Impact of socio-economic status on socio-emotional development of children attending different Early Childhood Care and Education (ECCE) centers

Abstract: The purpose of the 2018–20 study, which took place in the Karnataka state's Dharwad taluk, was to determine how children's social and emotional development was impacted by their socioeconomic status. The study's objectives were to evaluate the social and emotional development of children in both rural and urban locations, as well as to determine the impact of SES on these development factors. A total of 208 children aged between three and six years, comprising 104 from rural and 104 from urban areas, were chosen for the study. Children's social and emotional development was evaluated using the Transdiciplinary Play Based Assessment-2 instrument. The child's family's socioeconomic position was assessed using a Aggarwal Socio-economic status scale. A qualitative approach utilizing the naturalistic observation method was used to observe, analyze, and study the effects of play-based activities on social and emotional development. Naturalistic observations were produced by combining field notes from participant observation with video footage of kids playing in an unstructured manner. The findings showed that most kids in both urban and rural anganwadis were in the social and emotional development watch and worry category. The social and emotional development of children was shown to be significantly correlated with their socioeconomic level. According to the statistical analysis, preschoolers in both rural and urban areas showed a substantial relationship and difference. In both rural and urban settings, children from lower middle class families scored lower on social and emotional development and related domains than did children from upper middle class families.

Keywords: Children's social and emotional development, social and emotional learning, Childhood Care, Socio-economic status

Introduction:

During the pre-school years, a child's character is developing quickly, and he is highly influenced by his surroundings and receptive to all forms of education. Young children in preschool learn how to communicate both their own and other people's sentiments. It means

pivoting, learning to follow routines on your own, socializing more with peers, forming deep connections with people, managing your emotions, and cultivating a positive self-image.

"Preschoolers learn to share toys and materials, play close to one another, converse with peers, take turns, and express their own and other people's feelings. They also start to autonomously follow schedules at home and in the classroom. Youngsters pick up social skills through talks with peers and adults as well as through observing others in action". [14]

In early years, social and emotional learning (SEL) is especially important for preschoolers to develop healthy connections, create positive objectives, feel and show empathy for others, and comprehend and regulate their own emotions. Social-emotional development necessitates the child's experience, speech, emotional regulation, and capacity to build positive, fulfilling interactions with others. (Cohen *et al*. 2005).

The capacity to identify and comprehend one's own emotions, to accurately read and comprehend the emotional states of others, to manage intense emotions and their expression in a constructive manner, to keep an eye on one's own behavior, to develop empathy for others, and to establish and maintain relationships are among the essential traits of emotional development. As of 2004, the (National Scientific Council on the Developing Child).

Children learn new coping mechanisms for their emotions and reality through play. They improve their overall understanding of the world and learn about the properties of objects while they play. They mimic, recreate, and practice roles that aid in their comprehension of and ability to resolve problems related to everyday life. They establish connections, communicate, work together, control their emotions and expand their horizons, try out notions, and establish connections between things, occasions, and ideas. Play gives kids lots of chances to feel good about themselves, which is another important emotional benefit.

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 assess 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.

2. MATERIAL AND METHODS

The study's goal was to assess the social and emotional development of children attending several ECCE programs in rural and urban areas of Dharwad taluk. The qualitative approach used the naturalistic observation method to document, analyze, and investigate the impact of play-based activities on social and emotional development. Naturalistic observation was conducted during children's free play using video recording, supplemented by participant observation, which included taking field notes.

To understand the difference and relationship between social and emotional development of children attending different ECCE centers in rural and urban locations, a quantitative research approach was used that included differential and correlation designs.

POPULATION AND SAMPLE:

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

Selection of ECCE centers:

- ✓ Visited eight anganwadis and two preschools in rural Dharwad taluk, as well as six anganwadis and six preschools in urban regions, to assess social and emotional activities in early childhood care and education institutions. Later, a self-structured checklist was created to select ECCE centers that offered similar play-based activities for the study.
- ✓ Eight ECCE centers were chosen based on social and emotional development activities, including four anganwadis and two preschools in both rural and urban areas. Social and emotional development activities. (list 1).

