

The Teacher Career Anchors: Implications for Career Development in the 21st Century in the context of Uganda

Mark Kiiza

¹Uganda Martyrs University, P.O. Box 5498, Kampala, Uganda

²Faculty of education Selinus University, Italy

Corresponding Author: Email: mkiiza@umu.ac.ug; ORCID No. 0009-0001-0028-8126

Uganda Martyrs University

Abstract: Over the ages in Uganda there has been a rising anxiety of teacher training and professional career development. The main drivers were motivation, innovations and the impact the career has on human capital of the county. The focus bases on community realities, job relevance, stratification, and retention and innovations science in education. That calls for having competent professionals in education. The new teacher education policy and framework of Uganda anchors on having role models in this teacher education career. Beside it spells out that, the minimum qualification in this profession should have a bachelor of education. All these ingredients are arched on the career for the purposes of protection of sovereignty and steadiness in service delivery. It is clear across the globe the you cannot give what you do not have and therefore in the teaching profession we need competence members in this profession in order to a difference. The career is anchored on attire model that influence the choice and wider education landscape. The useful drives in this career are skills, competencies and core values grounded in the teaching the philosophy of education for sustainable development. The lifestyle of the career aligns the desire and shape the character in order to have a blended personal drives of life in Uganda.

Keywords: Teacher, Career Character, Professional Development, Core Values, Devotion

Introduction

The teacher education institution and universities that train teachers or professionals are undergoing a metamorphosis. This is a paradigm shift that drives the world today to ensure the institutes and colleges produce people who relevance to the community (Malik et al., 2024). Whether one thinks of it as “downsizing,” “rightsizing,” “flattening,” becoming a “learning Institution ,” or simply as “transformations” into something as yet unknown, no one would challenge the fact that profound changes are occurring worldwide (Chiedu & M, 2024). These changes in the occupational environment have implications for career development in the future. Will there even be such a concept as an “Institution al career” or will careers become a more fragmented set of jobs held together far more by what I have labeled the |internal career.” By the concept of internal career I mean the subjective sense of where one is going I one’s work life, as contrasted with the “external career,” the formal stages and roles that are defined by Institution al policies and societal concepts of what an individual can expect in the occupational structure(Farazmand, 2023).

In studying careers longitudinally it became evident that most people form a strong self-concept which holds their internal career together even as they experience dramatic changes in their external career. I called this self-concept a “career anchor” and found that an understanding of it helped to illuminate how people made career choices. But will the concept of “career anchor” still be applicable in this rapidly changing world and what are the implications for career development as we look at several future scenarios of how the world might evolve further in the 21st Century (Korotayev & LePoire, 2020).

Career Anchors on core values

A teacher is profession person who must undergo a scientific and rigorous training in order to aid the teaching and learning process. This person’s career anchored on core value of ones or your self-concept consisting of 1) self-perceived talents and abilities, 2) basic values, and most important shaping his/her competences, 3) the evolved sense of motives and needs as they pertain to the career.

Teaching Career anchors only evolve as one gain occupational and life experience in approaches of facilitating learning among Learners (Pamela et al., 2021). However, once the self-concept has been formed, it functions as a stabilizing force, hence the metaphor of “anchor,” and can be thought of as the values and motives that the person will not give up if forced to make a choice. Most of us are not aware of our career anchors until we are forced to make choices pertaining to self-development, family and career (Agrawal & Books, 2024). Yet it is important to become aware of our anchors so that we can choose wisely when choices have to be made. The original research survey clearly indicates and exhibited that most people’s self-concepts revolved around five core categories reflecting basic values, motive and needs:

1. Sovereignty
2. Steadiness

3. Useful competence
4. Managerial Competence
5. Entrepreneurial Creativity
6. Devotion to Service
7. Pure Encounter
8. Life Style.

These core values categories and brief descriptions of what each career should embrace imply are shown to guide and control the expected professional ethos therein (Chiedu & M, 2024). Additionally research has not as yet revealed any other career anchor divesting categories. As careers and professionals lives evolve most people discover that one of these eight categories is the anchor. It is observed these core values coupled with passion and devotion to skillful ways of doing things the person will not give up his or her career. In the same vein most careers also permit the fulfilling of several of the needs that underlie different drivers (Pamela et al., 2021). For example, as a Teacher a professor I can fulfill my need for autonomy, for security, for technical functional competence, and offer quality service delivery. In this article therefore one may not be able to discover that my anchor was autonomy until he or she is able to assess how he/she feels about being a profession (Chiedu & M, 2024). There are a number of core values in vocational career training and department the trainers emphasize and whether or not to become a candidate for a deanship. It is when we face a job shift through being promoted, fired moved geographically or functionally that we confront our self-image in the career and become aware of our professional career anchors.

