

## **Impact of socio-economic status on social and emotional development of children attending different ECCE centers**

**Abstract:** The study was conducted in Dharwad taluk of Karnataka state during the year 2018-20 to know the effect Socio-Economic Status on social and emotional development of the children. The aim of the study was to assess the social and emotional development of rural and urban children, to know the influence SES on social and emotional development of children in rural and urban areas. Total sample comprised of 208 (104 rural and 104 urban) children of age group 3-6 years were selected for the study. Transdisciplinary Play Based Assessment-2 tool was used to assess the social and emotional development of children. Socio-economic status scale was used to measure socio-economic status of the child's family. The qualitative approach involved naturalistic observation method to document, analyze and study the impact of play-based activities on social and emotional development. Naturalistic observation was made during children involved in free play through video recording which was complemented with participant observation which included by taking field notes. Results revealed that majority of the children in both rural and urban anganwadi belonged to watch and concern category of social and emotional development. The significant association and difference was found between socio-economic status and social and emotional development of children. The statistical analysis shows that, the significant association and difference was found in preschool children of both rural and urban area. Children belonged to upper middle class family scored higher score on social and emotional development and its domains compared to children from lower middle class family in both rural and urban areas.

### **Introduction:**

The pre-school phase involves a time when growth is the fastest, the basics of the character are developed, and the child is profoundly influenced by his environment and is accessible to all kinds of learning. Preschool-age children begin to communicate about their emotions and the emotions of others. It includes turning, becoming autonomous in following habits, engaging more with colleagues, engaging in meaningful relationships with others, managing emotions, and building a positive self-image.

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During the preschool years, children learn to take turns, share toys and materials, play near each other, talk with peers, and talk about their feelings and the feelings of others. They also begin to follow classroom and home routines independently. Children learn social skills from watching others interact and through conversations with adults and peers.

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Social and emotional learning (SEL) is particularly necessary at the beginning of early life to help preschool children understand and control their feelings, feel and display empathy for others, build healthy relationships and set positive goals. Social-emotional growth requires the experience, speech and emotional control of the child and the ability to create healthy and satisfying relationships with others (Cohen *et al.* 2005).

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The key characteristics of emotional development include the ability to recognize and understand one's own emotions, to read and understand emotional states in others accurately, to handle strong emotions and their expression in a positive way, to monitor one's own actions, to cultivate empathy for others, and to build and sustain relationships. (National Scientific Council on the Developing Child 2004)

Playing encourages children to find new ways to deal with their feelings and their reality. While playing they learn the characteristics of objects and enhance their general knowledge about the world. They imitate, re-create and rehearse roles that help them understand and solve issues relevant to daily life. They form relationships, share, collaborate, master their emotions and widen the range of their experience, test ideas, and form relationships between objects, events, and concepts. Another significant emotional advantage of play is that it offers numerous opportunities for children to feel positive about them.

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So with this background, a need was felt to study the effect of play based activities on social and emotional development of the preschool children in the present locality, the following objectives framed for the study:

1. To study the social and emotional development of rural and urban children in different ECCE centers.
2. To analyze the impact of Socio-economic status on social and emotional development of children different ECCE centers.

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## 2. MATERIAL AND METHODS

The study aimed to determine the social and emotional development of children attending different ECCE centers in rural areas of Dharwad taluk. The qualitative approach

involved naturalistic observation method to document, analyze and study the impact of play-based activities on social and emotional development. Naturalistic observation was made during children involved in free play through video recording which was complemented with participant observation which included by taking field notes.

In quantitative research method, differential design and correlation design was employed to know the difference and relationship between social and emotional development of children attending different ECCE centers in rural and urban areas.

#### POPULATION AND SAMPLE:

**Population:** Children attending ECCE centers in rural and urban areas of Dharwad taluk

#### Selection of ECCE centers:

- ✓ Total eight anganwadis and 2 preschools in rural areas of Dharwad taluk and six anganwadis and six preschools in urban areas were visited to list out the social and emotional activities followed in the ECCE centers. Later self-structured checklist was prepared to select the ECCE centres in which similar play-based activities followed ECCE centres were selected for the study.
- ✓ Based on the social and emotional development activities followed total eight ECCE centres were selected, four (two anganwadis and two preschools) from rural area and urban area. Social and emotional development activities (list 1).