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". [14]
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". [14]

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". [14]

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". [13]

Chart 1: Category of child abilities based on scores[13]

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 responsivity 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

Chart 2: Category of home environment[13]

3. Results

Frequency distribution of children attending different ECCE centers of rural and urban areas of Dharwad taluk by child characteristics.

Table 1 shows the distribution of children according on age, gender, socioeconomic status, and home environment quality. In terms of age, 38.46% of children in rural anganwadis were between the ages of 36 and 48 months, 32.69% between the ages of 49 and 60 months, and 28.85% between the ages of 61 and 72 months. In preschool, 34.62% of children were between the ages of 36 and 48 months, 32.69% between the ages of 49 and 60 months, and 32.69% between the ages of 61 and 72 months.

"Within urban areas, 34.62% of anganwadi children fall into the 36-48 month age group, 49.52% fall into the 49-60 month age group, and 30.76% fall into the 60-72 month age group. Preschoolers make up 40.38 percent of the 36–48 month age group, 32.69 percent of the 49–60 month age group, and 26.93 percent of the 61–72 month age group". [14]

"In terms of gender, 46.16 percent of children in rural anganwadis were males and 53.84 percent of children were girls. In rural preschools, boys made up 55.76 percent of the student body, while girls made up 44.24 percent. In the urban area, 40.38 percent of children in anganwadis were boys while the majority, 59.62 percent, were girls. 51.92 percent of preschool-aged children were males and 48.08 percent were girls". [14]

Considering socioeconomic status, 46.16 percent of children in rural anganwadis are in the lower middle socioeconomic category, while the majority of children (53.84%) are in the poor socioeconomic status category. Among preschoolers, the upper middle class comprises 61.54 percent of the student body, while the lower middle class comprises 38.46 percent. The majority of children in urban anganwadis (67.30%) belonged to the lower middle socioeconomic category, while 32.70 percent of children are poor. When it comes to preschools, 30.77 percent of students are in the lower middle socioeconomic category and 69.23 percent are in the upper middle category.

"In terms of home environment quality, 46.16 percent of children in rural anganwadi and 53.84 percent of children in low quality home environment categories belonged to the moderate level category. In preschools, 40.38 percent of children belonged to moderate level quality homes, while 59.62 percent of children belonged to high level quality homes. 42.31 percent of children in anganwadis in metropolitan areas belonged to low quality home environments, whereas 56.79% of children in anganwadis belonged to moderate quality home environments. Preschoolers made up of 30.76 percent of those with moderately quality home environments and 69.24 percent of those with high quality home environments". [14]

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

The results of the link between the type of school and the social and emotional development of children in rural and urban settings were highlighted in Table 2a. It was found that, at the one percent significance level, there was a substantial correlation between the kind of school and the social and emotional development of kids in rural areas (ぎ² = 60.48). It was found that, of children in rural areas, the majority of those in anganwadis (65.38%) fell into the category of social and emotional development under watch, 34.62% fell into the category of social and emotional development under concern, and none of them belonged to the typical level of social and emotional development. Of the children who attended preschool, 30.76 percent belonged to the watch level of social and emotional development, while the majority (69.23%) belonged to the typical level.

The degree of social and emotional development of children and the type of school in an urban region were shown to be substantially correlated (² = 32.39) at the one percent significance level. It was found that, of children in urban areas, the majority of those in anganwadis came into the category of social and emotional development under monitoring (59.62%), followed by concern (26.92%) and typical development (13.46%). 61.53 percent of preschool-age children fell into the typical social and emotional development category, while 38.47 percent fell into the watch category.

