

## **A STUDY ON THE SOCIO-EMOTIONAL DEVELOPMENT OF PRE-SCHOOL CHILDREN IN UKHRUL DISTRICT OF MANIPUR**

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### **Abstract:**

*Pre-School Education is the learning experiences provided informally to children in the age group of 2 ½ to 6 years before they start formal schooling with an objective to bring optimum development in all areas through play-way method. Due to research findings showing the importance of early experiences to have lasting influence on adult personality and mushrooming of Pre-Schools, it necessitates further studies. Therefore, the objective of the paper is to study whether educational institutions catering to pre-school education and Anganwadi Centres are contributing to the social and emotional development of children in Ukhrul district of Manipur. Descriptive Research method was adopted for the present study. A Simple Random Sampling was used to take the sample comprising of 60 Pre-Schools and 205 Anganwadi Centres. Observation Schedule was used to observe the behaviour of children. The data collected was analysed quantitatively and qualitatively. Percentage was used as a statistical technique for analysis of the data and interpretation was then made accordingly.*

**Key Words:** *Pre-School, Anganwadi Centres, Contribution, Socio-Emotional Development.*

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### **Introduction:**

Pre-School Education is the learning experiences provided informally to children in the age group of 2 ½ to 6 years before they start formal schooling with an objective to bring optimum development in all areas like mental, physical, language, social, emotional etc., through play-way method, activities, games, storytelling, songs etc., These Pre-School experiences are provided in different institutions like kindergarten, Nursery, Montessori, Balwadi, Pre-primary, Pre-basic, Anganwadi etc. This is a preparatory stage and therefore Pre-School Education facilitates a child to enter primary stage successfully and acknowledged as the most crucial period, when the rate of development is very high and foundations are laid for cumulative lifelong learning and holistic human development. Social and Emotional Developmental aspects are important for children to learn and do well in life. During this stage the child moves on from being relatively unsocial to a Social human being. The child who was mainly self-centred and enjoyed playing alone now prefers to play with another child and then moves to group play for short periods of time. Emotions in children are brief, intense and transitory and vary in strengths and patterns of expression and change with age and culture. Some common indicators of emotional problems are extreme temper tantrums, shyness, bed-wetting and withdrawal from society. However, emotions are

essential part of one's life and when regulated properly, it helps in proper functioning of human life.

In the world stage some events act as impetus to pre-schools: the attention is due to recent 3 (three) global events like the World Conference on Education for All (EFA, 1990) at Thailand which pointed out the fact that learning began from birth and that services be given particularly to disadvantaged and disabled children; Secondly, World's Summit for Children (1990) and its plea to make adequate investment for children's education and development and thirdly, Convention on the Rights of the Child (1991) which promoted the value of family and the defence of children's rights within a context of gender equality. These international events made their impact on national policy too. Although National Policy on Education (1986) viewed ECCE as a feeder, support programme for primary education, support service for working women of the disadvantaged sections of the society and as a human resource development program, it prompted the Plan of Action (POA) 1992 to add a separate write-up on ECCE and spelled out the details of the future plans in the area. Although, historically, Pre-Schools has remained relatively neglected, some important efforts made need to be mentioned. In the public sector, Integrated Child Development Services, launched in 1975, a National flagship programme is the world's largest scheme imparting ECCE with holistic approach including health, nutrition and education. The constitution (86<sup>th</sup> Amendment) Act, 2002 has also mentioned in Article 45 that the "State shall endeavour to provide early Childhood Care and education for all children until they complete the age of six years". Although RTE Act 2009 was implemented, it also did not recognize education as fundamental right for children. Moreover, NEP 2020, although envisaged five year foundational stage and curricular change, not much has been said on facilities. Further, although, the National Curriculum Framework for Foundational Stage and pilot project of Balvatika 49 Kendriya Vidyalayas were launched for ages 3-8 in India on 20<sup>th</sup> Oct, 2022, it need to be supported by financial allocation and resources and make Pre-Schools education a fundamental right.

#### **Need nad Justification of the Study:**

Early Childhood Education, for many years a neglected aspect of education, is enjoying a new prominence. This change is largely due to recent research efforts which have produced convincing evidence that the first six years of life are the most critical years in a child's life span since the rate of development in these years are more rapid than at any other stage of development. Therefore, the need and importance of Pre-School is now being recognised all over the world.

