

**INFLUENCE OF CLASSROOM MORNING CIRCLE TIME ON CHILDREN'S SOCIAL
SKILLS DEVELOPMENT IN NAKURU EAST SUB-COUNTY, NAKURU COUNTY,
KENYA.**

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DECLARATION

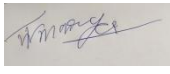
This research project is my original work and has not been submitted or presented to any school, college or other institution of higher learning for an academic award.

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DEDICATION

I dedicate this research project to my mother Ruth Njeri, my brothers and sisters for their encouragement and inspiration throughout the period.

TABLE OF CONTENTS

DECLARATION	ii
ACKNOWLEDGEMENT	iii
DEDICATION	iv
LIST OF FIGURES.....	vii
LIST OF TABLES	viii
ABBREVIATIONS AND ACRONYMS	ix
Abstract.....	x
CHAPTER ONE: INTRODUCTION	1
1.1 Background of the Study.....	1
1.2 Statement of the Problem	3
1.4 Research Objectives.....	5
1.5 Research Questions.....	5
1.6 Significance of the Study.....	6
1.7 Limitations of the study	6
1.8 Delimitations of the study	6
1.9 Basic Assumptions	7
1.10 Definition of Operational Terms	7
CHAPTER TWO	9
REVIEW OF RELATED LITRATURE	9
2.1 Introduction.....	9
2.2 Classroom Morning Songs and Prayers Activities	9
2.3 Classroom Morning circle time Duration.....	9
2.4 Classroom Morning friendly chat/social interaction Activities	10
2.5 Teacher’s Role in the Classroom Morning circle time	12
2.6 Social Skills Development.....	12
2.7 Theoretical Framework.....	14
2.7.1 Social Learning Theory	14
2.7.2 Theory of Reasoned Action	16
2.8 Conceptual Framework.....	17
2.9 Summary of the Literature Review.....	19

CHAPTER THREE.....	21
RESEARCH METHODOLOGY	21
3.1 Introduction.....	21
3.2 Research Design	21
3.3 Target Population	22
3.4 Sample Size and Sampling Procedure	22
3.5. Research Instruments	23
3.5.1 Questionnaire for the ECDE teachers (as in appendix 1).....	23
3.5.4.1 Reliability of Instruments	25
3.5.4.2 Validity of Instruments	26
3.6 Data Collection Procedure	26
3.8 Data Analysis	27
3.9 Ethical Considerations	27
CHAPTER FOUR.....	28
DATA PRESENTATION AND INTERPRETATION	28
4.1 Introduction.....	28
4.1.1 Response Rate	28
4.2 Bio-data information.....	29
4.3 Results for Head Teachers Interview	33
4.4 The Influence of Classroom Morning Circle Time Activities on the children’s socials skills development.....	34
CHAPTER FIVE.....	55
SUMMARY, CONCLUSION AND RECOMMENDATIONS	55
5.1 Introduction.....	55
5.2 Summary	55
5.3 Conclusions	57
5.4 Recommendations	57
REFERENCES.....	1
APPENDICES	4
Appendix I: A Questionnaire for ECDE teachers	4
Appendix 2: Interview Guide for Primary schools head teachers.	8
Appendix 3: Classroom Observation Schedule.....	8

LIST OF FIGURES

Figure 1: Conceptual framework.....	22
Figure 4.5: Rating the level of agreement on the influence of songs and prayers.....	35
Figure 4.6. Rating regarding classroom morning circle time duration influence.....	39
Figure 4.7: Classroom morning friendly chat/social interactions activities.....	43
Figure 4.8: Teacher’s roles in the classroom morning circle time activities.....	48
Figure 4.1: Gender of the respondents.....	30
Figure 4.2: work experience	31
Figure 4.3: Education Level.....	32

