

## Social, Emotional and Behaviour Status of Preschoolers

Navita Sood, Sheela Sangwan and Krishna Duhan

*Department of Human Development and Family Studies, College of Home Science,  
CCSHAU, Hisar, Haryana, India*

**KEYWORDS** Cultural Zone. Preschoolers. Social Aspect. Emotional Aspect. Behavioural Aspect

**ABSTRACT** Some of the most valuable understating of the importance and characteristics of early childhood social, emotional and behavioural health come from researchers and clinicians who have focused their attention on child's mental health. Study was undertaken in two cultural zones of Haryana. A list of purposively selected 160 mothers of preschoolers between the age group of 3-5 years was prepared for assessing preschoolers. A screening inventory was prepared and standardized on social, emotional and behavioural aspects. Results revealed that preschool children of Mewat cultural zone had average and below average social status in comparison to preschoolers of Bagar cultural zone. Social status of preschoolers of Bagar cultural zone was better than the social status of preschoolers of Mewat cultural zone. Preschoolers of Bagar cultural zone had better emotional status than the preschoolers of Mewat cultural zone. Maximum number of preschool children from both the cultural zones had low behavioural status. Most of the preschoolers were in average category in both the cultural zones, in their social, emotional and behavioural status but the level was slightly higher in Bagar cultural zone as compare to Mewat cultural zone.

### INTRODUCTION

The early childhood begins at the conclusion of infancy, the age when dependency is practically a thing of the past. According to Berk (2010), early childhood starts from the age of 2 upto 6 years. The body becomes longer and leaner, motor skills are refined and children become more self-controlled and self-sufficient. Make-believe plays blossom and support all aspects of psychological development. Thought and language expand at an astounding pace, a sense of morality becomes evident and children establish ties with peers.

Healthy relationships with peers are important for the social adjustment in life. According to Gable Sara (2009), children develop their peer relationships independently. Children learn to understand and appreciate the perspectives of other children who are of a similar age. Experience with peers contributes to the development of social competence that might otherwise be difficult to acquire with adults who hold more power than the child within adult-child relationship.

Children's relationships with their parents are complementary in nature and serve as a basis for peer relationships outside the family. Emotions play an important role in social development, as the emotions of early childhood are more common and more intense. It is a time of imbalance, when the child is out of focus in the sense that child is easily aroused to emotional outbursts and as a result is difficult to live with

and guide. Emotional competence assessed at 3 to 4 years of age contributed to both concurrent and kindergarten social competence. Even early in the preschool period, contributions of emotional competence to social competence have long-term implications.

The adult role involves provision of suggestions, guidance, warmth and nurturance. Parental nurturance is correlated with children's moral development and prosocial behaviour. Problem solving is also affected by nurturance. Preschool children, when faced with complex puzzle task, did better under conditions of nurturance from an adult. Highly dependent children were more affected by adult nurturance than were less dependent children.

Most parents consider preschool years as a problem age or a troublesome age. In preschool years behaviour problems become more frequent and more troublesome than physical care problems of babyhood. The reason that behavioral problems dominate the early childhood year is that young children are developing distinctive personalities and are demanding independence. In most cases, they are stubborn, disobedient, negativistic and antagonistic. They have frequent temper tantrums, they are often bothered by bad dreams at night and irrational fears during the day and suffer from jealousies (Denham et al. 2003).

Some of the most valuable understating of the importance and characteristics of early childhood social, emotional and behavioral health come from researchers and clinicians who have

focused their attention on child's mental health. Effective early childhood mental health assessment targets, the preschooler's skill at expressing and regulating emotions, engaging in positive relationship with primary caregivers and cooperating with developmentally appropriate behaviour management. At the same time, effective screening and assessment identifies risk and protective factors in the environment, as well as in the child personal and biological characteristics, that may signal concern or uncover strengths before such factors are apparent in the young child's behaviour. Failure to treat emotional and behavioural disorders can have severe life-long consequences. Children with those types of problems are at significantly higher risk of antisocial activities later on than those without behavioural problems. So the present study was undertaken to study Social, Emotional and Behaviour Status of Preschoolers.