Table 2b's results showed that, at the 0.01 percent significance level, there was a significant difference (18.84) and (9.19) between the social and emotional development of children attending different types of schools in rural and urban locations. The differential value clarified why preschool-age children scored much higher on social and emotional development (36.13) than did children from anganwadis (22.04) in rural areas and (26.38) in urban areas.

“Table 2c's results indicate that there are notable differences between the social and emotional development domains of children in rural and urban areas based on the type of school. These domains include emotional expression, emotional adaptability, regulating emotions and arousal states, behavioral regulation, sense of self, and emotional themes in play and social interaction. Under the domains of social and emotional development—that is, 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)—children attending preschools scored higher mean scores than children attending anganwadis, as explained by the difference value”. [14]

"Under the domains of social and emotional development—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)—children attending preschools in urban areas scored higher mean scores than children attending anganwadis". [14]

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

Table 3a's results demonstrate the correlation between rural anganwadi and preschool children's social and emotional development and their socioeconomic position. There was no discernible correlation between the lower middle and poor socioeconomic position of children in rural Anganwadi communities. Of the children in the lower middle class, 83.33% were classified as being in the watch category, and 16.67% were classified as being in the concern category. Of those with low socioeconomic level, 53.57% were classified as being in the watch category and 46.43% as being in the concern category. It was determined that the connection was not substantial.

There was shown to be a strong correlation between upper middle and lower middle for preschool-aged rural children. The majority of youngsters in the upper middle class (87.50%) belonged to the normal group, while 12.50 percent were found to be in the watch category. In contrast, 60.00% of those with lower middle socioeconomic class were found to be in the watch category, and 40.00% were found to be in the usual category of social and emotional development.

Table 3b presents the results of a comparison between the social and emotional development of preschoolers and rural anganwadi children. The results on the social and emotional development of rural anganwadi children and their socioeconomic status revealed no discernible difference. When it came to social and emotional development, preschoolers in rural areas who were in the upper middle category had mean scores that were considerably higher (36.31) than those in the lower middle category (34.25). At the 0.05 threshold of significance, a significant difference was discovered.

Table 3c presents a comparison of the social and emotional development domains of preschoolers and rural anganwadi children. In terms of socioeconomic position, there was no discernible difference between the lower medium and poor socioeconomic status of rural

Anganwadi children when it came to their social and emotional development. The dimensions of social and emotional development, including emotional adaptability (5.59), behavioral regulations (5.37), and social interaction (5.89), were considerably greater for upper middle preschoolers in rural areas.

Thus, the study's hypothesis—that the socioeconomic situation of anganwadi and preschoolers in rural locations had no discernible effect on their social and emotional development—was approved.

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

Table 4a presents the relationship between the social and emotional development of urban anganwadi and preschool children and their socioeconomic position. There was no significant correlation identified between the socio-economic level of lower middle class and impoverished urban anganwadi children. Children in the lower middle majority (94.28%) fell into the watch category, while 5.72 percent of them were in the concern category. Seventy-five percent of children in the poor socioeconomic level category fell into the watch category, while 29.42 percent fell into the concern category. It was determined that the connection was not substantial.

There was a substantial correlation discovered between higher middle and lower middle in the case of urban preschoolers. Of the youngsters in the upper middle class, 75.00 percent fell into the normal group and 25.00 percent into the watch category. In contrast, the majority of those with lower middle socioeconomic position (68.75%) belonged to the watch category, and 31.25 percent to the usual category of social and emotional development.

Table 4b highlights the findings of the comparison between the social and emotional development of urban anganwadi and preschool children. The results regarding the socioeconomic level of urban anganwadi children revealed no statistically significant variation in their social and emotional growth. In contrast, upper middle preschoolers in metropolitan areas had considerably higher mean scores (34.66) in social and emotional development than lower middle preschoolers (32.18). At the 0.05 threshold of significance, a significant difference was discovered.

