward learning, as students feel supported and encouraged to meet or exceed these expectations (Jeynes, 2024).

Additionally, parental expectations play a crucial role in shaping students' academic self-concept and, subsequently, their academic performance. Tatlah et al. (2019) argue that when parents have high academic expectations, students often develop a stronger academic self-concept, which positively influences their motivation and achievements. This connection suggests that the belief students hold about their capabilities is, in part, molded by their parents' perceived confidence in their potential. Similarly, Rizwan et al. (2020) highlight that parental expectations, rooted in cultural values, can be a double-edged sword, as they may increase students' academic stress while simultaneously driving them to perform better. Consequently, while high expectations may encourage academic success, they can also lead to increased pressure, affecting students' mental well-being.

Further, parental expectations significantly impact students' beliefs about their abilities and their academic self-perception. Wang et al. (2021) demonstrate that students with supportive parental expectations tend to view their academic potential more positively, reinforcing their confidence in achieving set goals. This positive self-perception becomes a self-fulfilling cycle, where students who believe in their capabilities strive harder to meet their parents' expectations. Pinquart and Ebeling (2020) add, through their meta-analysis, that the alignment of parental expectations with students' abilities is essential, as unrealistic expectations can lead to negative academic outcomes. Hence, while parental expectations are generally beneficial, the alignment of these expectations with realistic academic goals is necessary for maintaining healthy self-efficacy in students.

Furthermore, the influence of parental expectations extends to shaping students' academic interests and long-term academic engagement. Lindberg et al. (2019) suggest that parental expectations not only drive students' pursuit of academic success but also guide their interests and career aspirations, as students often internalize these expectations. In support, Khanam et al. (2022) found that students with parents who value education highly are more inclined to develop sustained academic interests, as they feel encouraged and supported. This internalized motivation fosters long-term academic engagement and persistence, which are crucial for future success. Altogether, the literature underscores that while parental expectations are generally advantageous, the nature and alignment of these expectations with students' abilities and interests play a critical role in shaping positive academic outcomes and well-being.

Research indicates that parental educational expectations significantly influence students' social development and academic achievement. A meta-analysis revealed that higher parental expectations are associated with improved academic outcomes, which in turn foster better social skills and peer relationships (Pinquart & Ebeling, 2020). Moreover, these expectations can enhance students' self-concept, leading to increased confidence in social settings (Tatlah, Masood, & Amin, 2019). However, excessively high expectations may also exert pressure, potentially causing stress that negatively impacts social interactions. Therefore, balancing parental expectations is crucial to support both academic success and healthy social development.

Further studies have explored the nuanced effects of parental expectations on student well-being. Early evidence from a statewide social experiment suggested that positive parental expectations, coupled with financial investments in children's education, promote not only academic success but also social competence (Kim, Sherraden, Huang, & Clancy, 2015). Additionally, research has shown that parents' educational aspirations significantly correlate with students' academic achievements, which are linked to enhanced social development (Lindberg et al., 2019). These findings imply that when parents hold realistic and supportive expectations, students are more likely to thrive socially and academically. Consequently, parental engagement plays a pivotal role in shaping students' social trajectories.

STATEMENT OF THE PROBLEM

The primary objective of this study was to evaluate the predictive power of parental expectations and domestic responsibility on the social development in high school students in Cluster 13 Public Secondary Schools in Davao City. As such, the research explored the following questions:

1. What is the extent of parental expectations in terms of:
    - 1.1 communication of academic goals;
    - 1.2 monitoring of academic progress;
    - 1.3 investment in educational resources; and
    - 1.4 reaction to academic success and failure?
2. What is the extent of domestic responsibility in terms of:

2.1 regular completion of household chores;
2.2 caregiving for siblings or family members; and
2.3 management of personal affairs?

3. What is the extent of social development in high school students in terms of:
3.1 effective communication skills;
3.2 conflict resolution abilities; and
3.3 participation in group activities?

4. Is there a significant relationship between:
4.1 parental expectations and social development of high school students?; and
4.2 domestic responsibility and social development of high school students?

5. Do parental expectations and domestic responsibility serve as significant predictors of social development of high school students?

METHODOLOGY

This section provided a comprehensive overview of the research design, including details on the research respondents, ethical considerations, research instruments, and procedural steps. It also outlined the methods for data collection and analysis, ensuring a clear framework for the study.

Research Design

In the context of this study, the researcher had opted for a quantitative descriptive-correlational research design. Quantitative research involved the systematic empirical investigation of observable phenomena via statistical, mathematical, or computational techniques. It focused on quantifying the collection and analysis of data to formulate facts and uncover patterns in research (Ahmad et al., 2019). This was appropriate for this study as it allowed for the measurement and analysis of numerical data to determine relationships and patterns. This design facilitated the use of statistical tools to test hypotheses about the impact of parental influences on student social outcomes, providing clear, objective results that could be generalized to a larger population. By employing standardized measures, such as surveys or questionnaires, this approach yielded reliable and replicable data that helped in understanding the magnitude and direction of the relationships among the variables of interest.