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#### TOOL DESCRIPTION

**The Transdisciplinary Play-Based Assessment-2 (TPBA-2)** developed by Linder (2008). It measures social and emotional development of children between (0-6) years in different domains such as.

1. **Emotional expression:** Refers to the communication of reactions, feelings, or intentions to others through facial patterns, body posture and position of extremities, movements, gestures, and words. Includes overall disposition or mood.
2. **Emotional/style/adaptability:** Typical affective response to different situations including:
  - i. Approach or withdrawal to new situations or stimuli and (2) adaptability to change
  - ii. Regulation of emotions & arousal states: Refers to the ability to regulate physiological states of awareness (sleeping, crying, etc.) and control emotional reactions to both internal and external stimuli, including being able to self-calm and inhibit impulsive actions and emotions.

3. **Behavioral regulation:** Refers to the ability to control impulses, monitor one's actions and interactions, and respond within the parameters of culturally accepted behavior, including compliance with adult request, self-control over behaviors perceived as wrong, and use of social conventions.
4. **Sense of self:** Assesses one's understanding of him/herself as a separate person capable of having an effect on his/her environment, including the desire to accomplish goals to be independent and competent.
5. **Emotional themes in play:** Refers to the expression of inner feelings, including worries, fears, and traumas through the actions of play – especially through the dramatic representations of self or dolls.
6. **Social interactions:** Assesses the ability to attend to social aspects of play, to read cues, to interpret and communicate social information, to get along with others, and to avoid negativity and conflict with others within isolated, parallel, associative, cooperative or complementary roles in play interactions.

**Scoring pattern:** Each item of emotional and social development of the children is observed during free play activity. Play activity observations are recorded through videotaped and also are noted in the observation note column which is further used for analysis. Based on the play activities performed between the children is analyzed through the levels of the child abilities which is scored between 1-9 score of social and emotional skill. Based on the obtained scores children were categorized as above average, typical, watch and concern.

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Score	Category
7-20	Concern
21-34	Watch
35-48	Typical
49-63	Above average

Descriptive and inferential statistics such as chi-square, t-test, one-way ANOVA were employed to know the association and difference between children attending different ECCE centers.

**2. Early Childhood Home Environment:** The Home Observation for Measurement of the Environment (HOME; Caldwell & Bradley, 1984, 2003) was used for evaluating the quality of the home environment. It has following subscale

- a) **Learning Materials:** This factor deals with the availability to the child of toys, books, and games that facilitate learning. It also contains items which characterize the adults as showing some commitment to their own learning.
- b) **Language Stimulation:** This factor describes overt attempts by the parents to encourage language development through conversation, modeling, and direct teaching.
- c) **Physical Environment:** This factor contains items which describe the physical environment as safe, sufficiently roomy, and perceptually appealing. All items are based on observation.
- d) **Responsivity:** This factor describes the caregiver's emotional and verbal responsiveness to the child and gives a general picture of the warmth in the relationship.
- e) **Academic Stimulation:** This factor describes direct parental involvement with the child's learning and the encouragement of the acquisition of skills and knowledge.
- f) **Modeling:** This factor describes modeling by the parents of desirable and acceptable behavior, thereby communicating those expectations to the child.
- g) **Variety:** This factor essentially describes a family lifestyle that provides variety and experiential enrichment for the child.
- h) **Acceptance:** This factor describes parental ability to accept negative behavior from the child as something to be expected from young children rather than as an act demanding immediate harsh reprisal.

Early Childhood Home Inventory consist of 55 items, each item is scored either 1 or 0. Based on the total score quality of home environment is categorized as follows

Score	Category
0-17	Low quality
18-36	Medium quality
37-55	High quality

### 3. Results

#### **Distribution of children attending different ECCE centers of rural and urban areas of Dharwad taluk by child characteristics.**

Results related to distribution of children according to child characteristics such as age, gender, socio-economic status and quality of home environment are presented in table 1. With regard to age 38.46 percent of children in rural area of anganwadis were belonged to 36-48

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months, 32.69 per cent of children belonged to 49-60 months and 28.85 per cent of children belong to 61-72 months. In case of preschool 34.62 per cent of children belonged to 36-48 months, 32.69 per cent of children belong to 49-60 months and 32.69 per cent of children belong to 61-72 months.