Pre-school education is needed to prepare children coming from socially and economically deprived homes for formal schooling to reduce the rate of drop-outs, wastage and stagnation. Review of Related literature shows that not much studies had been conducted on the topics under study in India and abroad. Keeping in mind the increasing population of pre-schoolers and institutions, there is a need to investigate the system and suggest measures for improvement. The condition of Pre-School and Anganwadi Centres in Ukhrul district are underdeveloped from all angles. Most of the Pre-Schools are attached to primary and high schools with an exception of the few. Administrators and teachers are not well qualified or trained. The methods of teaching are very formal with less emphasis on play and story-telling. The facilities are very poor with no proper play room and play equipment. Therefore, children suffer in want of more stimulating environment.

**Research Question:**

- (i) Do Pre-Schools/Anganwadi Centres contribute to the Social development of Children?
- (ii) Do Pre-Schools/Anganwadi Centres contribute to the Emotional development of Children?

**Objectives:**

- (i) To Study if Pre-Schools/Anganwadi Centres contribute to the Social development of Children
- (ii) To Study if Pre-Schools/Anganwadi Centres contribute to the Emotional Development of Children.

**Methodology:**

Descriptive Research method was adopted for the present study. This method is ideal because the present study aims to find out whether Pre-School education is contributing to the social and emotional developments of children.

**1. Population and Sample:**

The population of the present study comprised of 223 Pre-Schools and 1049 Anganwadi Centres of ICDS. A Simple Random Sampling was used to take the sample in the present study. It comprised of 60 Pre-Schools and 205 Anganwadi Centres in Ukhrul District of Manipur.

**2. Tools Used:**

Observation Schedule was developed by the investigator to observe children. The tool was reviewed by experts and a pilot test was done. The investigator observed the behaviour of children either in a controlled or uncontrolled situation; classroom situation as well as free play and activities in school campus to find out whether they have developed socially and emotionally after attending Pre-School programme.

**Analysis and Interpretation:**

Data was collected by the Investigator using an Observation Schedule. Analysis of the data was done quantitatively and qualitatively. Percentage was used as a statistical technique for analysis of the data and interpretation of the data was then made accordingly.

**A. EMOTIONAL DEVELOPMENT**

**Table 1: Showing Children’s affection about each other**

Rating Scale	Pre-Schools	%	Anganwadi Centres	%	Grand Total	Total %
Satisfactory	5	8.33	34	16.59	39	14.72
Good	15	25	46	22.44	61	23.0
Average	21	35	48	23.41	69	26.0
Very Good	13	21.67	44	21.46	57	21.5
Excellent	6	10	33	16.10	39	14.7
Total	60	100	205	100	265	100.0

The table shows that the children revealed a satisfactory (15%) affection towards each other in Pre-Schools, good (23%), average (26%), a very good (21.5%) and showed excellent (14.7%) affection for each other.

**Table-2: Showing Children’s communication with Teacher**

Rating Scale	Pre-Schools	%	Anganwadi Centres	%	Grand Total	Total %
Satisfactory	5	8.33	35	17.07	40	15.1
Good	17	28.33	42	20.49	59	22.3
Average	19	31.67	48	23.41	67	25.3
Very Good	13	21.67	44	21.46	57	21.5
Excellent	6	10	36	17.56	42	15.8
Total	60	100	205	100	265	100.0

The table shows that the children revealed a satisfactory (15.1%) communication towards teachers, good (22.3%), average (25.3%), a very good (21.5%), and excellent (15.8%) communication.

**Table-3: Showing Children’s relationship with each other**

Rating Scale	Pre-Schools	%	Anganwadi Centres	%	Grand Total	Total %
Satisfactory	5	8.33	34	16.59	39	14.7
Good	14	23.33	43	20.98	57	21.5
Average	21	35	48	23.41	69	26.0
Very Good	14	23.33	44	21.46	58	21.9
Excellent	6	10	36	17.56	42	15.8
Total	60	100	205	100	265	100.0

The table shows that children had a satisfactory (14.7%), Good (21.5%), Average (26%), Very Good (21.9%) and excellent (15.8%) relationship.