LIST OF TABLES

Table 4.8 Frequency of teacher’s role in the Classroom	49
Table 4.4.2 Attainment of children’s social skills in relation to the teacher’s role of advance preparedness for a new day.	50
Table 3.1: Sample Frame.....	21
Table 4.2 Frequency of using songs and prayers activities in the morning circle time.	36
Table 4.3 Attainment of children’s social skills when using classroom morning songs and prayers.	37
Table 4.6 Frequency of using classroom morning friendly chats/social interaction morning activities in the morning circle time activities.....	44
Table 4.3.2 Attainment of children’s social skills when using friendly chats/interaction activities of morning circle time.....	46
Table 4.1: The age the ECDE teachers	29
Table 4.4 Frequency of duration of classroom morning circle time activities	40
Table 4.5 Attainment of children’s social skills in relation to duration of morning circle time activities	41
Table 4.4.3Attainment of children’s social skills in relation to the teacher’s role of taking them through questions.	51
Table 4.4.4 Attainment of children’s social skills in relation to the teacher’s role of allowing for questions during the morning circle time.	52
Table 4.4.5 Attainment of children’s social skills in relation to the teacher’s role as being role model listener during the morning circle time.	53

ABBREVIATIONS AND ACRONYMS

M.E – Ministry of Education

CBC- Competency Based Curriculum

TRA- Theory of Reasoned Action

ECDE-Early Childhood Development Education

Abstract

This research endeavored to determine the influence of morning circle time on children's social skills development. The objectives of this research included determining the relationship between classroom morning songs and prayers, the role of time duration, influence of classroom morning friendly chat/social interaction, and influence of the teacher's role in the classroom morning circle time on the preschool children's social skills development. The Social Learning Theory and Theory of Reasoned Action guided the research. The research method used in this research was a descriptive research design, a survey of all public Early Childhood Development Education (ECDE) schools in Nakuru East Sub-County, Nakuru County, in Kenya. The target population was forty-eight (48) headteachers, one hundred and seventy-eight teachers (178), in Nakuru East Sub-County. For Primary Data, the researcher used a questionnaire, interviews, and observation schedule to collect data. Data was analyzed by a quantitative approach. The results were summarized and presented using tables and charts. The researcher draws conclusions that classroom morning songs, prayers activities, classroom morning activities duration, classroom morning friendly chat/social interactions activities, and Teacher's roles in the classroom morning circle time influence the preschool social skills development. The research recommends that teachers and parents should play an active role in enhancing morning circle time. The morning songs and prayers activities should begin at home then be extended in school circle time. The duration should be extended to provide sufficient time for morning circle time. The teacher should be equipped with more skills on how to play their role in morning circle time. Pupils should be allowed to have social interaction activities to enhance their social skills.

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

This chapter comprises the background of the study, statement of the problem, the purpose of the study, research objectives, research questions, significance of the study, limitations of the study, delimitations of the study, basic assumptions, and definition of key terms. Early literacy provides the foundation for the success of students' future academics. Before children learn to read and write, they must first understand how to communicate and what the purpose of communication is. Communication begins with a child's first teacher, his/her parents, or guardians. In the first years of life, children learn cultural norms and socialization practices from their surroundings at home and through their day-to-day life. Upon entering daycare programs, pre-schools, babysitter care, kindergarten classes, and the like, children begin to socialize and interact with others, therefore creating their circle of influence to grow. There are indicators that future success and positive life outcomes are dependent on the development of children's social and emotional competencies (Halle & Darling-Churchill, 2016). Research suggests that these foundational skills, which are complex and multidimensional, are inextricably linked with behavior and school success (Scorza, Araya, Wuermli, & Betancourt, 2015).

Longitudinal studies, such as those conducted by Raver and Knitzer (2002), suggest that academic achievement in the first years of school is built on a foundation of children's social-emotional skills and strategies. A growing body of evidence suggests that emotional development and academic learning are more closely intertwined in the early years than was previously understood (Heller et al., 2012). Heller et al. (2012) draw upon research evidence to claim that early childhood teachers rate social and emotional skills and motivation to be more important than being able to read in kindergarten. In addition, they identify the relationship

between teachers and young children, as a positive factor in developing children's understanding of self and a leading feature in supporting their social-emotional development. Over the past decades, the construct of engagement with the physical and social environment has emerged as a key contributor to children's school success. Several investigations conducted in kindergarten and early elementary classrooms have suggested children's engagement in learning activities as a proximal mechanism that promotes learning and therefore should be fostered in children.