Additionally, descriptive research referred to research methods that involved observing and describing the behavior of a subject without influencing it in any way. This approach was used to obtain information concerning the current status of the phenomena to describe "what existed" with respect to variables or conditions in a situation (Mohajan, 2020). This approach was suitable for this study as it enabled a systematic description of the phenomena of parental expectations and domestic responsibilities in the context of students' social development. This approach was used to gather data that reflected the current status of these variables within the high school student population, providing a detailed picture of how these factors manifested in everyday settings. Employing a descriptive approach also helped identify and categorize different types of parental expectations and domestic responsibilities, which was crucial for understanding their specific impacts on social development.

Moreover, correlational research determined the relationship between two or more variables using statistical methods to describe and measure the degree of association between them. This approach did not imply causation but merely identified whether an association existed between the variables studied (Hassan, 2024). A correlational approach was ideal for examining the extent to which parental expectations and domestic responsibilities were associated with social development in high school students. This method allowed researchers to explore potential connections and predict the influence of parental and domestic variables on students' social skills without manipulating the study environment. By identifying correlations, researchers could infer whether higher levels of parental expectations and specific types of domestic responsibilities were related to more positive or negative social outcomes, which was vital for formulating interventions aimed at enhancing social development through family and school programs.

Research Respondents

The respondents for this study were 261 Grade 8 students selected from a total population of 750 students in Cluster 13 Public Secondary Schools in Davao City using the Slovin formula. This formula ensured that the sample size was statistically representative of the overall population, minimizing sampling error. It calculated the appropriate number of respondents based on a desired margin of error and the total population size. By applying this method, the study aimed to obtain reliable and valid data regarding the academic and social aspects of the students. Consequently, the selected sample was expected to accurately reflect the characteristics of the entire group of Grade 8 students in the district.

Simple random sampling was a method in which every member of the population had an equal chance of being selected. It was a technique designed to eliminate bias and ensure a representative sample (Noor et al., 2022). In this study, a complete list of all Grade 8 students was obtained from the participating schools. A random number generator was then used to select 261 students from this list. This process guaranteed that the chosen respondents were a true reflection of the overall population in Cluster 13 Public Secondary Schools in Davao City.

The inclusion criteria for this study were clearly defined by the researcher to ensure the relevance of the data collected. Specifically, respondents had to be between 13 and 16 years old, as this age range typically corresponded to Grade 8 students. Additionally, they had to be enrolled in one of the Cluster 13 Public Secondary Schools in Davao City and must have attended at least one full academic year. These criteria ensured that the students had sufficient exposure to the school environment and curriculum to provide meaningful insights. Thus, by establishing these guidelines, the study aimed to produce findings that were both reliable and applicable to the target population.

Research Instrument

For the current study, the research methodology included the deployment of carefully structured survey questionnaires designed to explore the intricacies of the investigation. The questionnaire was divided into three distinct sections. The first part focused on parental expectations, which was composed of four indicators, namely communication of academic goals, monitoring of academic progress, investment in educational resources, and reaction to academic success and failure. The Cronbach alpha vlaue for this instrument is 0.868, described as good and interpreted as reliable. Responses were collected using a 5-point Likert scale to assess the extent of agreement or disagreement with each statement, with subsequent analysis based on predefined ranges of means that categorized the data effectively.

Data Analysis

The following statistical tools were utilized by the researcher in processing the gathered data:

Mean. This was used to evaluate the extents of parental expectations, domestic responsibility, and social development of high school students, providing a general indication of trends within the data. This provided answers to SOP 1, 2, and 3.

Pearson Product-Moment Correlation. This statistical tool was used to determine the strength and direction of the relationship between parental expectations and domestic responsibility on the social development of high school students in Cluster 13 Public Secondary Schools in Davao City. This provided an answer to SOP 4.

Regression Analysis. Regression analysis was employed to determine the predictive power of parental expectations and domestic responsibility on the social development of high school students in Cluster 13 Public Secondary Schools in Davao City. This provided an answer to SOP 5.

RESULTS AND DISCUSSIONS

This chapter presents the results generated from the data gathered. It is sequenced based on the objectives of the study as presented in the first chapter. Thus, it presents the extents of parental expectations, domestic responsibility, and social development in high school students; the significant relationship among these variables; and the predictive power of parental expectations and domestic responsibility on the social development in high school students in Cluster 13 Public Secondary Schools in Davao City.