**Table-4: Showing Teacher-Pupil relationship in the school**

Rating Scale	Pre-Schools	%	Anganwadi Centres	%	Grand Total	Total %
Satisfactory	5	8.33	35	17.07	40	15.1
Good	19	31.67	43	20.98	62	23.4
Average	17	28.33	49	23.90	66	24.9
Very Good	14	23.33	44	21.46	58	21.9
Excellent	5	8.33	34	16.59	39	14.7
Total	60	100	205	100	265	100.0

The table shows that a satisfactory (15.1%), a Good (23.4%), an average (24.9%), a very good (21.9%), and excellent (14.7%) relationship with Teachers.

**Table-5: Showing Children at peace with one another**

Response	Pre-Schools	%	Anganwadi Centres	%	Grand Total	Total %
No	11	18.33	46	22.44	57	21.5
Yes	49	81.67	159	77.56	208	78.5
Total	60	100	205	100	265	100.0

The table reveals that children in majority of the Pre-Schools i.e. 78.5% were at peace with one another and only 21.5% have Children who were not.

**Table-6: Showing children’s Self-control**

Response	Pre-Schools	%	Anganwadi Centres	%	Grand Total	Total %
No	22	36.67	108	52.68	130	49.1
Yes	38	63.33	97	47.32	135	50.9
Total	60	100	205	100	265	100.0

The table reveals that majority of children i.e., 50.9% shows Self-control and another moderate percentage of 49.1% does not.

**Table-7: Showing Children’s state of happiness**

Response	Pre-Schools	%	Anganwadi Centres	%	Grand Total	Total %
No	13	21.67	46	22.44	59	22.3
Yes	47	78.33	159	77.56	206	77.7
Total	60	100	205	100	265	100.0

The table shows that only 22.3% Children were not happy and in majority of them - i.e. 77.7% have Children who are happy.

**Table-8: Showing Children’s attention in the class**

Response	Pre-Schools	%	Anganwadi Centres	%	Grand Total	Total %
Satisfactory	5	8.33	34	16.59	39	14.7
Good	14	23.33	43	20.98	57	21.5
Average	21	35	48	23.41	69	26.0
Very Good	14	23.33	44	21.46	58	21.9
Excellent	6	10	36	17.56	42	15.8
Total	60	100	205	100	265	100.0

The table shows that the attention of Children in the class is Satisfactory (14.7%) Good (21.5%); Average (26%), Very Good (21.9%) and Excellent (15.8%).

**Table-9: Showing Children’s isolation from friends**

Response	Pre-Schools	%	Anganwadi Centres	%	Grand Total	Total %
No	48	80	162	79.02	210	79.2
Yes	12	20	43	20.98	55	20.8
Total	60	100	205	100	265	100.0

The table shows that majority (79.2%) are not isolated and small percentage i.e. 20.8%. are.

**Table-10: Showing Children’s cry on arrival at school**

Response	Pre-Schools	%	Anganwadi Centres	%	Grand Total	Total %
No	40	66.67	138	67.32	178	67.2
Yes	20	33.33	67	32.68	87	32.8
Total	60	100	205	100	265	100.0

It was observed that children did not cry on arrival at school i.e.,67.2% whereas 32.8%. did.

**Table-11: Showing Children’s urination at inappropriate place.**

Response	Pre-Schools	%	Anganwadi Centres	%	Grand Total	Total %
No	40	66.67	162	79.02	202	76.2
Yes	20	33.33	43	20.98	63	23.8
Total	60	100	205	100	265	100.0

The table shows that majority i.e. 76.2% urinated at appropriate place and 23.8% . at inappropriate places.

**Table-12: Showing Children’s Activeness**

Response	Pre-Schools	%	Anganwadi Centres	%	Grand Total	Total %
No	2	3.33	112	54.63	114	43.0
Yes	58	96.67	93	45.37	151	57.0
Total	60	100	205	100	265	100.0

The table shows that majority of them were very active i.e. 57% whereas 43% were not.

**Table-13: Showing frequency of Children’s fight.**

Response	Pre-Schools	%	Anganwadi Centres	%	Grand Total	Total %
No	21	35	128	62.44	149	56.2
Yes	39	65	77	37.56	116	43.8
Total	60	100	205	100	265	100.0

The table shows that majority i.e. 56.2 % did not fight frequently and only 43.8% fought frequently.