For most of the years close to twenty when we administered the career anchor self-analysis exercise we obtained fairly consistent results with roughly 25 percent of our populations anchored in “general management theories. The findings indicate that 25 percent in “functional competence,” 10 percent each in “autonomy” and “security” and the rest spread across the remaining anchors (Albert & Pappas, 2024). We found a broad distribution of anchors in every occupation even though one might imagine that some occupations would be highly biased toward a given anchor. Even management students who might be expected to have primarily a general management anchor are spread across the whole spectrum with only about 25 percent in that category. And even with middle managers and senior executives it rarely goes above 50 percent.

The concept of career anchor becomes especially applicable in today’s turbulent world as more and more people are laid off in the frenzy of down-sizing and are having to figure out what to do next in their lives (Trifonov & Charaeva, 2022). One might also expect that the content of the anchor will have shifted in the 1990’s and will continue to shift as we speculate about the 21st century. What will those shifts be, and do we see evidence of such shifts already occurring? Are we already getting different results from our basic populations such as the various management students that attend the MIT’s Masters, Sloan Fellows, Management of Technology, and Senior Executive Programs (Jarke, 2020)

The paradigm shifts in the Content and structure of career Anchors

Participants who analyze their career anchors still find the exercise meaningful and consider it very important to complete, but there has been a marked shift in what they identify their anchors to be. The results reported below are of necessity somewhat impressionistic but they allow one to examine each anchor category (Lomeli & Gómez, 2023). The article here informs us that both what changes have already become visible and what changes might be anticipated as we look ahead to the 21st Century. We begin with those anchor categories that have shown the most dramatic shifts in structure and content and innovations in the contemporary situation (Albert & Pappas, 2024). For example during the recent years of Covid-19 outbreak new scientific approaches and technology uptakes were adopted in the system of doing things by many professions, nevertheless the core values of their professions did not change. The implication here is the digital science and technology serves as a catalyst to speed up service delivery but professionals remain accountable to their career and very free to advance their expertise of doing things.

Steadiness

Individuals’ professional anchored in sanctuary and stability of their career experience can very easily in most case address severe problems because of the shift in institutional policies from guaranteeing. It is very interesting to say career provides professionals “employment security” to touting “employability security (Tomlinson & Holmes, 2020).” This shift implies that the only thing the career occupant can really expect of the institution is the opportunity to learn and gain experience. Career development goes beyond training it prepares individual to perform their duties and responsibilities effectively and efficiently. The Cumulated competencies and skills make him or her more employable can no longer be relied upon as pressures mount toward decentralization (Agrawal & books, 2024). It reduces the size of government, and making government more efficient. It is not at all clear where the security anchored person of today can find his or her niche.

Sovereignty

The Career of Individual professionals is anchored in autonomy find the occupational world an easier place to navigate (Lahusen, 2023). The career autonomy anchors are aligned to their professional, at least for the present time, with most institutional policies to guide and control their working behavior. The self-reliance that may be needed in the future professional is already part of the psychological make-up of this group of people (Chiedu & M, 2024). They may well become the role models for future career incumbents. In tracking our various populations it is also evident that for many people, as they age, their autonomy needs increase, leading to fantasies of opening up their own businesses. These days' professionals are becoming consultants, working part-time, and, in other ways, reducing their dependency on any particular institution or job (Conte, 2024).

Life Style

The life style of professional shapes the characters in the career. It is this anchor which has shown the most change the original research. In the original research the security anchor was broken into two components economic security and or geographic stability (Council, 2021). Most people in this anchor group thought of economic security but a few talked of stabilizing their life pattern by settling into a given region and refusing to be moved by their company every few years. In the various follow up studies done in the 2020's it became evident that these two components were really different anchors. There were still those who defined their career in terms of economic security (Rejda, 2015). But there was a growing number of professionals who were in dual career situations and who therefore defined their career as being part of a larger "life system." They had to integrate two careers and two sets of personal and family concerns into a coherent overall pattern, best described as particular life style (Zhao & Lyu, 2022). As the number of dual careers increased we also saw social values in the U.S shifting toward more autonomy and concern for self resulting in pre-occupation with life style in most career occupants. For example, whereas our executive students we sometimes had classes in the 1980's and thereafter in which as many as 50 percent of the executives considered their career anchor to be life style. They were impatient with the restrictions of their Institutional careers and were looking for ways to break out (Kist, 2024).