In urban locality, among anganwadi 34.62 per cent of children belong to 36-48 month and 49-60 months and 30.76 per cent of children belong to 60-72 month. In case of preschool 40.38 per cent of children belong to 36-48 month, 32.69 per cent of children belong to 49-60 month and 26.93 per cent of children belong to 61-72 month of age.

With regard to gender, in rural anganwadis 53.84 percent of children were girls and 46.16 per cent of children were boys. In case of rural preschools 55.76 per cent of children were boys and 44.24 per cent of children were girls. In urban locality, majority (59.62 %) of children in anganwadis were girls and 40.38 percent of children were boys. In preschools 51.92 percent of children were boys and (48.08 %) of children were girls.

With regard to socio-economic status, majority (53.84 %) of children in rural anganwadis belongs to poor socio-economic status and 46.16 per cent of the children belong to lower middle category of socio-economic status. In case of preschools (61.54 %) of children belongs to upper middle and 38.46 per cent of children belong to lower middle. In urban locality, majority (67.30 %) of children in anganwadis belonged to lower middle and 32.70 per cent of children belong to poor category of socio-economic status. In case of preschools 69.23 per cent of children belong to upper middle category and 30.77 per cent of children belong to lower middle category of socio-economic status.

With regard to quality of home environment, 53.84 percent of children in rural anganwadi were belonged to low quality home environment and 46.16 percent of children were belonged to moderate level quality home environment category. In case of preschools 59.62 per cent of children were belonged to high level quality home environment and (40.38 %) of children were belonged to moderate level quality home environment. In urban locality (57.69 %) of children in anganwadis belonged to moderate level quality of home environment and 42.31 per cent of children belonged to low level quality of home environment. In case of preschools 69.24 per cent of children belonged to high level quality of home environment and 30.76 per cent of children belonged to moderate level quality of home environment.

### **Social and emotional development of anganwadi and preschool children in rural and urban areas.**

The findings from Table 2 highlighted the results of association of type of school and social and emotional development of children in rural and urban areas. It was found that in rural areas the type of school and levels of social and emotional development of children was significantly associated with each other ( $\chi^2 = 60.48$ ) at 1 per cent level of significance. It was observed that among children in rural area, most of the children in anganwadis fell under watch (65.38 %) category of social and emotional development, 34.62 per cent fell under concern level of social and emotional development and none of the children from anganwadis belonged to typical level of social and emotional development.

Among children with attending preschools, majority (69.23%) of them belonged to typical level of social and emotional development and 30.76 per cent of children belonged to watch level of social and emotional development.

Considering urban area type of school and levels of social and emotional development of children was significantly associated with each other ( $\chi^2 = 32.39$ ) at 1 per cent level of significance. It was observed that among children in urban area, most of the children in anganwadis fell under watch (59.62 %) category of social and emotional development, followed by 26.92 per cent fell under concern and 13.46 per cent of children fell under typical level of social and emotional development. Among children attending preschools, majority (61.53%) of children belonged to typical level of social and emotional development and 38.47 per cent of children belonged to watch level of social and emotional development.

Results in table 2a revealed that the comparison of social and emotional development of children by type of school in both rural and urban areas showed the significant difference (18.84) and (9.19) at 0.01 per cent level of significance. The difference value explained that children attending preschools had significantly higher scores on social and emotional development (36.13) as compared to children from anganwadis (22.04) in rural and (26.38) in urban area.

Results in the table 2b showed that comparison of domains of social and emotional development of children by type of school in both rural and urban area showed significant difference under domains of social and emotional development i.e emotional expression, emotional adaptability, regulation of emotions, and arousal states, behavioral regulation, sense of self, emotional themes in play and social interaction. The difference value explained that children attending preschools scored higher mean scores than children attending anganwadis

under the domains of social and emotional development, i.e emotional expression (5.23), emotional adaptability (5.19), regulation of emotions and arousal states (5.15), behavioral regulation (5.19), sense of self (4.90), emotional themes in play (5.00) and social interaction (5.46).