The comparison of the social and emotional development domains in urban anganwadi and preschool children is illustrated by a result from table 4c. In terms of socioeconomic

position, there was no discernible difference between the lower medium and poor socioeconomic level of urban anganwadi children in the social and emotional development categories. Upper middle preschoolers in urban areas demonstrated considerably higher scores in the social and emotional development domains, including emotional flexibility (5.33) and social interaction (6.00).

Discussion

The findings (tables 3a to 4c) showed that there was no discernible relationship between the social and emotional development of rural anganwadi children and their socioeconomic status (SES). The bulk of the anganwadi children were from lower middle-class and impoverished backgrounds, which could explain this.

Nonetheless, a strong correlation between socioeconomic position and the social and emotional development of preschoolers was discovered. The majority of youngsters from upper medium socioeconomic backgrounds fell into the usual social and emotional development category. Children from lower middle-class families were considered to be in the "watch category."

The explanation could be because children from lower socioeconomic backgrounds were raised in subpar homes with low levels of parental involvement in their education and participation in school activities, as well as low mother educational attainment. Children from upper middle socioeconomic position, on the other hand, had parents who were more educated and employed, and it was also observed that these parents gave their kids a healthy quantity of engaging playthings and stimulating resources to enhance the preschool setting.

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 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

In terms of their social and emotional development, the majority of children in both rural and urban anganwadis fell into the watch and concern group. A noteworthy correlation was discovered between the kind of early childhood education facilities and the social and emotional growth of kids. However, in rural anganwadi, there was no significant correlation discovered between socioeconomic position and social and emotional development. On the other hand, preschoolers in both rural and urban areas showed a strong correlation and difference. It was discovered that youngsters from high middle and lower middle classes differed. In both rural and urban settings, children from upper middle class families outperformed those from lower middle class families in the domains of social and emotional development.

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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	✓		✓		✓		✓		✓		✓		✓		✓	
Informal talk	✓		✓		✓		✓		✓		✓		✓		✓	
Dance		✓		✓		✓		✓		✓		✓		✓		✓
Story telling		✓		✓		✓		✓		✓		✓		✓		✓
Story book reading				✓				✓				✓				✓
Drawing				✓				✓				✓				✓
Painting				✓				✓				✓				✓
Arts and crafts				✓				✓				✓				✓
Passing the ball			✓				✓				✓				✓	
Circle time		✓	✓			✓		✓		✓		✓		✓		✓
Dramatic play	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Play dough	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Sharing the news	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Science activities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Theme based play	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total	**05**		**10**		**05**		**10**		**05**		**10**		**05**		**10**	

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

Child factors	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)
	Total	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)
	Total	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	-	-	-	-
	Total	52 (100)	52 (100)	52 (100)	52 (100)

Table 2a: 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 χ^2	Anganwadi (n=52)	Preschool (n=52)	Modified χ^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)	-	
Total	52 (100)	52 (100)		52 (100)	52 (100)	

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

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

Table 2c: 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 ± S.D	Preschool Mean ± S.D	t-value	Anganwadi Mean ± S.D	Preschool Mean ± S.D	t-value
Emotional expression	3.09 ± 0.77	5.23 ± 0.87	13.16**	3.76 ± 0.94	5.28 ± 0.87	8.19**
Emotional style/adaptability	3.92 ± 0.62	5.19 ± 0.97	14.19**	3.61 ± 1.08	5.29 ± 0.97	7.80**
Regulations of emotions and arousal states	3.11 ± 0.61	5.15 ± 0.99	12.54**	3.75 ± 0.83	5.25 ± 0.99	7.77**
Behavioral Regulation	3.19 ± 0.56	5.19 ± 0.86	13.99**	3.80 ± 0.92	5.31 ± 0.86	7.86**
Sense of Self	3.00 ± 0.65	4.90 ± 0.77	13.52**	3.73 ± 1.01	4.89 ± 0.77	6.64**
Emotional Themes in Play	3.00 ± 0.56	5.00 ± 0.65	16.70**	3.55 ± 1.16	5.05 ± 0.65	7.79**
Social interaction	3.71 ± 1.03	5.46 ± 0.93	9.03**	4.15 ± 1.25	5.65 ± 0.93	6.00**