**Table-14: Showing Thumb sucking of Children.**

Response	Pre-Schools	%	Anganwadi Centres	%	Grand Total	Total %
No	39	65	148	72.20	187	70.6
Yes	21	35	57	27.80	78	29.4
Total	60	100	205	100	265	100.0

The table reveals that majority i.e. 70.6% did not suck their thumbs and only 29.4% sucked their thumbs.

**Table-15: Showing Children’s Nail biting**

Response	Pre-Schools	%	Anganwadi Centres	%	Grand Total	Total %
No	40	66.67	160	78.05	200	75.5
Yes	20	33.33	45	21.95	65	24.5
Total	60	100	205	100	265	100.0

The table shows majority i.e.75.5% did not bite their nails, only 24.5% did.

**Table-16: Showing Children’s Temper Tantrum**

Response	Pre-Schools	%	Anganwadi Centres	%	Grand Total	Total %
No	34	56.67	156	76.10	190	71.7
Yes	26	43.33	49	23.90	75	28.3
Total	60	100	205	100	265	100.0

The table shows majority i.e. 71.7% did not throw temper tantrum whereas 28.3% did.



**Table-17: Showing Children’s Shyness**

Response	Pre-Schools	%	Anganwadi Centres	%	Grand Total	Total %
No	38	63.33	155	75.61	193	72.8
Yes	22	36.67	50	24.39	72	27.2
Total	60	100	205	100	265	100.0

The table shows that majority i.e. 72.8% are not shy whereas 27.2% are shy.

**B. SOCIAL DEVELOPMENT**

**Table-18: Showing participation of children in classroom learning.**

Response	Pre-Schools	%	Anganwadi Centres	%	Grand Total	Total %
Satisfactory	5	8.33	35	17.07	40	15.1
Good	14	23.33	44	21.46	58	21.9
Average	24	40	51	24.88	75	28.30
Very Good	12	20	47	22.93	59	22.26
Excellent	5	8.33	28	13.66	33	12.45
Total	60	100	205	100	265	100.0

The table shows satisfactory (15.1%) good (21.9%), Average (28.30%), very Good (22.26%) and excellent (12.45 %) participation.

**Table-19: Showing participation of Children in group activities**

Response	Pre-Schools	%	Anganwadi Centres	%	Grand Total	Total %
Satisfactory	5	8.33	35	17.07	40	15.1
Good	19	31.67	44	21.46	63	23.8
Average	18	30	51	24.88	69	26.03
Very Good	13	21.67	47	22.93	60	22.64
Excellent	5	8.33	28	13.66	33	12.45
Total	60	100	205	100	265	100.0

The table shows that there is satisfactory (15.1%), good (23.8%) average (26.03%), Very good (22.64%) and excellent (12.45%) participation in group activities.

**Table-20: Showing Children sharing toys and Tiffin**

Response	Pre-Schools	%	Anganwadi Centres	%	Grand Total	Total %
No	23	38.33	97	47.32	120	45.3
Yes	37	61.67	108	52.68	145	54.7
Total	60	100	205	100	265	100.0

The table reveals that majority i.e. 54.7% shares and 45.3% did not want to share Toys and Tiffin.

**Table-21: Showing Children greet Teachers on entering the class**

Response	Pre-Schools	%	Anganwadi Centres	%	Grand Total	Total %
No	1	1.67	28	13.66	29	10.9
Yes	59	98.33	177	86.34	236	89.1
Total	60	100	205	100	265	100.0

The table reveals that majority i.e. 89.1% greeted and only 10.9% did not.



**Table-22: Showing if Teachers replied to Children’s greetings**

Response	Pre-Schools	%	Anganwadi Centres	%	Grand Total	Total %
No	4	6.67	28	13.66	32	12.08
Yes	56	93.33	177	86.34	233	87.92
Total	60	100	205	100	265	100.0

The table reveals that majority (87.92%) replied and only 12.08% did not.

**Table-23: Showing if Teachers called Children by their individual names.**

Response	Pre-Schools	%	Anganwadi Centres	%	Grand Total	Total %
No	11	18.33	36	17.56	47	17.7
Yes	49	81.67	169	82.44	218	82.3
Total	60	100	205	100	265	100.0

The table reveals that majority i.e. 82.3% called and only 17.7% did not.

