



Performance of pre-schoolers for social emotional school readiness from urban areas of Panipat and Hisar district of Haryana state

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ABSTRACT

Social-emotional school readiness is gaining currency as a viable strategy to close the learning gap and improve equity in achieving lifelong learning and full developmental potential among young children. Social and emotional development consists of the relationships an individual has with others, the level of self-control, and the motivation and perseverance a person has during an activity is considered as an important factor in child school readiness. Urban area of Panipat and Hisar districts was selected from Haryana state. A sample of 400 preschool children were selected from these two districts. There was significant difference in social emotional school readiness preschoolers in urban areas. The statistically significant difference was observed for the aspects including self-awareness behaviour, self-regulation behaviours, empathy behaviour and coping skill in children of urban locations from both the districts. While in empathy behaviour, and coping skill behaviour statistically non-significant difference was observed in respondents of rural areas from of both the districts.