*Significant at 0.05 level

Table 3a: 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 χ^2	Upper middle	Lower middle	Modified χ^2
Typical (Average)	-	-	3.44^{NS}	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)		-	-	
Total	**24 (100)**	**28 (100)**		**32 (100)**	**20 (100)**	

Figure in parentheses indicates percentage
*Significant at 0.05 level

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

SES	Anganwadi		Preschool	
	Mean ± S.D	t-value	Mean ± S.D	t-value
Upper middle		1.27^{NS}	36.31 ± 2.66	2.75*
Lower middle	22.16 ± 1.89		34.25 ± 2.26	
Poor	21.07 ± 2.63			

*Significant at 0.05 level
NS-Non significant

Table 3c: 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
Emotional expression	3.33 ± 0.70	2.89 ± 0.78	1.11	5.25 ± 0.622	5.20 ± 1.19	0.19
Emotional style/adaptability	2.95 ± 0.46	2.89 ± 0.73	0.37	5.59 ± 0.94	4.55 ± 0.60	2.19*
Regulations of emotions and arousal states	3.25 ± 0.53	3.00 ± 0.66	1.47	5.34 ± 0.93	4.85 ± 1.03	1.77
Behavioral Regulation	3.29 ± 0.62	3.10 ± 0.49	1.18	5.37 ± 0.90	4.90 ± 0.71	2.28*
Sense of Self	3.25 ± 0.53	2.78 ± 0.68	1.69	5.06 ± 0.71	4.65 ± 0.81	1.91
Emotional Themes in Play	3.08 ± 0.58	2.92 ± 0.53	0.99	5.09 ± 0.68	4.85 ± 0.58	1.31
Social interaction	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

Table 4a: 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 χ^2	Upper middle	Lower middle	Modified χ^2
Typical (Average)		-	3.68 ^{Ns}	27 (75)	05 (31.25)	3.95*
Watch (Below Average)	33 (94.28)	05 (29.42)		09 (25)	11 (68.75)	
Concern (Poor)	02 (5.72)	12 (70.58)		-	-	
Total	35 (100)	17 (100)		36 (100)	16 (100)	

Figure in parentheses indicates percentage
*Significant at 0.05 level
NS-Non-Significant

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

SES	Anganwadi		Preschool	
	Mean ± S.D	t-value	Mean ± S.D	t-value
Upper middle		1.01^{NS}	34.66 ± 5.10	2.18*
Lower middle	21.25 ± 3.39		32.18 ± 5.06	
Poor	20.47 ± 2.79			

*Significant at 0.05 level
NS-Non-Significant

Table 4c: 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
Emotional expression	4.17 ± 0.74	2.94 ± 0.74	1.57	5.41 ± 0.90	4.43 ± 1.03	1.44
Emotional style/ adaptability	4.05 ± 0.90	2.70 ± 0.84	1.14	5.33 ± 1.24	4.37 ± 0.71	2.17*
Regulations of emotions and arousal states	4.05 ± 0.80	3.11 ± 0.48	1.43	5.19 ± 1.16	4.62 ± 0.88	1.73
Behavioral Regulation	4.14 ± 0.91	3.11 ± 0.48	1.33	5.30 ± 1.09	4.62 ± 0.80	1.23
Sense of Self	4.14 ± 0.87	2.88 ± 0.69	1.16	5.13 ± 1.01	4.62 ± 0.95	1.70
Emotional Themes in Play	4.05 ± 0.99	2.52 ± 0.71	1.63	5.27 ± 1.05	4.18 ± 1.10	1.37
Social interaction	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