The trend toward autonomy and life style as anchors is, of course, a healthy development given the way the world is going. As noted above, the occupational structure is increasingly moving toward a different concept of the employment contract in which institutions owe their career occupants less and less (Shafik, 2022). Institutional position and advancement is increasingly defined in terms of what one knows and what skills one possesses and based less and less on seniority or loyalty. But knowledge workers are also more mobile and able to be autonomous. To retain their best employees Institutions must therefore be able challenge them and meet their needs. No longer is it desirable or feasible to sue golden handcuffs or promises of life time security (Chiedu & M, 2024). Both the Institutions and the individual are gradually getting adjusted to the notion that they have to look out for themselves, which means that Institutions will become less paternalistic and individuals will become more self-reliant. To the extent that more and more individuals will be in dual career situations, they will think, plan, and act more as a social unit and institutions will have to consider how to maintain support systems. For example such units in the form of child care, job sharing opportunities, part-time work, sabbaticals, and other adaptive modifications of the traditional. Even the way work is defined will gradually change as the boundaries between jobs, between institutions, and between work and family become more fluid and ambiguous (Fatai & Bryan, 2023)

Useful Capability

This group is gradually becoming aware of the increasing importance of knowledge and skill but is confused because it is not entirely acceptable in today's world to settle for that as one's publicly announced anchor (Farazmand, 2023). Hence most of the people who will admit privately that they enjoy being "somebody" because their competence is valued, nevertheless espouse publicly that they want to get into management and "climb the ladder" because that is where the big rewards are perceived to be. At the same time this group is of necessity also worried because knowledge and skill become rapidly obsolete in a dynamically changing technological world and it is not clear who will guarantee continued education and retraining (Zhu et al., 2024).

The world will always need craftsmen and experts in specific functions and, as technological complexity increases, the need for technical experts will increase. But, as technologies in all the functions themselves change more and more rapidly, experts will become obsolete more and more rapidly. In other words, to remain technically and functionally competent will require constant updating and relearning in an Institutional world (Alfred et al., 2021). It is important to note that will not bear the costs in terms of money and time for this up-dating process. Will individual career occupants have to plan and budget for their own learning, or will private and / or public Institutions take on some of this burden because it will ultimately be to their advantage as Institutions?

We may also see an acceleration of the process of outplacing obsolete people and replacing them with younger more up to date talent. The burden of re-learning will then fall more and more on the individual career occupant but as that becomes less and less feasible financially, we may see the growth of industry consortia who will share the burden of retraining with universities (Agrawal & Books, 2024). Supplemental funds may well come from government, creating alliances between several sectors of the society as was the case with the retraining of the engineers from the big aerospace layoffs in the 2020's. it is easy to predict that the Institution

of the future will be a knowledge based Institution . It is another matter to design such an Institution and figure out how knowledge based careers will work out in a rapidly changing technological environment.

Managerial Competence

This anchor category continues to attract its share of career occupants who understand what is really involved. It is also a category that is publicly espoused because of the great rewards that are presumed to go with high level general management jobs, but increasingly the functionally anchored person recognizes. The manager noted that the skill set and emotional make-up that is needed for such jobs is fundamentally different (Hernández-Serrano, 2021). One must be highly motivated to exist in the increasingly political environment, one must have analytical and financial skills, high levels of interpersonal competence to function in teams and in negotiations, and, most important of all, one must have the emotional make-up to make highly consequential decisions with only partial information.

