

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.

INTRODUCTION

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

(Shala, 2013). School readiness is a 'holistic' concept, incorporating cognitive, socio-emotional, and physical components and shaped by numerous factors (Janus and Offord, 2007). In preschool often the focus is on cognitive and early literacy skills but it is equally important to pay attention to the social and emotional skills that young children develop in their earliest years. These skills are required to manage their feelings, follow directions, concentrate, relate to other children and to teachers, and approach learning will enable them to succeed as they

transition to kindergarten and first grade. Science has established a compelling link between social- emotional behavior and school success because social-emotional school readiness includes interpersonal competence and regulation of emotions those help children in positive transition from preschool to kindergarten and prepare children to start school successfully (Raver, 2002). Children with interpersonal competence engage more with peers and teachers, participate in classroom activities, enjoy learning, and had less behavioral problems, peer rejection, and school dropout (Denham, 2006). Children with higher levels of school readiness at age five are generally more successful in grade school, are less likely to drop out of high school, and earn more as adults, even after adjusting for differences in family background (Duncan *et al.*, 2007 and Duncan *et al.*, 2010). Learning social and emotional skills is equally important to learning academic skills as both required to cope children with complex situations that they face (Greenberg *et al.*, 2003). In view of these points the present investigation was undertaken with the following objective:

– To assess social emotional school readiness in pre-school children

MATERIAL AND METHODS

The present study was conducted in urban areas of two districts namely; Hisar and Panipat of Haryana State. A sample of 400 preschool children from both districts was selected. A list of villages having private school sorted out and from this list two villages from each district were selected to get required sample. Socio emotional school readiness of preschoolers was the dependent variable and measured with the help of social emotional school readiness scale (Bustin, 2007). The questionnaire for all the domains were used a 3 point Likert rating scale with

the following categories and scored: “Not at all” (score 1), “Sometimes” (score 2) and “mostly” (score 3).

OBSERVATIONS AND ANALYSIS

Table 1 indicated that significant difference in social emotional school readiness ($Z=6.8^*$) of urban areas of both districts, *i.e.*, Hisar and Panipat and its aspects *i.e.*, self-awareness behaviour ($Z=2.31^*$), self-regulation behaviours ($Z=6.24^*$), empathy behaviour ($Z=2.04^*$) and coping skill behaviour ($Z=3.96^*$). Comparing the mean scores, of the children from Hisar were significantly better in social emotional school readiness ($\bar{X}=89.92$) and similarly for its aspects *i.e.*, self-awareness behaviour ($=22.26$), self-regulation behaviour behaviour ($=22.89$), empathy behavior ($=30.16$) and coping skill behaviour ($=14.61$) were better in urban area of Hisar district than in Panipat. There was significant difference in social emotional school readiness preschoolers in urban areas

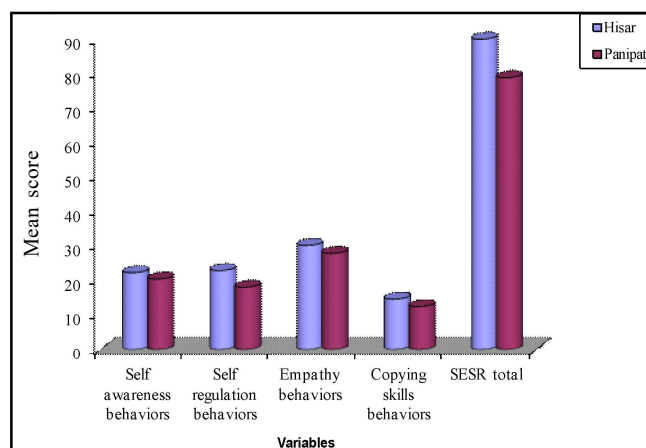


Fig. 1 : Mean performance of preschoolers for social emotional school readiness from urban areas of Panipat and Hisar district of Haryana state

| Variables | Urban Area | | Z-test |
|---------------------------|--------------|--------------|--------|
| | Hisar | Panipat | |
| | Mean±SD | Mean±SD | |
| Self awareness behaviors | 22.26± 5.65 | 20.41±5.67 | 2.3* |
| Self regulation behaviors | 22.89± 5.59 | 18.06±5.33 | 6.5* |
| Empathy behaviors | 30.16± 8.38 | 27.85±7.56 | 2.1* |
| Copying skills behaviors | 14.61± 4.14 | 12.47± 3.46 | 3.9* |
| SESR total | 89.92± 11.34 | 78.79± 11.88 | 6.8* |

* indicate significance of value at P=0.05

of both namely; Hisar and Panipat. The statistically significant difference was also 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. The findings were supported by Kalyanidevi and Chaitanya (2008) as significant differences were noticed in the dimensions of interpersonal adequacy and social adequacy in the two locations that were tribes and non-tribes. Similarly Puspanjali (2008) reported that the clear difference was also observed in social development of rural and urban preschoolers over the two states. Raver (2002) also studied that the academic achievement in the first few years of schooling appears to be built on a foundation of children's emotional and social skills. Further reported that young children could not learn to read if they had problems that distract because problem interfere with relationships with peers, teachers and parents them from educational activities, problems following directions.

Conclusion:

Results regarding comparing the mean scores of respondents the children from Hisar area were significantly better in social emotional school readiness and similarly for its aspects *i.e.*, self-awareness behaviour, self-regulation behaviour, empathy behaviour and coping skill behaviour were better in Hisar district than in Panipat in urban areas. Socio emotional school readiness skills of children were influenced by socio personal variables in urban areas of both districts of Haryana state.

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