In case of urban area the difference value showed that children attending preschools scored higher mean scores than children attending anganwadis under the domains of social and emotional development, i.e emotional expression (5.28), emotional adaptability (5.29), regulation of emotions and arousal states (5.25), behavioral regulation (5.31), sense of self (4.89), emotional themes in play (5.05) and social interaction (5.65).

#### **Influence of socio-economic status on social and emotional development of anganwadi and preschool children in rural areas**

The results from the table 3 highlight the association between socio-economic status and social and emotional development of rural anganwadi and preschool children. With regard to rural anganwadi children the significant association was not found between lower middle and poor socio-economic status of children. Among lower middle (83.33 %) children assessed to be in watch category and 16.67 per cent of children belonged to concern category. Among poor socio-economic status, more than half (53.57 %) of them assessed to be in watch category and 46.43 per cent of them assessed to be in concern category. The association was not found to be significant.

With regard to rural preschool children, significant association was found between upper middle and lower middle. Among upper middle majority (87.50 %) of children belonged to typical category and 12.50 per cent of them observed to be in watch category. Where as in case of lower middle socio-economic status more than half (60.00 %) of them observed to be in watch category and 40.00 per cent of them observed to be in typical category of social and emotional development.

The result related to comparison of social and emotional development by social and emotional development of rural anganwadi and preschool children are highlighted in the table 3 a. The findings with respect to socio-economic status of rural anganwadi children showed non-significant difference on social and emotional development. With regard to rural preschool children, upper middle children scored significantly higher mean scores (36.31)

than lower middle children (34.25) in social and emotional development. The significant difference found at 0.05 level of significance.

A result from the table 3b indicates, the comparison of domains of social and emotional development in rural anganwadi and preschool children. With regard to socio-economic status, among rural anganwadi children, the significant difference was not found between lower middle and poor socio-economic status of the children under the domains of social and emotional development. In case of rural preschool children, upper middle children scored significantly higher scores under the domains of social and emotional development i.e emotional adaptability (5.59), behavioral regulations (5.37) and social interaction (5.89).

Therefore, hypothesis set for the study that, there is non-significant difference of effect of socio-economic status on social and emotional development of anganwadi and preschool children in rural areas was accepted.

#### **4.3.1j Influence of socio-economic status on social and emotional development of anganwadi and preschool children in urban areas**

The findings from the table 4, depicts the association between socio-economic status and social and emotional development of urban anganwadi and preschool children. With regard to urban anganwadi children the significant association was found not between lower middle and poor socio-economic status of children. Among lower middle majority (94.28 %) children belonged to watch category and 5.72 per cent of children belonged to concern category. Among children in poor socio-economic status category, 70.58 per cent of them belonged to watch category and 29.42 per cent of them belonged to concern category. The association was not found to be significant.

In case of urban preschool children, significant association was found between upper middle and lower middle. Among upper middle 75.00 per cent of children belonged to typical category and 25.00 per cent of them belonged to watch category. Where as in case of lower middle socio-economic status more than half (68.75 %) of them belonged to watch category and 31.25 per cent of them belonged to typical category of social and emotional development.

The outcome of comparison of social and emotional development of urban anganwadi and preschool children are highlighted in the table 4a. The findings with respect to socio-economic status of urban anganwadi children showed non-significant difference on social and emotional development. Whereas in case of urban preschool children, upper middle children

scored significantly higher mean scores (34.66) than lower middle children (32.18) in social and emotional development. The significant difference found at 0.05 level of significance.

A result from the table 4b depicts the comparison of domains of social and emotional development in urban anganwadi and preschool children. With regard to socio-economic status, among urban anganwadi children, the significant difference was not found between lower middle and poor socio-economic status of the children under the domains of social and emotional development. In case of urban preschool children, upper middle children scored significantly higher scores under the domains of social and emotional development i.e emotional adaptability (5.33) and social interaction (6.00).

## Discussion

Results (table 3 to 4 b) revealed that there was no significant association between socio economic status (SES) and social and emotional development in rural anganwadi children. This may be because majority of the anganwadi children belonged to poor and lower middle SES.

However, in preschool children significant association was found between socio-economic status and social and emotional development. Majority of upper middle socio-economic status children belonged to the typical category of social and emotional development. Children in lower middle socio-economic status belonged to “watch category”.