Research conducted in elementary classrooms has shown the influence of the classroom environment on children's engagement in learning (Kriete & Bechtel 2002).

Children's social and emotional well-being is one of the goals of early education. The positive effect for children, then, is a critical indicator of the ideal learning environment since it facilitates the learning experience. The extent to which the teacher displays positive (warm and respectful) or negative (anger, sarcasm, and irritability) emotions toward children, how sensitive he/she is to children's level of academic and social functioning, as well as how responsive he/she is to the needs of children in these areas of functioning determine the level of emotional support provided for children. In the United States, the practice of Morning meetings/ activities evolved from preschool and early childhood programs that traditionally started with "Circle Time." During the ritual, students would sing, count, learn the calendar, take attendance, and share. Morning Meeting built upon this understanding of a child's need for social guidance, structure, and interaction. Social skills are the skills used to communicate and interact with each other, both verbally and non-verbally, through gestures, body language, and our personal appearance. The Morning Meeting allows individuals to learn from one another in that the students accommodate their own behaviors as they are presented with a variety of new and different situations. The Morning Meeting uses teacher modeling for students to practice and learn important social skills

that will benefit the students' social and academic lives. Morning Meeting sets the tone for respectful learning, trust, cooperation, problem-solving, and a sense of community in the classroom. According to Kriete and Bechtel (2002) who developed *The Morning Meeting Book*, as part of the Responsive Classroom approach to teaching and learning, to offer a structured format for a four-part, daily morning meeting help to support the community and learning environment in the classroom. The Morning Meeting uses teacher modeling for students to practice and learn important social skills that will benefit the students' social and academic lives. Morning Meeting sets the tone for respectful learning, trust, cooperation, problem-solving, and a sense of community in the classroom. In Kenya, the changes enacted in the new CBC curriculum are aimed at enhancing pupil's competence. Therefore, there are few studies that have focused on the role played by the morning circle time activities among the ECED pupils. This prompts the need for this study aimed at unwrapping the importance of morning circle time activities on pupils' social skills development.

1.2 Statement of the Problem

In Kenya, early circle time or activities in the classroom is a requirement in the new Competent Based Curriculum (CBC). Before, the introduction of CBC, classrooms across the country mainly pay attention to academics and have little or no time teaching children the required social skills (Ministry of Education 2015).

They usually teach to the test focusing on scores introducing reading strategies to children, ensuring that every child has memorized mathematics facts, grouping their children according to their skill level making their bulletin boards brighter and fuller with their academic. All these stressors and expectations put on teachers in the classrooms result in children's days being

occupied with very tight schedules and they fail to get enough time to accommodate the required social skills and academics. However, in line with the CBC requirements, the classroom children gather in a circle at the beginning of each day to greet each other, share information from their daily lives, engage in an activity together, read a daily message from the teacher and pray together. Morning circle time generally lasts twenty to thirty minutes and offers valuable opportunities for children to practice social-emotional and academic skills that carry over to the rest of the day. The objectives of morning circle time include building community in the classroom and fulfilling children's need to belong, feel significant, and have fun. In addition to building trust and setting a positive tone for learning, merge social and academic learning and practice or reinforce key academic skills. It is in the interest of this study to ascertain whether the morning circle time as practiced in Kenya is yielding the necessary results as regards the development of children's social skills. Are they meeting the objectives for which the morning circles were first established. Therefore, this study investigated the influence of morning circle time on children's social skills development.

1.3 Purpose of the Study

The purpose of this study was to determine the influence of the classroom morning circle time on children's social skills. The social skills that were focused on include the ability to communicate effectively, Problem-solve, Make and keep friends, Cooperate with others, Practice active listening, Use manners, adapt to different situations, and utilize non-verbal cues. The objective is to determine the relationship between classroom morning songs and prayers activities on children's social skills, to examine the role of time duration of classroom morning circle time on the pre-school children's social skills, to establish the influence of classroom morning friendly chat/social interaction activities on children's social skills, determine the influence of teacher's

role in the classroom morning circle time on children's social skills development. This study also sought to establish whether classroom morning circle time could be used by the teacher as a strategy for the development of children's social skills.