### METHODOLOGY

This study was undertaken in two cultural zones of Haryana in the year 1996. From the two cultural zones Gangwa village of Bagar cultural zone and Kaili village from Mewat cultural zone were selected randomly. A list of 160 purposively selected mothers of pre-schoolers between the age group of 3-5 years was prepared for assessing social, emotional and behaviour status. Social, emotional and behavioral status screening inventory was used to assess the present status of social, emotional and behavioral development of preschoolers. A screening inventory was prepared and standardized for social, emotional and behavioral status of preschoolers. For standardization of the inventory 30 farm women who were mothers of 3-5 years of preschool children from each village of both the cultural zones were selected. The inventory was constructed by following guidelines and steps required for inventory construction. The social, emotional and behavioral status screening inventory was consisted of three domains namely, social, emotional and behavioral. The inventory composite score obtained on these domains show the index of social, emotional and behavioral status.

The description and scoring pattern of the inventory is as follows:

**1. Social Domain:** This domain of the screening inventory consisted of 25 statements. Each

statement had three responses, namely, 'always', 'sometimes' and 'never'. For response 'always' score 3 was assigned. For statement having response 'sometimes' score 2 was assigned and for the response 'never' score 1 was assigned. For negative statements the scoring procedure was reversed that is, score 1 was assigned to 'always', score 2 was assigned to 'sometimes' and score 3 was assigned to 'never'. The sum of scores of each statement in this domain gave social status a total of 75 scores.

**2. Emotional Domain:** This domain was constructed to judge the emotional status of preschooler. There were total 17 statements having possible response 'always', 'sometimes' or 'never'. Statements with the response 'always' were assigned score 3, where as for 'sometimes' and 'never', it was 2 and 1 respectively. For negative statement, the scoring procedure was reversed. The maximum possible score for this domain is 51.

**3. Behavioral Domain:** This domain has 23 statements like in other domains, each statement has three possible responses and score 3 was assigned for the response 'always'. Similarly, 2 and 1 for 'sometimes' and 'never' respectively. The maximum possible score is 69 and reversed scoring procedure was followed for negative statements.

Thus, the maximum possible score for social, emotional and behavioral screening inventory is 195 (adding the cluster scores of social, emotion and behavioral domain).

Reliability and validity were established by employing various statistically appropriate methods.

### RESULTS

This part deals with the description of assessment of levels, that is, above average, average and below average domain of social, emotional and behavioral status of preschoolers of both cultural zones.

#### 1. Social Status of Preschoolers

Social status of preschoolers had been assessed according to their gender and age which was categorized in three levels. The results were shown according to these findings.

**i. Categorization of Preschoolers According to Their Social Status:** Table 1 exhibits distribution of preschoolers according to their social

status. It was found that majority of preschool children of Bagar cultural zone (82.5 %) and Mewat cultural zone (73.75%) belonged to average level. The data in the Table show that more preschoolers (12.5 %) of Bagar cultural zone were above average in social status as compared to Mewat cultural zone where only 5 per cent of preschoolers were able to attain the above average level. But in comparison more preschoolers (21.25%) of Mewat cultural zone were below average then the preschoolers of Bagar cultural zone, that is, 5 percent.

**Table 1: Categorization of preschoolers according to their social status**

S. No.	Level	Bagar (n=80)	Mewat (n=80)	Total (N=160)
1.	Below average (42-48)	4 (5.00)	17(21.25)	21(13.12)
2.	Average (49-55)	66(82.50)	59(73.75)	125(78.13)
3.	Above average (56 – above)	10(12.50)	4 (5.00)	14 (8.75)

Figures in parentheses indicate percentage

**ii. Social Status of Preschoolers According to Sex:** Table 2 exhibits the social status of preschoolers of both the cultural zones according to their sexes. It was found that the majority of males in Bagar zone fall in average level (92.90%) in comparison to females, whereas comparatively more number of females (21.14%) had social status above average. Similarly, in Mewat cultural zone maximum of male preschoolers had social status average (67.60%) and below average (29.50%) whereas compa-

ratively more number of females (6.50%) has social status above average.

**iii. Social Status of Preschoolers According to Age:** The data in Table 3 show the social status of preschoolers according to their age, that is, 3-4 years preschooler and 4-5 years preschoolers of both the cultural zones. It was found that majority of preschoolers of age group 3-4 years in Bagar zone fall in the categories of below average (48%) and average (88.10%), where as comparatively more preschoolers of age 4-5 years had social status above average (18.30%). But the trend was different in Mewat cultural zone as there no much difference was found between the different age groups of preschoolers, as about 90 per cent of preschoolers from both age groups fall in below average and average category.