The reason may be due to children in lower socio-economic status were exposed to low quality of home environment like low education qualification of mothers and poor involvement of the parents in children’s learning and low participation in school activities. Whereas children from upper middle socio-economic status had parents with higher education and occupation and it was also found that parents provided good amount of stimulating and play materials to their children which supplemented along with preschool environment.

Durmusoglu-Saltali and Arslan (2011) found that Pre-school children whose mothers had a high level of education displayed less social and fearful attitudes, while they showed more conduct that benefited others and were less vulnerable to peer abuse and had a higher social standing. The parent's educational level increased, the children's emotional skills

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increased dramatically, and those parents were significantly affected children's emotional expressions and social skills.

Mohamed and Toran (2018) revealed that there is a considerable gap between the degree of social-emotional growth of children with parental education, parental income and parental occupation. A positive relationship between the level of social-emotional growth of children with the level of education and occupation of mothers.

### **Conclusion**

Majority of the children in both rural and urban anganwadi belonged to watch and concern category of social and emotional development. The significant association difference was found between type of ECCE centers and social and emotional development of children. Though the significant association was not found between socio-economic status and social and emotional development in rural anganwadi. Whereas the significant association and difference was found in preschool children of both rural and urban area. The difference was found between upper middle and lower middle children. Children belonged to upper middleclass family scored higher score on social and emotional development and its domains compared to children from lower middleclass family in both rural and urban areas.

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**List 1 : Activities for social and emotional development**

Activities	Rural								Urban							
	School 1		School 2		School 3		School 4		School 5		School 6		School 7		School 8	
	Daily	Weekly	Daily	Weekly	Daily	Weekly	Daily	Weekly	Daily	Weekly	Daily	Weekly	Daily	Weekly	Daily	Weekly
Rhymes	YES		YES		YES		YES		YES		YES		YES		YES	
Informal talk	YES		YES		YES		YES		YES		YES		YES		YES	
Dance		YES		YES		YES		YES		YES		YES		YES		YES
Story telling		YES		YES		YES		YES		YES		YES		YES		YES
Story book reading				YES				YES				YES				YES
Drawing				YES				YES				YES				YES
Painting				YES				YES				YES				YES
Arts and crafts				YES				YES				YES				YES
Passing the ball			YES				YES				YES				YES	
Circle time		Yes		YES		Yes		YES		Yes		YES		Yes		YES
Dramatic play	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Play dough	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Sharing the news	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Science activities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Theme based play	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total</b>	<b>05</b>		<b>10</b>		<b>05</b>		<b>10</b>		<b>05</b>		<b>10</b>		<b>05</b>		<b>10</b>	

**Table 1: Demographic characteristics of anganwadi and preschool children in rural and urban areas**

Child characteristics	Categories	Rural (n=104)		Urban (n=104)	
		Anganwadi	Preschool	Anganwadi	Preschool
Age (months)	36-48	20 (38.46)	18 (34.62)	18 (34.62)	21 (40.38)
	49-60	17 (32.69)	17 (32.69)	18 (34.62)	17 (32.69)
	61-72	15 (28.85)	17 (32.69)	16 (30.76)	14 (26.93)
	<b>Total</b>	52 (100)	52 (100)	52 (100)	52 (100)
Gender	Boys	24 (46.16)	29 (55.76)	21 (40.38)	27 (51.92)
	Girls	28 (53.84)	23 (44.24)	31 (59.62)	25 (48.08)
	<b>Total</b>	52 (100)	52 (100)	52 (100)	52 (100)
SES	Upper high	-	-	-	-
	High	-	-	-	-
	Upper middle	-	32 (61.54)	-	36 (69.23)
	Lower middle	24 (46.16)	20 (38.46)	35 (67.30)	16 (30.77)
	Poor	28 (53.84)	-	17 (32.70)	-
	Very poor	-	-	-	-
	<b>Total</b>	52 (100)	52 (100)	52 (100)	52 (100)