1.4 Research Objectives

The study was carried out on the basis of the following objectives;

- i) To determine the relationship between classroom morning songs and prayers activities and the preschool children social skills development.
- ii) To examine the role of time duration of classroom morning circle time on the preschool children social skills development.
- iii) To establish the influence of classroom morning friendly chat/social interaction morning activities on the preschool children social skills development.
- iv) To determine the influence of the teachers role in the classroom morning circle time on the preschool children's social skills development.

1.5 Research Questions

The study was guided by the following research questions;

- i) What is the relationship between classroom morning songs and prayers activities and the preschool children's social skills development?
- ii) How do time duration of classroom morning circle time influence the preschool children social skills development?
- iii) How do classroom morning friendly chat/social interaction morning activities influence the preschool children social skills development?

- iv) How do the teacher's roles in the classroom morning circle time influence the preschool children social skills development?

1.6 Significance of the Study

The findings would assist the government in formulation of policies, standards, guidelines and procedures to guide CBC in implementation that touch on early childhood education. The study would also provide knowledge to assist head teachers and ECD teachers on the importance of classroom morning circle time on children holistic development. It would help teachers understand the role and need for effective and efficient morning activities. The findings and recommendations would assist the Ministry of Education in Kenya and teachers employing body to ensure adherence and compliance of all the CBC guidelines. The findings of the study would contribute to the professional extension knowledge on how classroom morning circle time can be implemented and its role on social skills development. The study would be relevant for academicians and researchers, and may form further research on the topic.

1.7 Limitations of the study

This study can only be generalized to areas that have similar characteristics like those ones found in Nakuru East Sub-county Kenya.

1.8 Delimitations of the study

This study aimed at determining the influence of morning circle time/meetings on the children's social skills development. The study was conducted within Nakuru East Sub-County, Nakuru County, Kenya. The study focused only on the public ECDE schools within the defined geographical region.

1.9 Basic Assumptions

Assumptions are ideal facts presumed to be true but not verified actually (Mugenda & Mugenda 2008). This research study assumed that the respondents would give the correct responses. Children lacking respect, kindness, and respect among many others. These qualities are not taught in schools due to lack of support and time. Children cannot be expected to have good social skills if they have not been taught and shown through modeling. If children were taught social skills, they would be more successful socially in school. With conducive environment that includes modeling in classroom, children might acquire social skills and better character. Classroom activities create a safe environment in the classroom where children practice and learn essential social skills through problem solving, respectful greetings, creating a community together in the classroom and group work.

1.10 Definition of Operational Terms

Classroom: A room or space in which a class of pupils or students is taught. In the study context, it refers to the room or space in a preschool in which preschool children meet for a lesson.

Morning Circle time: This is the period before the beginning of the lessons that the teachers use to bring the pupils together sometimes in the formal sitting arrangement or in a circle and introduce brief activities to focus the pupils' mind to school.

Morning Activities: Refers to daily routines that create a positive climate for learning, build a community, and contribute to social skills and academics.

Preschool Children: Refers to young human beings from age 4-6 years in a preschool.

Social skill: Social skills are the skills used to communicate and interact with each other, both verbally and non-verbally, through gestures, body language and our personal appearance. The social skills focused on this study was Communicate effectively, Problem-solve, Make and keep friends, Cooperate with others, Practice active listening, Use manners, Adapt to different situations and Utilize non-verbal cues

Early Childhood Education: Refers to education period from age 4-6years

Preschool: Refers to centers where children are taken to learn before joining grade one

Influence: Refers to the power for classroom morning activities to have important effect on children's social skills.

County: One of the forty seven administrative divisions of Kenya formerly known as a District headed by a County commissioner. By some countries, forming the chief unit of local administration.

Sub-County: Is division within a county headed by Deputy County Commissioner.