The need for general management will unquestionably increase and will be pushed to lower levels in the institution (Albert & Pappas, 2024). As work becomes more technically complex it requires greater coordination and integration at lower and lower levels. As we can see in today's Institution s, whole layers of management are being cut out and Institution s are being flattened and re-designed around multiple shifting project teams. Often those teams are described as self-managed, implying that centralized controls will be reduced to fewer and fewer functions. The skills of general management, i.e. analytical, inter-personal, and emotional competence, will therefore be needed at lower and lower levels (Commission, 2020). Team managers, project managers, and program managers will have to have general management and leadership skills above and beyond their technical understanding of the tasks at hand. Whereas in many Institution s today one does not become a general manager until one is at department or division level, and promotion to general management implies a big status jump on the Institution al ladder, in the future those skills will have to be present so much lower in the Institution that the status of general management will become much more variable. Managerial ladders as much may become much fuzzier and status will be defined more by the number of skills a given manger has than by position in a hierarchy.

Entrepreneurial Creativity

More and more people are drawn to the idea that they can develop their own business and, as the world become more dynamic and complex, the opportunities for individuals with this anchor will increase dramatically (Beausoleil, 2023). The need for new products and services deriving from information technology, bio-technology, and as yet unknown new technologies will continue to increase. The increasing mobility that is available in the world today will take it more and more feasible for the entrepreneur to go to whatever part of the world is most hospitable to his or her ideas. The dynamic complexity of industry will put a premium on creativity, and it is creativity that is at the core of this anchor.

It is the new companies created by this group that will be the major source of new jobs for the other anchor groups. Maintaining an economic, political, and cultural environment that is friendly and encouraging to entrepreneurship therefore becomes a major issue for society (Shafik, 2022). For example, one can imagine that the political issues around tax from reform should be analyzed primarily from the point of view of not destroying the economic incentive for entrepreneurs. At the same time, business and management schools should recognize the importance of training people for both entrepreneurship and more autonomous careers.

Devotion to service

The number of people showing up with this anchor is increasing. More and more young people as well as mid-life career occupants report that they are feeling the need not only to maintain an adequate income, but to do something meaningful in a larger context (Council, 2021). As the world becomes more conscious of large scale problems such as the environment, the growing gap between the developed and the underdeveloped world, the problems of race and religion, products safety, privacy, overpopulation, and social responsibility issues around health and welfare, new kinds of Institution s and careers are being created to address these issues. The information technology explosion has made all of the world's problems highly visible and thus drawn the attention of the more service oriented (Kist, 2024). The service anchor combined with the entrepreneurial anchor is already creating new Institutions devoted to recycling, to privatizing health care and welfare. , In this case managing the environmental problems through products that use less energy, to waste management and so on. Such Institution s will, in turn, absorb a lot of the technologically unemployed as well as attracting some of the best and brightest of the new generations (Education, 2021).

Clean Encounter

There has always been a small group who defined their career in terms of overcoming impossible odds, solving the unsolved problems, and winning out over one's competitors. It is my impression that this group is growing in number but it is not clear whether more people are entering the labor force with this predisposition (Albert & Pappas, 2024). However, it is an adaptation to the growing challenges that the world is presenting to us. In any case, there will not be a shortage of challenges to be met, so long as this

group is willing to become active learners as well since the nature of these challenges will itself evolve rapidly with technological change.

In summary, what we have seen so far is that each of the anchor categories still attracts a set of people, but that the working out of a given anchor can become problematic as the world of work and Institutional structure becomes more turbulent. The main effect is that people will have to become more self-reliant and figure out where their particular anchor best fits into the emerging occupational structure. The ability to analyze oneself as well as the ability to figure out what kind of job is available and how that job will evolve become crucial skills.

The career Anchors of 21st Century

In thinking about the 21st Century, a group of MIT researchers concerned with Institution design has developed some possible scenarios as a way of identifying some of the primary issues that may face Institutions (Henning et al., 2023). These scenarios are not meant to be predictions of what will happen. Rather, they are designed to focus thinking on some of the critical dimensions which may determine the future evolution of Institutions. A group of faculty worked for over a year identifying the dimensions and thinking through their implications. Institutional size and degree of centralization emerged as two such critical dimensions leading to the following scenarios. In one scenario one can imagine the world becoming more and more dominated by a small number of very large Institutions who will centralize a few key functions and develop broad policies toward careers and employment that will cover very large numbers of people. Such global Institutions could then be joined as a life time proposition and one's basic career identity would be defined by the global super-unit, but the actual career moves would still allow for a lot of variety because the Institution would have many sub-units doing different things.