**Table 2: Association between type of ECCE and social and emotional development in rural and urban areas** N=208

Social and emotional development	Rural (104)			Urban (104)		
	Anganwadi (n=52)	Preschool (n=52)	Modified $\chi^2$	Anganwadi (n=52)	Preschool (n=52)	Modified $\chi^2$
Typical	-	36 (69.23)	36.48**		32 (61.53)	32.39**
Watch	34 (65.38)	16 (30.76)		38 (73.07)	20 (38.47)	
Concern	18 (34.62)	-		14 (26.93)	-	
<b>Total</b>	52 (100)	52 (100)		52 (100)	52 (100)	

**Table 2a: Comparison of mean scores of social and emotional development in rural and urban areas**

Locality	Type of ECCE centre	Mean $\pm$ S.D	t-value
Rural	Anganwadi	22.04 $\pm$ 3.44	12.84**
	Preschool	35.13 $\pm$ 4.14	
Urban	Anganwadi	24.38 $\pm$ 6.42	16.19**
	Preschool	36.13 $\pm$ 4.14	

**Table 2b: Comparison of mean scores of domains of social and emotional development in rural and urban areas**

N=208

Domains	Rural (n=104)			Urban (n=104)		
	Anganwadi Mean $\pm$ S.D	Preschool Mean $\pm$ S.D	t-value	Anganwadi Mean $\pm$ S.D	Preschool Mean $\pm$ S.D	t-value
Emotional expression	3.09 $\pm$ 0.77	5.23 $\pm$ 0.87	13.16**	3.76 $\pm$ 0.94	5.28 $\pm$ 0.87	8.19**
Emotional style/adaptability	3.92 $\pm$ 0.62	5.19 $\pm$ 0.97	14.19**	3.61 $\pm$ 1.08	5.29 $\pm$ 0.97	7.80**
Regulations of emotions and arousal states	3.11 $\pm$ 0.61	5.15 $\pm$ 0.99	12.54**	3.75 $\pm$ 0.83	5.25 $\pm$ 0.99	7.77**
Behavioral Regulation	3.19 $\pm$ 0.56	5.19 $\pm$ 0.86	13.99**	3.80 $\pm$ 0.92	5.31 $\pm$ 0.86	7.86**
Sense of Self	3.00 $\pm$ 0.65	4.90 $\pm$ 0.77	13.52**	3.73 $\pm$ 1.01	4.89 $\pm$ 0.77	6.64**
Emotional Themes in Play	3.00 $\pm$ 0.56	5.00 $\pm$ 0.65	16.70**	3.55 $\pm$ 1.16	5.05 $\pm$ 0.65	7.79**
Social interaction	3.71 $\pm$ 1.03	5.46 $\pm$ 0.93	9.03**	4.15 $\pm$ 1.25	5.65 $\pm$ 0.93	6.00**

\*Significant at 0.05 level

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**Table 3: Association between socio-economic status and social and emotional development in rural area**

N=104

Social and emotional development	Anganwadi (n=52)			Preschool (n=52)		
	Lower middle	Poor	Modified $\chi^2$	Upper middle	Lower middle	Modified $\chi^2$
Typical (Average)	-	-	3.44 <sup>NS</sup>	28 (87.5)	08 (40)	13.03*
Watch (Below Average)	20 (83.33)	15 (53.57)		04 (12.5)	12 (60)	
Concern (Poor)	04 (16.67)	13 (46.43)		-	-	
<b>Total</b>	<b>24 (100)</b>	<b>28 (100)</b>		<b>32 (100)</b>	<b>20 (100)</b>	

Figure in parentheses indicates percentage

\*Significant at 0.05 level

**Table 3a: Comparison of mean scores of social and emotional development by socio-economic status in rural area**

SES	Anganwadi		Preschool	
	Mean $\pm$ S.D	t-value	Mean $\pm$ S.D	t-value
Upper middle		1.27 <sup>NS</sup>	36.31 $\pm$ 2.66	2.75*
Lower middle	22.16 $\pm$ 1.89		34.25 $\pm$ 2.26	
Poor	21.07 $\pm$ 2.63			

