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A COMPARATIVE STUDY OF SOCIOEMOTIONAL BEHAVIORS OF CHILDREN IN TWO PRESCHOOL PROGRAMMES

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ABSTRACT

The purpose of this study is to examine the socioemotional behaviors of 45 five-year-old children in a child-initiated learning programme and 30 six-year-old children in a teacher-directed instruction programme based upon the Preschool and Kindergarten Behavior Scale (Merrell, 1994). The findings of the study have shown that children in the Montessori/thematic play programme have significantly lower social skills but significantly higher problem behaviors as compared to children in the teacher-directed instruction programme. The findings also indicate that there are no gender differences for the whole sample and by programmes on the social skills and problem behaviors of the children. However, boys from both programmes are differed significantly in terms of their social skills and problem behaviors, and similar findings are observed among the girls only. The interpretations and implications of the findings are discussed in the final chapter of this study.

DEDICATION

To my dearest beloved ones, Kim Lai, Wen Xin, Yue Xin, and Yun Xin,

who gave me all the love, support, understanding, and inspiration,

without whom this piece of work would not have existed.

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