Social skills development: social skills development are the tools that enable people to communicate, learn, ask for help, get needs met in appropriate ways, get along with others, make friends, develop healthy relationships, protect themselves, and in general, be able to interact with the society harmoniously

CHAPTER TWO

REVIEW OF RELATED LITRATURE

2.1 Introduction

This chapter focuses on the review of past studies, empirical and theoretical literature in existence regarding influence of the classroom morning circle time/ meeting on children's social skills. It reviews work done by other researchers with regard to the research objectives of this study. A critical review is made to determine the major issues related to the study. This chapter has also covered the theoretical framework which shows the theory that underpins this study and the conceptual framework to enable to understand the relationship between variables. It specifically covers the theoretical discussions, conceptual framework and research gap.

2.2 Classroom Morning Songs and Prayers Activities

Singing is important in the early morning among preschool children because it helps set or tune their mood for the day. Through singing children are able to improve on their brainpower and memory (Wasike 2010). Singing helps to stimulate the part of the brain that is responsible with reading, maths and emotional development (Heller et al., 2012). Singing also helps to develop the children social skills because it helps them to overcome social issues when singing as a group. It also enables the children to related development of social skills including teamwork, leadership and discipline. In addition, prayers helps them to improve their confidence because they know that God is helping them or on their side. It boosts self-belief in the knowledge that God is in control (Halle & Darling-Churchill 2016).

2.3 Classroom Morning circle time Duration

The early morning news activities have many benefits among the children. It is important in the development of effective communication and listening skills, which is essential in the children

learning (Wasik 2010). Speaking builds confidence and communication skills in children when they narrate the stories about what happened in their home the previous day. It also helps them to come into terms with the different events that occurred. It also gives them a sense of pride and self-esteem, which helps them to think creatively and express themselves. It further boosts their oral language skills and communication (Scorza, Araya, Wuermli, & Betancourt, 2015). There are schools where improving literacy levels is a priority and therefore news telling can quickly be used in raising standards thereby developing knowledge, skills and confidence in a range of other areas.

2.4 Classroom Morning friendly chat/social interaction Activities

The Morning Meeting allows individuals to learn from one another in that the students accommodate their own behaviors as they are presented with a variety of new and different situations. A classroom where students are comfortable and encouraged to use written, oral and non-verbal communication will foster literate children who take social and academic risks as they continue their development in a literate society. With the complexity of language use, both as a listener and speaker, it is important that children are presented with models of appropriate forms of communication as well as opportunities to express themselves (Kriete 2013). Speaking builds confidence and communication skills in children when they narrate the stories about what happened in their home the previous day. It also helps them to come into terms with the different events that occurred. It also gives them a sense of pride and self-esteem, which helps them to think creatively and express themselves. Wasik (2010) created an oral language checklist that educators could use to reflect on their implementation of effective language and literacy strategies and practices in their classrooms in order to promote the development of children's language, vocabulary, and pre-literacy skills. The key areas of focus encouraged a high

frequency of conversation that was held with children to show genuine engagement as well as inviting children to tell more information, in turn formulating conversations. Morning Meeting is to set a tone for respectful learning and establish a climate of trust. In turn, this tone and climate is intended to expand throughout the rest of the academic day, becoming expectation rather than an isolated activity. Morning Meeting ensures that students receive that impression with a greeting showing students that every person matters. Kriete (2013) used a follow up article to summarize the benefits of Morning Meeting. Following the structure of the Morning Meeting, teachers can create safe spaces in their classrooms that foster community and a respectful learning environment. Through Morning Meeting, human core needs of wanting to have fun and wanting to feel significant are met. The daily ritual of doing activities together, listening and responding to students' sharing, learning each-others' names and greeting each other builds a safe, caring, and respectful learning community that benefits students both academically and socially.

Greetings in this portion of circle time activities or meetings are for students and teachers to greet each other every day. Everyone in the room should be included and greeted cheerfully. Greetings are vital to make that first good impression, establish good relationships within the class and set a positive tone for learning. Greetings help children learn each other's names. Greetings ensure children interact with each, connect with one another as they call each other's name during greetings session. Greetings provide children to interact with each other at a personal level.

Gardner (2012) sees the Morning Meeting as a place where skills can be practiced and discussed. She observes how modeled and practiced social skills in isolated situations during the Morning Meeting transfer into real life situations during science period. These skills help build a

community of learners that demonstrate cooperation, respect, responsibility, empathy, and appropriate social skills while working together during a science period. This positively supports collaboration and relationships during her classroom's science period by enhancing her students' social skills.