**Table-24: Showing the Classroom environment**

Classroom environment	Pre-Schools	%	Anganwadi Centres	%	Grand Total	Total %
Friendly and peaceful	35	58.33	115	56.10	150	56.60
Noisy and haphazard	13	21.67	44	21.46	57	21.50
Too strict	12	20	46	22.44	58	21.9
Total	60	100	205	100	265	100.0

The table shows that majority i.e. 56.60% have a friendly and peaceful classroom environment, 21.50% noisy and 21.9% strict.

**Table-25: Showing Children’s friendliness with one another.**

Response	Pre-Schools	%	Anganwadi Centres	%	Grand Total	Total %
No	20	33.33	46	22.44	66	24.9
Yes	40	66.67	159	77.56	199	75.1
Total	60	100	205	100	265	100.0

The table reveals that 75.1% were friendly whereas 24.9% were not.

**Table-26: Showing if Children respect the possessions and Rights of others.**

Response	Pre-Schools	%	Anganwadi Centres	%	Grand Total	Total %
No	19	31.67	94	45.85	113	42.6
Yes	41	68.33	111	54.15	152	57.4
Total	60	100	205	100	265	100.0

The table reveals that majority 57.4% respects and 42.6% did not.

**Table-27: Showing if Children talk politely**

Response	Pre-Schools	%	Anganwadi Centres	%	Grand Total	Total %
No	14	23.33	87	42.44	101	38.1
Yes	46	76.67	118	57.56	164	61.9
Total	60	100	205	100	265	100.0

The table reveals that majority (61.9%) talked politely and 38.1% did not.



**Table-28: Showing if Children stand in queue**

Response	Pre-Schools	%	Anganwadi Centres	%	Grand Total	Total %
No	11	18.33	46	22.44	57	21.5
Yes	49	81.67	159	77.56	208	78.5
Total	60	100	205	100	265	100.0

The table reveals that majority i.e.78.5% stand in queue whereas 21.5% could not.

**Table-29: Showing if Children greet Teachers and friends**

Response	Pre-Schools	%	Anganwadi Centres	%	Grand Total	Total %
No	22	36.67	28	13.66	50	18.9
Yes	38	63.33	177	86.34	215	81.1
Total	60	100	205	100	265	100.0

The table reveals that majority i.e.81.1% greeted whereas 18.9% did not.

**Table-30: Showing if Children say “sorry “for committing mistakes.**

Response	Pre-Schools	%	Anganwadi Centres	%	Grand Total	Total %
No	14	23.33	66	32.20	80	30.2
Yes	46	76.67	139	67.80	185	69.8
Total	60	100	205	100	265	100.0

The table reveals that majority i.e.69.8% said Sorry whereas 30.2% did not.

**Table-31: Showing if Children say “Thank you” to others to show gratitude.**

Response	Pre-Schools	%	Anganwadi Centres	%	Grand Total	Total %
No	4	6.67	28	13.66	32	12.1
Yes	56	93.33	177	86.34	233	87.9
Total	60	100	205	100	265	100.0

The table reveals that majority i.e.87.9% said “Thank You” whereas 12.1% did not.

**Table-32: Showing if Children say “Excuse me”**

Response	Pre-Schools	%	Anganwadi Centres	%	Grand Total	Total %
No	20	33.33	78	38.05	98	36.98
Yes	40	66.67	127	61.95	167	63.02
Total	60	100	205	100	265	100.0

The table reveals that majority i.e.63.02% said “Excuse Me” whereas 36.98 % did not.

**Table-33: Showing if Children say “Please” when asking for something.**

Response	Pre-Schools	%	Anganwadi Centres	%	Grand Total	Total %
No	11	18.33	60	29.27	71	26.8
Yes	49	81.67	145	70.73	194	73.2
Total	60	100	205	100	265	100.0

The table reveals that majority i.e. 73.2% said please whereas 26.8% did not.