**2. Emotional Status of Preschoolers**

The emotional status of preschoolers was assessed according to their sex and age. Further, the preschoolers were categorized into three categories that is, below average, average and above average.

**i. Categorization of Preschoolers According to Their Emotional Status:** The results in Table 4 highlight the distribution of preschoolers according to their emotional status for both the cultural zone. The data show that most of the preschoolers (65%) from Mewat cultural zone were fall in below average category, where as only 2.50 per cent of preschoolers of Bagar cultural zone were come under this category. Maxi-

**Table 2: Social status of preschoolers according to sex**

S. No.	Level	Bagar (N=80)		Mewat (N=80)	
		Males (n=42)	Females (n=38)	Males (n=34)	Females (n=46)
1.	Below average (42 – 48)	1 (2.40)	3 (7.90)	10 (29.50)	7 (15.20)
2.	Average (49 – 55)	39 (92.90)	27 (71.10)	23 (67.60)	36 (78.30)
3.	Above average (56 – above)	2 (4.80)	8 (21.10)	1 (2.90)	3 (6.50)

Figures in parentheses indicate percentage

**Table 3: Social status of preschoolers according to age**

S. No.	Level	Bagar (N=80)		Mewat (N=80)	
		3-4 yrs. (n=42)	4-5 yrs. (n=38)	3-4 yrs. (n=41)	4-5 yrs. (n=39)
1.	Below average (42 – 48)	2 (4.80)	2 (5.30)	9 (21.90)	8 (20.50)
2.	Average (49 – 55)	37 (88.10)	29 (76.30)	29 (70.70)	30 (76.90)
3.	Above average (56 – above)	3 (7.10)	7 (18.30)	3 (7.30)	1 (2.60)

Figures in parentheses indicate percentage

imum of preschool children (80.00%) from Bagar cultural zone were fall in average range in comparison to only 31.25 per cent preschool children of Mewat cultural zone. It was also found that more preschoolers (17.50%) of Bagar cultural zone were categorized as above average then preschoolers of Mewat cultural zone (3.75%), according to their emotional status.

**Table 4: Categorization of preschoolers according to their emotional status**

S. No.	Level	Bagar (n=80)	Mewat (n=80)	Total (N=160)
1.	Below average (29 -33)	2 (2.50)	52(65.00)	54(33.75)
2.	Average (34-38)	64(80.00)	25(31.25)	89(55.63)
3.	Above average (39 – above)	14(17.50)	3 (3.75)	17(10.63)

Figures in parentheses indicate percentage

**ii. Emotional Status of Preschoolers According To Sex:** The perusal of result in Table 5 unveils that emotional status of preschoolers of both the cultural zones according to their sex. It was seen that comparatively more male preschool children (26.20%) of Bagar cultural zone had emotional status above average, where as majority of the female preschoolers fall in categories of average (86.80%) and below average (5.30%). But the trend was different in Mewat cultural zone as maximum of male preschoolers emotional status were below average (76.50%) as compared to female preschoolers (56.50%). About 41.30 per cent of female preschoolers fall

in average category where as only 17.60 per cent of male preschool children were able to attain this level.

**iii. Emotional Status of Preschoolers According to Age:** Table 6 exhibits the emotional status of preschoolers of both the cultural zone according to their age. It was found that there was not much difference in the number of preschoolers under different categories of Bagar cultural zone of both the age groups. Similarly, same trend was followed by the two age groups of preschool children of Mewat cultural zone.

### 3. Behavioral Status of Preschoolers

The behavioral status of preschoolers was assessed according to their gender and age and further these preschoolers were categories into three levels according to their behavioral status.

**i. Categorization of Preschoolers According to Their Behavioral Status:** Table 7 shows the distribution of preschoolers of both cultural zones according to their behavioral status. In this domain of social, emotional and behavioral status of preschoolers more than half of preschoolers from both the cultural zones (that is, 62.50% for Bagar cultural zone and 67.50% from Mewat cultural zone) belonged to average level of behavioral status. But more preschoolers (30.07%) from Bagar cultural zone fall in below average category as compare to the preschoolers of Mewat cultural zone (22.50%). Also more preschoolers (10%) from Mewat cultural zone had above average behavioral status in comparison to preschoolers of Bagar cultural zone (7.50%).