2.5 Teacher's Role in the Classroom Morning circle time

Teacher's role in the morning activities in kindergarten class includes planning, implementing and assessing lessons. To teach children with patience and creativity. Kindergarten teacher duties include designing a teaching plan and using activities and instructional methods to motivate children. Heller et al. (2012) draw upon research evidence to claim that early childhood teachers rate social and emotional skills and motivation to be more important than being able to read in kindergarten. In addition, they identify the relationship between teachers and young children, as a positive factor in developing children understands of self and a leading feature in supporting their social-emotional development. Teacher-child interactions in classrooms (process quality) have been researched extensively by Heller et al. (2012), who found that, with targeted professional learning, teachers' behavior in reference to creating a more positive social and emotional environment can be a pathway to enhancing young children's social-emotional competence. The classroom environments described in this article demonstrate how the psychological environment of the classroom can have a direct impact on children's kindergarten experience and the ongoing development of their social and emotional skills.

2.6 Social Skills Development

In a study by Rogoff, (2008) learned that social skills are the tools that enable people to communicate, learn, ask for help, get needs met in appropriate ways, get along with others, make friends, develop healthy relationships, protect themselves, and in general, be able to interact with

the society harmoniously. Social skills are the skills used to communicate and interact with each other, both verbally and non-verbally, through gestures, body language and our personal appearance. Human beings are sociable creatures and have developed many ways to communicate our messages, thoughts and feelings with others. From a social cultural perspective, social-emotional skills and strategies are developed as children participate in social cultural activity. The changes children make due to their involvement in social cultural activities are indicative of participatory behaviors that occur in the personal focus of analysis (Rogoff, 2008). Grant and Davis (2012) noticed that the students in their classroom did not know how to interact appropriately with each other. They noticed that the students needed to be taught how to get along. The purpose of the study was to implement daily classroom meetings to determine if they could create community in the classroom and to teach the students how to interact with each other in positive ways. The authors found that there are many benefits from implementing daily meetings in the classroom. The benefits include improved conflict solving strategies, positive interactions among students, and a more peaceful classroom. The students become better communicators and develop kinder demeanors to children and adults. These meetings create a greater sense of community in the classroom, help build mutual respect, and improved relationships among the students and the teacher.

Halle and Darling-Churchill (2016) summarize the importance of social and emotional competence on children's later-in-life outcomes by explaining that children are able to develop both social and emotional skills which enables them to acquire confidence and competences that are essential in relationship building, problem solving and coping with various life challenges.

2.7 Theoretical Framework

Two theories have been selected after critical consideration to guide the study. These two theories include social learning theory and theory of reasoned action in relation to the influence of the classroom morning circle time/ meetings on children's social skills were found to be most appropriate for this study.

2.7.1 Social Learning Theory

Social learning theory was developed by Albert Bandura in 1971. Social learning theory (sometimes referred to as modeling, observational learning, or vicarious learning) incorporates elements of operant conditioning (or radical behaviorism) and social cognition. Bandura's Social Learning Theory posits that people learn from one another, via observation, imitation, and modeling. The theory has often been called a bridge between behaviorist and cognitive learning theories because it encompasses attention, memory, and motivation. The modern genesis of social learning theory is found in personality theory, specifically, Rotter's desire to explain individual variation in behavior without reference to psychodynamic models (Rotter, 1954). Rotter's conceptualization of social learning as a contributor to personality led to his work on locus of control, which he termed internal/external control of reinforcement. Rotter's work was not concerned with the influence of classroom morning activities on the preschool children social skills development, but his conceptualizations are certainly applicable to this context.

According to Bandura (1963), Social learning theory is a theory of learning and social behavior, which depicts that new behavior, can be acquired through observing and imitating others even in the absence of direct reinforcement. Further studies on the theory the theory are governed solely by reinforcements, showing that learning may occur through observing rewards and punishments of certain actions. In this case, it is seen that when a certain behavior is constantly rewarded, it

will certainly persist and when punished constantly it will discontinue (Renzetti, Coker & Follingstad, 2012). This theory took into consideration behavioral and cognitive theories of learning to develop a model that would comprehensively account for the learning experiences in the world.

