

Temperament and Social Cognitive Scores

Shanti Balda¹, Kym Irving² and Di Catherood³

¹*Department of Human Development and Family Studies, College of Home Science,
CCS Haryana Agricultural University, Hisar, 125 004, Haryana, India*

²*School of Early Childhood, Faculty of Education, Queensland University of Technology,
Brisbane, Australia*

³*Department of Psychological, Worcester College of Higher Education, Henwick Grove
Worcester, United Kingdom*

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ABSTRACT The present study was conducted in Hisar to study relationship between temperament and social competence of preschool-aged children and their mothers participated. To assess children's temperament, the Behavioural Style Questionnaire (McDevit and Carey 1975) was used. To assess social competence of the children two measure were used – the Social Problem-Solving test – revised (Rubin 1998) and preschool Problem-Solving test developed by Shure and Spivack (1974). Result indicated that there exist relations between temperament dimensions and social competence. Highly active and distractible children were more likely to suggest less number of strategies in object acquisition, friendship initiation and avoiding anger problem-solving tasks. They were less flexible in providing alternate solutions and suggested irrelevant solutions in Hypothetical problem problem-solving tasks. Easy to adapt, approachable and persistent children were likely to suggest more solution and generated greater number of different strategies in all the three social problem-solving task areas. These children were also more flexible in providing alternate solutions and were more likely to suggest relevant solutions in all the three task areas.