The other major scenario is that the world will increasingly break up into smaller and more varied kinds of Institutions that will constantly change their shape, their personnel, and maybe even their mission and primary tasks. One would join such Institutions on a temporary and perhaps part-time basis and would never define one's career in terms of any one of these Institutions. There would be no common policies regarding pay and benefits, and individuals would manage their economic affairs themselves. Externally defined careers would become rarer and rarer, and the need for clear internal career definitions would become psychologically more and more important.

A third possibility is that both of the above scenarios will materialize, that there will be a few super Institutions operating on a global scale and a great number of smaller Institutions many of whom would operate as sub-contractors to the large units. The individual career occupant would have to make choices early in the career as to whether to link to the large global Institutions or move among the smaller and temporary systems that will evolve.

The large units clearly offer a new basis for career security so long as the person is willing to maintain the skill levels needed and be willing to be moved in response to the Institution's need. Managerial ladders will, of necessity, continue to exist in these Institutions though with many fewer rungs. Technically / functionally anchored careerists will find broad opportunities in such Institutions but may get stuck either in jobs that do not remain challenging or, alternatively, in jobs in which learning new skills will be a perpetual requirement. The career occupants with entrepreneurial, autonomy, service, pure challenge or life style anchors will find the smaller Institutional sets more receptive to the kind of work they want to do. In each of the scenarios there are opportunities for all of anchor types, but the sorting out and matching process will be more difficult and will require more self-management of the career. In all three scenarios another major implication is the need to develop more skills in analyzing and designing the work itself.

Future matching career

In my original analysis of Institutional career systems I asserted that

1. individuals needed to do a better job of analyzing their careers—hence the development of the career anchor exercise, and
2. Institutions needed to do a better job of analyzing and designing the work that they asked job incumbents to take on—hence the development of the job / role planning exercise (Schein, 1978, 1993).

Job / role planning adapts the general model of open-systems planning to a given Institutional role or job. If, for example, one takes the job of plant manager as the focus, one would analyze

1. who the stakeholders are for that job,
2. what those stakeholders expect of a plant manager,
3. how the environment will change the priorities for those stakeholders as one looks ahead for a few years,
4. how, as a consequence, their expectations for the plant manager will change, and

5. what the implications of those changed expectations are for developing future plant managers.

Jobs are increasingly becoming dynamic rather than static, so job descriptions are relatively useless unless they become a regular part of a dynamic job / role planning process.

In reviewing the trends cited above, it should become clear that job / role planning will become an ever more critical task for everyone. As technologies change, as Institution s attempt to become more competitive, as information technology makes new Institution al forms possible, and as social values shift priorities, it is becoming more and more difficult to discern what a given job should consist of and how one should hire and train people for the ambiguous and changing roles that will emerge.

Institution al design will be the design of work and coordination will be the meshing of different tasks into coherent outputs. Hiring and training people will be primarily a matter of communicating this complexity so that job occupants can manage for themselves how to communicate with each other and coordinate their activities. The jobs will be too complex for any given individual in a managerial role to encompass all the elements, but a perpetual process of planning and reviewing leading to learning will become an essential Institution al activity. In fact, one could speculate that the essence of what we are today calling “Institution al learning” will really be learning to redesign work and coordination systems to deal with changing complexities.

The implications for career development from the individual point of view have been spelled out above. But what are the implications for Institution s? What will the socialization and career development processes look like in these scenarios? One major implication will be that employees will need more than technical skills to do a job. They will also need the previously mentioned managerial, coordination and leadership skills. They will also need the emotional make-up to function in a more fluid, turbulent social structure I which boundaries will shift and become more permeable. They will need to be more self-reliant, responsible, and self-monitoring, especially as work is done more at home at “in motion.”

And, most important, they will need the capacity to learn from their own experience and the experience of others. Institution al learning will not occur without individual learning skills and capacities at all levels. Management and employee development will become much more a process of initial selection based on competency profiles that will have been built up from actual work histories.

Socialization and raining will fall much more on the individual and will be designed as learning exercises rather than teaching will fall much more on the individual and will be designed as learning exercises rather than teaching or training programs. Institution al culture will be acquired by self-socialization, observation, mentoring and coaching. Career pathing and career development will become a more negotiated process between the individual and members of project teams rather than a corporate centralized activity. Corporate functions of all sorts, even human resource policies, pay systems, and other regular routines may become more decentralized with only the most general policies coming from the center.