In 1962 Bandura and Walters, outlined the key components of the theory. They state that learning is a cognitive process that takes place in a social setting. It can occur through observation of a certain behavior and through observation of the consequence that follows. It involves observing, extraction of information from the behavior, and formulating a decision about the behavior. They further emphasized that reinforcement plays a role in learning; however, it does not solely inform the learning. Finally, cognition, environment and behavior mutually influence each other (Bandura, 1963).

Further, this model can adequately be used to inform this study and ultimately contribute to social change. The researcher found that through the theory, schools can initiate alternative ways of thinking and behaving. Bandura (1963) stated that schools gain influence because children social constructions of reality depend heavily on what they see, hear and read. Sabido (2010), an entertainment-education pioneer, in the 1970s, spent over eight years working on a model that would generate social change. This is how the Sabido method was coined. In his work, Sabido credits Albert Bandura's social learning theory. As a result of this, his method managed to address social issues like national literacy, population growth and health concerns like HIV. Similarly, this theory can be applied to this study as well as many other areas of education related highly because, Social Learning Theory aims to change behavior in society.

It is therefore a good fit for prevention-based programs. Classroom morning activities on the preschool are influenced by personal knowledge skills, attitudes, interpersonal relationships and environmental influences. All which are addressed by the theory. What most teenagers observe sculpted about classroom morning activities on the preschool takes place on school setting.

2.7.2 Theory of Reasoned Action

Fishbein and Jazzen (1967) were the first to develop the theory of reasoned action as they derived the theory from previous research that had started as theory of attitude. According to Gillmore, Archibald, Morrison, Wilsdon, Wells, Hoppe, Nahom and Murowchick (2002), Theory of Reasoned Action (TRA) is referred to as a theory of understanding. TRA aims to explain the relationship between attitudes and behaviors within human actions. It is also used as a means of predicting how human beings will behave based on their already existing attitudes and behavioral intentions.

An individual will therefore behave in a certain way after having analyzed the expected outcomes. The TRA has three conditions that can affect the relationship between the behavioral intention and behavior. Firstly, to predict a certain behavior, the behavioral intention must be equally specific. Secondly, the intention of the behavior must remain the same from the time that it is given to the time of performance. Thirdly, the individual has the full control of whether or not to engage (Gillmore, *et al* 2002).