### Major Findings:

- It was found that majority of Pre-Schools have children who displayed an average affection and relationship with each other.
- It was found that children had a satisfactory (15.1%), good (22.3%), an average (25.3%), very good (21.5%) and excellent (15.8%) communication in Pre-Schools.
- Children displayed a different degree of relationship with Teachers. Students had a satisfactory (15.1%), Good (23.4%), average (24.9%); very good (21.9%) and excellent (14.7%) relationship with Teachers at Pre-Schools.
- Majority of the Pre-Schools (78.5%) have a peaceful relationship with one another which is a sign of development.
- Majority (50.9%) show self-control in dealing with friends and performing activities. However, almost another half displayed lack of self-control which needs to be developed.
- Majority of the Pre-Schools (77.7%) has children who are happy which is a sign of emotional development.
- Attention of Children in the class is Satisfactory (14.7%), Good (21.5%); Average (26%), Very Good (21.9%) and Excellent (15.8%) in Pre-Schools/Centres.
- Very few (20.8%) children showed isolation from friends. Majority (79.2%) of children were found to enjoy other's company which is healthy.
- Some (32.8%) children cried on arrival to school whereas majority (67.2%) did not cry which indicates emotional maturity.
- Some (23.8%) children urinate at inappropriate places; however, majority (76.2%) of children did not do so which indicates maturity.
- Majority (57%) were active which is very normal and 43% of them were manageable. It is an indication of maturity.
- It was found that 43.8% of Pre-Schools have children who fought frequently as opposed to 56.2% who did not. This is very familiar with children at this age.
- Majority (70.6%) did not suck their thumbs which show that they do not have emotional problem and only 29.4% did.
- Majority (75.5%) did not bite their nails as opposed to (24.5%) that did. It can be seen that majority of Children do not have emotional problem.
- Majority (71.7%) did not throw temper tantrum as against 28.3% that did. It can be seen that majority of Children do not have emotional problem.
- Majority of children are sociable in nature because only 27.2% of Pre-Schools have children with extreme shyness.
- Children participated in classroom learning at different degree: a satisfactory (15.1%), good (21.9%) an Average (28.30%) very Good (22.26%) and excellent (12.45%) participation.

This shows that children are sociable in nature.

- Children participated in group activities at different degree: Satisfactory (15.1%), good (23.8%), Average (26.3%), very Good (22.64%) and excellent (12.45%) participation. This shows that children are socially developed.
- Majority (54.7%) of the Pre-Schools have been observed to like sharing Toys and Tiffin.
- Majority (89.1%) of the Pre-Schools were found to greet Teachers on entering the class.
- Majority (87.92%) of teachers replied to greetings of Children and only negligible percentage did not.
- Majority (82.3%) of teachers called Children by their individual names and only negligible percentage did not. This showed that they have a close relationship.
- Majority (56.60%) of Pre-Schools have a friendly and peaceful classroom environment.
- Majority (75.1%) of Pre-Schools) were friendly with one another. This showed that they have a close relationship.
- Children in more than half (57.4%) of Pre-Schools respect the possessions and Rights of others.
- Majority (61.9%) of Pre-Schools have Children who talked politely with people. It indicates well developed social manners.
- Majority (78.5%) of children stand in queue where required.
- Majority (81.1%) of Children greet teachers and friends well which shows social manners.
- Majority (69.8%) of Children learnt to say “Sorry” for the mistakes they had committed.
- Majority (87.9%) of children were found to have good social manners by saying “Thank You” to others to show gratitude.
- Majority (63.02%) of children have learnt to say “Excuse Me” as social pleasantries.
- Majority (73.2%) of children have learnt to use the word “Please” when asking for something or a request.

#### **Discussion:**

Regarding research questions about social development, the results indicate that Pre-Schools and Anganwadi Centres have contributed to the social development of children. It was found that majority of children have good relationship with friends and teachers, greet and call by names, participated in group activities, stand in queue when needed and learnt to thank for any favour. However, there was some other behavioural aspect which was found to be lacking: Almost half of the students showed reluctance in sharing toys and not show respect for other’s possession. Moreover, they were observed to speak impolitely and did not use the word sorry and please. Regarding question on emotional development, majority of children were found to be happy, have good relationship with teachers and friends and maintain good communication. However, almost half of the students were found to have low self-control and indulge in fighting frequently. Therefore, there is a need to address these problems by modifying the pre-School programme.

#### **Conclusion:**

In general, it can be concluded that Pre-School and Anganwadi learning programmes are found to have positive effects on socio-emotional dimensions of children. Comparatively, children were found to mingle more with

friends and exhibit more self-control emotionally as the pre-School programme progresses from entry level to terminal level.

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