And, in conclusion, if our past experience of the past several decades is any indication, we will find that most of the above predictions are naïve and will be proved to be wrong. The only reliable prediction is that we will have to become perpetual learners, more self-reliant, and more capable than ever in dealing with surprises of all sorts. It should be a field day for those anchored in pure challenge!

References

- Agrawal, C., & books, nandini. (2024). *SAIL (MT) Exam PDF-Management Trainee Exam PDF eBook: Professional Knowledge And General Aptitude*. Chandresh Agrawal.
- Agrawal, C., & Books, N. (2024). *TNPSC-Tamilnadu Combined Technical Services Exam-Research Assistant Exam-Research Aptitude Subject Practice Sets*. Chandresh Agrawal.
- Albert, N. M., & Pappas, S. (2024). *Quantum Leadership: Creating Sustainable Value in Health Care*. Jones & Bartlett Learning.
- Alfred, M. V., Robinson, P. A., & Roumell, E. A. (2021). *Advancing the Global Agenda for Human Rights, Vulnerable Populations, and Environmental Sustainability*. IAP.
- Beausoleil, E. (2023). *Staging Democracy: The Political Work of Live Performance*. Walter de Gruyter GmbH & Co KG.
- Chiedu, E., & M, D., Boitumelo. (2024). *Perspectives on Career Transitioning of Students with Hearing Impairments*. IGI Global.
- Commission, T. F. and O. (2020). *Kingdom Calling: The vocation, ministry and discipleship of the whole people of God*. Church House Publishing.
- Conte, J. M. (2024). *Work in the 21st Century: An Introduction to Industrial and Organizational Psychology*. John Wiley & Sons.
- Council, N. I. (2021). *Global Trends 2040: A More Contested World*. COSIMO REPORTS.

- Education, I. C. on the F. of. (2021). *Reimagining our futures together: A new social contract for education*. UNESCO Publishing.
- Farazmand, A. (2023). *Global Encyclopedia of Public Administration, Public Policy, and Governance*. Springer Nature.
- Fatai, A., Festus, & Bryan, C. (2023). *Handbook of Research on Cybersecurity Risk in Contemporary Business Systems*. IGI Global.
- Henning, G. W., Bentrim, E. M., & Yousey-Elsener, K. (2023). *Coordinating Divisional and Departmental Student Affairs Assessment*. Taylor & Francis.
- Hernández-Serrano, M. J. (2021). *Teacher Education in the 21st Century: Emerging Skills for a Changing World*. BoD – Books on Demand.
- Jarke, J. (2020). *Co-creating Digital Public Services for an Ageing Society: Evidence for User-centric Design*. Springer International Publishing.
- Kist, C. (2024). *Crafting Museum Social Media for Social Inclusion Work*. Taylor & Francis.
- Korotayev, A. V., & LePoire, D. J. (2020). *The 21st Century Singularity and Global Futures: A Big History Perspective*. Springer Nature.
- Lahusen, C. (2023). *European Lobbying: An Occupational Field between Professionalism and Activism*. Taylor & Francis.
- Lomelí, F. A., & Gómez, O. A. (2023). *Juan Felipe Herrera: Migrant, Activist, Poet Laureate*. University of Arizona Press.
- Malik, R., Sharma, A., & Chaudhary, P. (2024). *Transforming Education with Virtual Reality*. John Wiley & Sons.
- Pamela, N., Karen, R., & Robin, C. (2021). *Career Ready Education Through Experiential Learning*. IGI Global.
- Rejda, G. E. (2015). *Social Insurance and Economic Security*. Routledge.
- Shafik, M. (2022). *What We Owe Each Other: A New Social Contract for a Better Society*. Princeton University Press.
- Tomlinson, M., & Holmes, L. (2020). *Graduate Employability in Context: Theory, Research and Debate*. Palgrave Macmillan UK.
- Trifonov, P. V., & Charaeva, M. V. (2022). *Strategies and Trends in Organizational and Project Management*. Springer Nature.
- Zhao, P., & Lyu, D. (2022). *Lifestyle Change and Transport in China*. Springer Nature.
- Zhu, X., Dou, D., Karatzias, T., & Tang, T. (2024). *Parental Influence on Child Social and Emotional Functioning*. Frontiers Media SA.