

Peer Ratings and Social Problem-Solving Skills of 8-9 Year Old Children

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ABSTRACT One hundred 8 to 9 year old children (50 male and 50 female) were assessed for peer acceptance and rejection, and interpersonal social problem-solving skills. Results of this study clearly predict relationship between peer acceptance and rejection, and interpersonal social problem-solving skills. Positively rated children suggested more number of relevant and alternative strategies than their less accepted counterparts. Also positively rated children were more likely to suggest prosocial strategies for obtaining access to an object in another child's possession and for initiating friendship with an unfamiliar child, while reverse was true for negatively rated children.