**Table 5: Emotional status of preschoolers according to sex**

S. No.	Level	Bagar (N=80)		Mewat (N=80)	
		Males (n=42)	Females (n=38)	Males (n=34)	Females (n=46)
1.	Below average (29– 33)	-	2 (5.30)	26 (76.50)	26 (56.50)
2.	Average (34 – 38)	31 (78.80)	33 (86.80)	6 (17.60)	19 (41.30)
3.	Above average (39 – above)	11 (26.20)	3 (7.90)	2 (5.90)	1 (2.20)

Figures in parentheses indicate percentage

**Table 6: Emotional status of preschoolers according to age**

S. No.	Level	Bagar (N=80)		Mewat (N=80)	
		3-4 yrs. (n=42)	4-5 yrs. (n=38)	3-4 yrs. (n=41)	4-5 yrs. (n=39)
1.	Below average (29 – 33)	1 (2.40)	1 (2.60)	26 (63.40)	26 (66.70)
2.	Average (34 – 38)	33 (78.60)	31 (81.60)	14 (34.20)	11 (28.20)
3.	Above average (39 – above)	8 (19.00)	6 (15.80)	1 (2.40)	2 (5.10)

Figures in parentheses indicate percentage

**Table 7: Categorization of preschoolers according to their behavioral status**

S. No.	Level	Bagar (n=80)	Mewat (n=80)	Total (N=160)
1.	Below average (34- 38)	24(30.00)	18(22.50)	42(26.30)
2.	Average (39-43)	50(62.50)	54(67.50)	104(65.00)
3.	Above average (44 or above)	6 (7.50)	8(10.00)	14 (8.80)

Figures in parentheses indicate percentage

**ii. Categorization of Preschoolers According to Their Behavioral Status:** Regarding the behavioral status of preschoolers of both the cultural zones according to their sexes. Table 8 unveils that in Bagar cultural zone majority of male preschoolers (59.5 %) and female preschoolers (65.8 %) were in average category but in comparison of female preschoolers (26.3 %), more male preschooler children were fall in below average category (33 %). Similarly, in Mewat cultural zone, about more than half of preschoolers from both the sexes (64.70% of male preschoolers and 69.6 % of female preschoolers) fall in average category but in comparison to male preschoolers (5.9 %) more of female children (13%) had behavioral status above average.

**iii. Behavioral Status of Preschoolers According to Age:** Table 9 shows that age wise, behavioral status of preschoolers of both the cultural zones. It was found that majority of the preschoolers of both the age groups from both the cultural zones had average level of behav-

ioral status. But it was found that more preschoolers (30.95%) from Bagar cultural zone and 29.30 per cent from Mewat cultural zone of age group 3-4 years from both the cultural zone had below average of behavioral status.

#### 4. Social, Emotional and Behavioral Status of Preschoolers

The social, emotional and behavioral status of preschoolers was also collectively assessed according to the gender and age of preschoolers. Further, according to the social, emotional and behavioral status the preschoolers were categorized into three categories.

**i. Categorization of Preschoolers According to Their Social, Emotional and Behavioral Status of Preschoolers:** The data in Table 10 shows that distribution of preschool children from both the cultural zones, according to their social, emotional and behavioral status. The result highlights that more than half of the preschool children from both the cultural zones (that is, 55 per cent from Bagar cultural zone and 60 per cent from Mewat cultural zone) had average level of social, emotional and behavioral status. But it is further, evident from the table that considerable number of the preschoolers (31.35%) from the Mewat cultural zone fall in below average category as compare to preschoolers of Bagar cultural zone, that is, 8.8 per cent. In contrast, more number of preschoolers (35.75%) came under category of above average from Bagar cultural zone, whereas only 8.80 per cent of preschoolers from Mewat cultural zone were able to achieve that.