\*Significant at 0.05 level

NS-Non significant

**Table 3b: Comparison of mean scores of domains of social and emotional development by SES in rural area**

**N=104**

Domains	Anganwadi (n=52)			Preschool (n=52)		
	Lower middle Mean ± S.D	Poor Mean ± S.D	t-value	Upper middle Mean ± S.D	Lower middle Mean ± S.D	t-value
<b>Emotional expression</b>	3.33 ± 0.70	2.89 ± 0.78	1.11	5.25 ± 0.622	5.20 ± 1.19	0.19
<b>Emotional style/adaptability</b>	2.95 ± 0.46	2.89 ± 0.73	0.37	5.59 ± 0.94	4.55 ± 0.60	2.19*
<b>Regulations of emotions and arousal states</b>	3.25 ± 0.53	3.00 ± 0.66	1.47	5.34 ± 0.93	4.85 ± 1.03	1.77
<b>Behavioral Regulation</b>	3.29 ± 0.62	3.10 ± 0.49	1.18	5.37 ± 0.90	4.90 ± 0.71	2.28*
<b>Sense of Self</b>	3.25 ± 0.53	2.78 ± 0.68	1.69	5.06 ± 0.71	4.65 ± 0.81	1.91
<b>Emotional Themes in Play</b>	3.08 ± 0.58	2.92 ± 0.53	0.99	5.09 ± 0.68	4.85 ± 0.58	1.31
<b>Social interaction</b>	4.00 ± 0.97	3.46 ± 1.03	1.90	5.89 ± 0.91	4.25 ± 0.96	2.29*

\*Significant at 0.05 level

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**Table 4: Association between socio-economic status and social and emotional development in urban area**

**N=104**

Social and emotional development	Anganwadi (n=52)			Preschool (n=52)		
	Lower middle	Poor	Modified $\chi^2$	Upper middle	Lower middle	Modified $\chi^2$
<b>Typical (Average)</b>		-	3.68 <sup>NS</sup>	27 (75)	05 (31.25)	3.95*
<b>Watch (Below Average)</b>	33 (94.28)	05 (29.42)		09 (25)	11 (68.75)	
<b>Concern (Poor)</b>	02 (5.72)	12 (70.58)		-	-	
<b>Total</b>	35 (100)	17 (100)		36 (100)	16 (100)	

Figure in parentheses indicates percentage

\*Significant at 0.05 level

NS-Non-Significant

**Table 4a: Comparison of mean scores of social and emotional development by SES in urban area**

SES	Anganwadi		Preschool	
	Mean $\pm$ S.D	t-value	Mean $\pm$ S.D	t-value
<b>Upper middle</b>		1.01 <sup>NS</sup>	34.66 $\pm$ 5.10	2.18*
<b>Lower middle</b>	21.25 $\pm$ 3.39		32.18 $\pm$ 5.06	
<b>Poor</b>	20.47 $\pm$ 2.79			

\*Significant at 0.05 level

NS-Non-Significant

**Table 4b: Comparison of mean scores of domains of social and emotional development by SES in urban area**

**N=104**

Domains	Anganwadi			Preschool		
	Lower middle (35) Mean ± S.D	Poor (17) Mean ± S.D	t-value	Upper middle (36) Mean ± S.D	Lower middle (16) Mean ± S.D	t-value
<b>Emotional expression</b>	4.17 ± 0.74	2.94 ± 0.74	1.57	5.41 ± 0.90	4.43 ± 1.03	1.44
<b>Emotional style/ adaptability</b>	4.05 ± 0.90	2.70 ± 0.84	1.14	5.33 ± 1.24	4.37 ± 0.71	2.17*
<b>Regulations of emotions and arousal states</b>	4.05 ± 0.80	3.11 ± 0.48	1.43	5.19 ± 1.16	4.62 ± 0.88	1.73
<b>Behavioral Regulation</b>	4.14 ± 0.91	3.11 ± 0.48	1.33	5.30 ± 1.09	4.62 ± 0.80	1.23
<b>Sense of Self</b>	4.14 ± 0.87	2.88 ± 0.69	1.16	5.13 ± 1.01	4.62 ± 0.95	1.70
<b>Emotional Themes in Play</b>	4.05 ± 0.99	2.52 ± 0.71	1.63	5.27 ± 1.05	4.18 ± 1.10	1.37
<b>Social interaction</b>	4.62 ± 1.23	3.17 ± 0.52	1.61	6.00 ± 0.95	5.31 ± 1.01	2.34*

\*Significant at 0.05 level  
NS-Non-significant

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