Parental Expectations

On Table 1, the findings reveal that the extent of parental expectations in terms of communication of academic goals is generally rated as extensive, with a mean score of 3.43. This rating indicates that parents frequently express clear expectations and engage in discussions regarding their children's performance in home economics. Parental communication of academic goals is crucial because it helps students understand the importance of their studies, fosters accountability, and provides motivation. This aligns with the perspective of Gonzalez-DeHass and Willems (2016), who emphasized that effective parental communication about academic expectations positively influences students' engagement and achievement.

The range of mean scores for statements related to communication of academic goals varies from 3.32 to 3.57. The highest-rated statement is My parents regularly ask about what I am learning in home economics and how it applies to my future with a mean score of 3.57, categorized as extensive. On the other hand, the lowest-rated statement is My parents express a clear interest in the skills I should develop in my home economics course with a mean score of 3.32, categorized as moderately extensive. This aligns with the observations of Hoover-Dempsey

and Sandler (2005), who noted that parents are more likely to emphasize academic achievements rather than specific skill acquisition when discussing educational goals with their children.

CONCLUSIONS AND RECOMMENDATIONS

This part of the paper presents the conclusion and recommendation of the researcher. The discussion is supported by the literature presented in the first chapters and the conclusion is in accordance with statements of the problem presented in this study.

Finding

This study aimed to examine how the innovative leadership and ethical practices of school heads influenced community trust in educational institutions. A total of 261 high school students (Grade 8) from Cluster 13 Public Secondary Schools in Davao City, were chosen as participants through a simple random sampling technique. To gather data, the researcher utilized an adapted and refined survey questionnaire, which underwent pilot testing in a nearby school to verify its reliability and ensure the internal consistency of the items. The result of the study are summarize as follows:

The extent of parental expectations among students in Cluster 13 Public Secondary Schools in Davao City is generally rated as extensive, indicating that parents frequently communicate academic goals, monitor domestic responsibilities, invest in educational resources, and react to students' academic success or failure. Among the indicators, domestic responsibility is the most evident, reflecting that parents consistently expect students to fulfill household tasks and other responsibilities. In contrast, investment in educational resources is the least evident, suggesting that while parents are supportive, they may provide limited additional materials or enrichment opportunities for their children's learning.

The extent of domestic responsibility among students is generally rated as moderately extensive, indicating that students occasionally participate in household chores, caregiving for siblings, and management of personal affairs. Among the indicators, management of personal affairs is the most evident, suggesting that students are frequently responsible for their schedules, budgeting, and decision-making related to their personal activities. Conversely, caregiving for siblings or family members is the least evident, indicating that students may be less frequently assigned to care for family members.

The extent of social development of students is generally rated as extensive, demonstrating that students frequently exhibit effective communication skills, conflict resolution abilities, and active participation in group activities. Among the indicators, conflict resolution abilities are the most evident, indicating that students are adept at resolving disputes, negotiating solutions, and maintaining respect during disagreements. In contrast, effective communication skills are the least evident, suggesting that students may benefit from further support in expressing their ideas clearly and providing constructive feedback to peers.

The findings reveal a moderate positive relationship between parental expectations and social development of students, indicating that students who experience clear expectations and support from their parents are more likely to develop strong social skills. Among the indicators, domestic responsibility demonstrates the strongest relationship, suggesting that parental expectations related to household tasks significantly contribute to students' social growth. In contrast, communication of academic goals shows the weakest relationship, implying that while academic expectations are important, they may not directly enhance social development.

The findings also show a moderate positive relationship between domestic responsibility and social development of students, indicating that students who are assigned household tasks and caregiving responsibilities are more likely to develop essential social skills. Among the indicators, regular completion of household chores demonstrates the strongest relationship, highlighting that students who are consistently assigned tasks at home tend to exhibit better social skills. Conversely, management of personal affairs shows the weakest relationship, suggesting that while personal management is important, it may not directly enhance social skills.

The results of the regression analysis confirm that both parental expectations and domestic responsibility significantly influence the social development of students, with parental expectations having a stronger impact. Among the variables, parental expectations demonstrate a more substantial influence, suggesting that students who experience clear and consistent parental guidance are more likely to develop strong social skills. Domestic responsibility also shows a significant positive influence, indicating that students who regularly engage in household tasks are more likely to develop practical social abilities.

Conclusions

Based on the findings of this study several conclusions were generated:

The findings conclude that the extent of parental expectations among students in Cluster 13 Public Secondary Schools in Davao City is generally rated as extensive, indicating that parents frequently communicate academic goals, monitor domestic responsibilities, invest in educational resources, and react to students' academic success or failure. This implies that parents play an active role in guiding and supporting their children's learning and personal development. It is recommended that schools collaborate with parents to further enhance their involvement in providing educational resources and positive reinforcement for students.