**Table 8: Behavioral status of preschoolers according to sex**

S. No.	Level	Bagar (N=80)		Mewat (N=80)	
		Males (n=42)	Females (n=38)	Males (n=34)	Females (n=46)
1.	Below average (34 – 38)	14 (33.30)	10 (26.30)	10 (29.40)	8 (17.40)
2.	Average (39 – 43)	25 (59.50)	25 (65.80)	22 (69.70)	32 (69.60)
3.	Above average (44 – above)	3 (7.10)	3 (7.90)	2 (5.90)	6 (13.10)

Figures in parentheses indicate percentage

**Table 9: Behavioral status of preschoolers according to age**

S. No.	Level	Bagar (N=80)		Mewat (N=80)	
		3-4 yrs. (n=42)	4-5 yrs. (n=38)	3-4 yrs. (n=41)	4-5 yrs. (n=39)
1.	Below average (34 – 38)	13 (30.95)	11 (28.90)	12 (29.30)	6 (15.40)
2.	Average (39 – 43)	25 (59.50)	25 (65.80)	26 (63.40)	28 (71.80)
3.	Above average (44 – above)	4 (9.50)	2 (5.30)	3 (7.30)	5 (12.80)

Figures in parentheses indicate percentage

**Table 10: Categorization of preschoolers according to their social, emotional and behavioral status of preschoolers**

S. No.	Level	Bagar (n=80)	Mewat (n=80)	Total (N=160)
1.	Below average (115-122)	7 (8.80)	25(31.25)	38(20.00)
2.	Average (123-130)	44(55.00)	48(60.00)	92(57.50)
3.	Above average (131- above)	29(33.75)	7 (8.80)	36(22.50)

Figures in parentheses indicate percentage

**ii. Social, Emotional and Behavioral Status of Preschoolers According to Sex:** The results in Table 11 highlight the social, emotional and behavioural status of preschoolers of both the cultural zones according to their sex. It was found that more females from both the cultural zones had above average of social, emotional and behavioural status (that is, 42.1 per cent from Bagar cultural zone and 10.86 per cent from Mewat cultural zone). Also comparatively more males from both the cultural zone fall in below average category (11.9 per cent from Bagar cultural zone and 41.17 per cent from Mewat cultural zone).

**iii. Social, Emotional and Behavioral Status of Preschoolers According to Age:** Table 12 exhibits the social, emotional and behavioral status of preschoolers of the both cultural zones according to their age. It was found that majority of preschoolers (64.30%) of age group 3-4 years were fall in average category whereas comparatively more number of preschoolers (44.70%) of age group 4-5 years had above av-

erage of social, emotional and behavioral status then the preschoolers of age group 3-4 years (28.60%) in Bagar cultural zone. In Mewat cultural zone the trend was different as about similar number of preschoolers of age group 3-4 years fall in below average (41.50%) and average (46.30%) category where as maximum number of preschoolers (74.40%) of age group 4-5 years had average level of social, emotional and behavioral status.

## DISCUSSION

### 1. Social Status of Preschoolers

As the results shows that maximum of preschool children of Mewat cultural zone had average and below average social status in comparison to preschoolers of Bagar cultural zone. Hence, we can say the social status of preschoolers of Bagar cultural zone was better than the social status of preschoolers of Mewat cultural zone. The reason behind this may be small family size and less number of siblings of preschoolers of Bagar cultural zone, which gave them opportunity to step out from the house and make friends outside the family which require more social skills, where as in Mewat cultural zone where the family size were usually large and preschoolers had more number of siblings, hence they got enough companions at home and need not to step out and socialized with others. Devi and Mayuri (1999) found that socio-economic status was positively correlated with general ability and social warmth dimensions. In

**Table 11: Social, emotional and behavioral status of preschoolers according to sex**

S. No.	Level	Bagar (N=80)		Mewat (N=80)	
		Males (n=42)	Females (n=38)	Males (n=34)	Females (n=46)
1.	Below average (115 – 122)	5 (11.90)	2 (5.20)	14 (41.17)	11(23.91)
2.	Average (123 – 130)	24 (57.10)	20 (52.60)	18 (52.90)	30 (65.20)
3.	Above average (131 – above)	13 (30.90)	16 (42.10)	2 (5.88)	5 (10.86)

