

Social Behaviour, Social-Cognitive Scores and Peer Ratings in Australian Children

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ABSTRACT One hundred 4 to 6 year old Australian children (55 male and 45 female) were assessed for peer acceptance and rejection, and social-cognitive interpersonal problem-solving. Class teachers rated social behaviour of children within educational context. Peer acceptance was found to be positively correlated with teacher rated successful peer group entry, popularity among classmates, outgoing social behaviour; and negatively with conflict initiation. Peer accepted children were more likely to use positive and less likely to use negative strategies to resolve conflicts with peers. Whereas opposite was true for less accepted children. Results of this study clearly predict relationship between peer acceptance and rejection, and social-cognitive interpersonal problem-solving. Peer accepted children suggested more number of relevant and alternative strategies than their less accepted counter parts.

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