It is also reveal that the extent of domestic responsibility among students is generally rated as moderately extensive, indicating that students occasionally participate in household chores, caregiving, and personal management. This implies that while students are entrusted with certain responsibilities, they may benefit from further opportunities to engage in practical tasks that promote social skills and self-discipline. Schools can encourage parents to provide age-appropriate responsibilities at home that foster students' sense of responsibility and independence.

More so, the extent of social development of students in Cluster 13 Public Secondary Schools in Davao City is generally rated as extensive, demonstrating that students frequently exhibit effective communication skills, conflict resolution abilities, and active participation in group activities. This implies that schools are successful in fostering social skills among students, but there is still room for improvement, particularly in enhancing effective communication skills. It is recommended that schools integrate more activities that promote active listening, clear expression, and collaborative problem-solving among students.

Meanwhile, the results further confirm that parental expectations have a moderate positive relationship with students' social development, indicating that students who experience clear and consistent parental guidance are more likely to develop strong social skills. This implies that parents who set clear expectations and provide consistent support help their children develop essential interpersonal abilities. It is recommended that schools strengthen parent engagement programs that promote positive communication and partnership between parents and teachers.

Additionally, the results confirm that domestic responsibility has a moderate positive relationship with students' social development, indicating that students who regularly engage in household tasks are more likely to develop social skills such as cooperation, empathy, and leadership. This supports the importance of assigning students age-appropriate responsibilities that foster their sense of responsibility and social competence. It is recommended that schools provide guidance to parents on how to encourage students to take on meaningful responsibilities at home. Finally, the regression analysis results confirm that both parental expectations and domestic responsibility significantly influence students' social development, with parental expectations having a stronger impact. These findings support the Expectancy-Value Theory by Eccles (1983), which emphasizes that students' motivation and behavior are influenced by the expectations and values communicated by parents. The results also align with Bandura's (1977) Social Learning Theory, which highlights the role of observational learning and reinforcement in shaping behavior, and Bronfenbrenner's (1979) Ecological Systems Theory, which emphasizes the influence of family and home environment on students' development. It is recommended that schools continue to promote strong parent-school partnerships and provide guidance to parents on setting positive expectations and responsibilities for their children.

Recommendations

In light of the study's findings, the following recommendations are offered to inform policy, school leadership, teaching practice, and future research:

It is recommended that schools in Cluster 13 Public Secondary Schools in Davao City enhance parental engagement in terms of investment in educational resources, which is rated as moderately extensive. Schools can conduct parent seminars or workshops that emphasize the importance of providing students with adequate learning materials and resources, such as supplementary books, educational tools, and access to online platforms. Additionally, partnerships with local organizations or government agencies can be explored to offer affordable educational materials to students, ensuring that all learners have access to the necessary resources for academic success.

In terms of domestic responsibility, which is also rated as moderately extensive, schools are encouraged to collaborate with parents to help students develop a sense of responsibility at home. Guidance sessions can be organized for parents to provide them with strategies on how to effectively assign age-appropriate household tasks

to their children. Schools can also integrate discussions on the value of domestic responsibility within the curriculum, helping students understand how participating in household chores can enhance their social skills, time management, and sense of accountability.

Regarding social development, the indicator of effective communication skills is rated as moderately extensive, indicating that students may benefit from further opportunities to develop their communication abilities. Schools are advised to incorporate more interactive activities within the curriculum, such as group discussions, role-playing exercises, and public speaking opportunities, which encourage students to express their ideas clearly and listen actively. Moreover, teachers can provide constructive feedback on students' communication styles, helping them become more articulate and confident.

The regression analysis reveals that communication of academic goals, which is one of the parental expectation indicators, has the weakest relationship with students' social development. Schools can strengthen this aspect by facilitating regular parent-teacher conferences, where teachers can guide parents on how to effectively communicate academic goals and expectations to their children. This can ensure that students receive consistent messages from both parents and teachers regarding their learning objectives and expected behaviors, fostering better alignment between home and school environments.

Similarly, the indicator of management of personal affairs under domestic responsibility shows the lowest mean score, suggesting that students may require further support in developing self-management skills. Schools are encouraged to provide practical lessons on time management, financial literacy, and self-discipline through workshops and classroom activities. Additionally, parents can be guided to gradually assign students more responsibilities related to personal management, helping them develop independence and decision-making skills. Finally, the findings indicate that parental expectations have a stronger influence on students' social development than domestic responsibility, suggesting the critical role of parental guidance and support. Schools should therefore prioritize strengthening parent engagement programs that emphasize positive communication, consistent guidance, and encouragement. Parent education sessions can be conducted to help parents set clear expectations, recognize their children's achievements, and provide constructive feedback, creating a supportive home environment that promotes social development.

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