Figures in parentheses indicate percentage

**Table 12: Social, emotional and behavioral status of preschoolers according to age**

S. No.	Level	Bagar (N=80)		Mewat (N=80)	
		3-4 yrs. (n=42)	4-5 yrs. (n=38)	3-4 yrs. (n=41)	4-5 yrs. (n=39)
1.	Below average (115 – 122)	3 (7.10)	4 (10.50)	17 (41.50)	8 (20.50)
2.	Average (123 – 130)	27 (64.30)	17 (44.70)	19 (46.30)	29 (74.40)
3.	Above average (131 – above)	12 (28.60)	17 (44.70)	5 (12.20)	2 (5.10)

Figures in parentheses indicate percentage

2001, Jain and Saxena revealed that the normal infants showed a significantly good social development. Nagamani and Radha Krishna (2002) also studied 80 rural children of 4-5 years of age and revealed girls had good socialization and self help skills.

## 2. Emotional Status of Preschoolers

It was also clear from results that majority of the preschoolers of Mewat cultural zone fall in below average category whereas maximum preschoolers had average level of emotional status. Hence, we can say that preschoolers of Bagar cultural zone had better emotional status than the preschoolers of Mewat cultural zone. It may be because of the large family size in Mewat cultural zone, so mothers had to take care of large numbers of children and farm work, hence time devoted by mother for single child was comparatively less than time devoted by mothers in Bagar cultural zone to their preschoolers. Therefore, preschoolers of Bagar cultural zone became more emotionally expressive than Mewat cultural zone. The family type also matters as more preschoolers of Bagar cultural zone belonged to joint families in comparison to preschoolers of Mewat cultural zone who were more from nuclear families, hence, they get less opportunity to interact with elders and didn't get that care that one can get from grandparents or elder. Derzon and Lipsey (2000) found that the strongest predictors of early onset violence included large family size, poor parenting skills and anti-social behaviour. Also, Hill and Bush (2001) found that parenting and family interaction patterns were associated with children's anxious symptoms.

## 3. Emotional Status of Preschoolers

The results reveal that approximately maximum number of preschool children from both the cultural zones had low behavioral status as they fall in average or below average category. Further, the behavioral status of Mewat cultural zone were slightly higher than the behavioral status of Bagar cultural zone, the reason for this may be that preschool children had large number of siblings, in comparison to preschool children of Bagar cultural zone. The large number of elder brothers and sisters might play a role model for appropriate behavior and hence pre-

schoolers learn from them the accepted behavior and incorporate it into their daily life. Keenan and Wakschlag (2000) assessed the frequency, severity and persiveness of conduct symptoms in clinic referred preschoolers. The most common symptoms they found were starting fights, pulling and using objects to hurt others. Further, Keenan (2001), said that the foundations for both prosocial and disruptive behaviors are laid in the first 5 years of life.

## 4. Social, Emotional and Behavioral Status of Preschoolers

Early nurturing relationships between young children and adults can create a sense of safety and security that supports children's learning to trust, to regulate emotions, resolve interpersonal conflicts, develop empathy, and learn how to relate to others in socially appropriate ways. These abilities are generally seen as critical not only for children's social emotional well-being but also for their cognitive development and later success in school. Teachers and caregivers of young children set the daily emotional tone and climate of their classrooms, thereby influencing children's development of social skills, including the early development of emotion regulation (National Scientific Council on the Developing Child 2008). Nagamani et al. (2001) found that boys were ahead of girls in mental development skills like understanding, many pictures and objects, understanding prepositions and objects, discriminating objects, spatial arrangement and speed. Further, Nagamani and Radha Krishan (2002) studied 80 rural children of 4-5 years of age and found that girls were ahead of boys in most of the areas of development, that is, socialization, language, cognitive, self-help skills

## CONCLUSION

Children with above average social, emotional and behavioral status presumably ought to be able to function effectively and deal with their enveloping environment as compared to their counterparts with below average in social, emotional and behavioral developments. Most of the preschoolers had average level of social, emotional and behavioral status, followed by preschoolers belonging to below average and above average level. The same trend was followed in both the cultural zones. The sex wise compari-

son revealed that there was slight sex difference found in overall social, emotional and behavioral status of preschoolers. Further, age wise comparison revealed that there was a difference in emotional and behavioral status of two different age groups of preschoolers. The slight age difference was also found in overall social, emotional and behavioral status of preschoolers.

### RECOMMENDATIONS

It was found the majority of rural preschoolers children fall in average and below average categories in social, emotional and behavioral screening inventory. Hence, there is a great need of development of social, emotional and behavioral stimulation program for different stages. The study demands awareness on the part of the mothers, anganwadi workers and all those concerned with children to explore and enhance social-skills and emotional and behavioral competence of preschool children.

- 1) Mothers of preschool children play an indispensable role in their social, emotional and behavioral development. Effects must be put on their part to stimulate and enhance the development of social, emotional and behavioral status of preschool children.
- 2) There seems a need to educate the mothers to identify and analyze the social and emotional requirements of the preschooler children.
- 3) Also, mothers should explore the interests, aptitudes and creative potentials of children to help prepare them for a world and enhance their personality development.
- 4) Tools may be developed and standardized for different age groups to assess the social, emotional and behavioral status in Indian context. Tool should be developed according to demographic situations and socio-economic level of population.
- 5) Child development specialists, voluntary and non-voluntary organization and mass-media can play an important role in the dissemination of information for educating mothers.

### REFERENCES

- Berk LE 2010. *Child Development*. 7<sup>th</sup> Edition. Boston: Allyn and Bacon.
- Derzon JH, Lipsey MW 2000. The correspondence of family features with problem, aggressive, criminal and violent behavior. Unpublished Manuscript. Nashville, TN: Institute for Public Policy studies, Vanderbilt University.
- Devi LU, Mayuri K 1999. Personality development of rural elementary school children. A correlational study. *Praachi Journal of Psycho-cultural Dimensions*, 15(2): 99-106.
- Guerin DW, Gottfried AW, Thomas CW 1997. Difficult temperament and behavior problems: Longitudinal study from 1.5 to 12 years. *Child Development*, 68(2): 418-430.
- Hill NE, Bush KR 2001. Relationships between parenting environment and children's mental health among African American and European American mothers and children. *Journal of Marriage and Family*, 63: 954-966.
- Jaswal S, Chauhan AR, Saini S 1998. Development of perceptual abilities in Punjabi preschool children. *Indian Journal of Maternal and Child Health*, 9(2): 35-40.
- Keenan K 2001. Uncovering preschool precursors to problem behavior. In: R Locher, DP Farrington (Eds.): *Child Delinquents: Development, Intervention and service Needs*. Thousand Oaks CA: Sage Publications Inc., pp. 117-134.
- Keenan K, Wakschlag LS 2000. More than the terrible twos: The nature and severity of disruptive behaviour problems in clinic-referred preschool children. *Journal of Abnormal Child Psychology*, 28(1): 33-46.
- Kochanska G, Murray K, Coy K 1997. Inhibitory control as a contributor to conscience in childhood: From toddler to early school age. *Child Development*, 68(2) : 263-277.
- Lakshmi R, Sinha RBN 1996. Personality traits among depressed children. *Journal of Psychological Researches*, 40(3): 107-110.
- Landy S, Peters RD 1992. Toward an understanding of a developmental paradigm for aggressive conduct problems during the preschool years. In: RD Peters, RJ Mcmalon, VL Quinsey (Eds.): *Aggression and Violence Throughout the Life Span*. Thousand Oaks, CA: Sage Publications, pp. 1-30.
- Nagamani TS, Radha Krishna OR 2002. Developmental norms of rural children (4-5 years): A longitudinal study. *Indian Journal of Psychometry and Education*, 33(2): 101-106.
- Nagamani TS, Prabha CR, Radha Krishna OR 2001. Developmental norms of rural children (24-33 months): A longitudinal study. *Indian Journal of Psychometry and Education*, 32(1): 43-47.
- Rubin KH, Coplan RJ 1998. Social and non-social play in childhood: An individual differences perspective. In: ON Saracho, XB Spodek (Eds.): *Multiple Perspectives on Play in Early Childhood*. Albany: State University of New York Press, pp.144-170.
- Shaffer DR 1994. *Social and Personality Development*. 3<sup>rd</sup> Edition. Pacific Grove, California: Books/Cole Publishing Company.
- Tremblay RE, Impel C, Perusse D, McDuff P, Boirin M, Zoccolillo M, Montplaisir J 1999. The search for age of "onset" of physical aggression: Rousseau and Bandura Revisited. *Criminal Behaviour and Mental Health*, 9(1): 8-23.