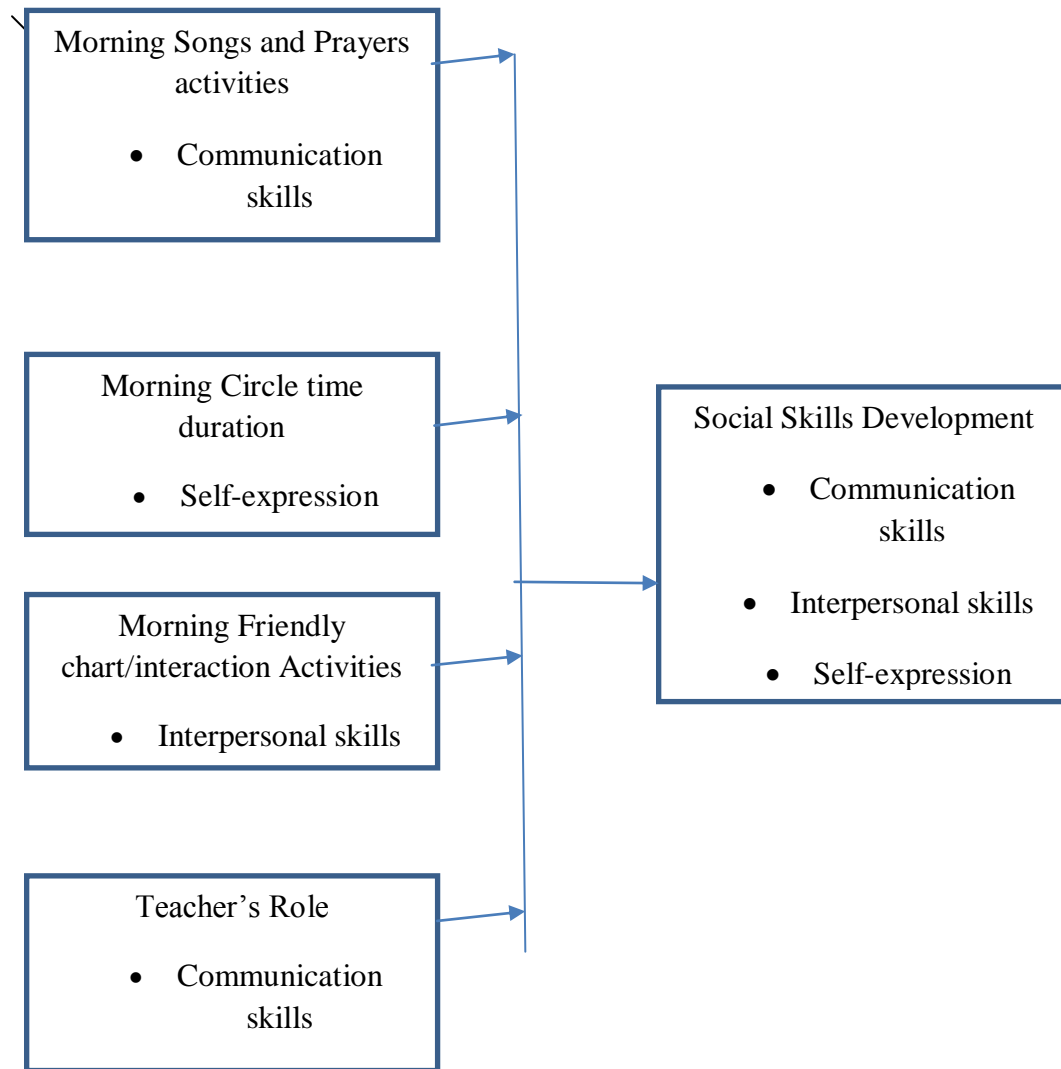
The researcher finds that Theory of Reasoned Action therefore proves to be a perfect fit when it comes to the issue of influence of the classroom morning meeting/ activities on children's social skills. Children's social skills in society tend to help make individual decisions that influenced by school social activities.

2.8 Conceptual Framework

A conceptual framework can be defined as a set of broad ideas and principles taken from relevant fields enquiring how to structure a subsequent presentation (Reichel & Ramey, 2007). As a research tool, it is intended to assist the researcher develop awareness and understanding of the situation under scrutiny and communicate it (Kombo & Tromp, 2006). For this study, the following framework has been developed. It conceptualizes the relationship between independent variables and dependent variables. The independent variable is conceptualized as classroom morning activities/circle time and was measured by constructs such as classroom morning songs and prayers activities, classroom morning circle time duration, classroom morning friendly chart/interaction activities, and the teacher's role in the classroom morning circle time. The dependent variable on the other hand will be children social skills in which constructs are interpersonal relationship, communication and self-expression. The conceptual framework illustrates the independent and dependent variables

Independent Variable

Dependent Variable



Independent variables

Dependent Variables

Figure 1: Conceptual framework

2.9 Summary of the Literature Review

TYPE OF STUDY	KEY POINTS	RESEARCH GAP
THEORETICAL		
Halle & Darling-Churchill's (2016)	Songs and prayers stimulates brain abilities It enhances social interactions	Is not specific on how it's done
Wasik (2010)	On morning circle time Morning circle time improve teacher pupil relations	The paper is not specific on what kind of relationship is developed in the morning circle time activities
Rogoff, (2008)	On social skills development Social skills development is equipped through interactions	The researcher does not include the role of morning circle time activities in social skills development
Empirical studies		
Heller et al., (2012)	Teachers role in morning circle time Importance of targeted professional learning	It does not provide sufficient information on professional skills development targeting morning circle time activities

<p>Scorza, Araya, Wuermli, & Betancourt, (2015)</p>	<p>Morning circle time durations</p> <p>Duration of morning circle time improves oral communication among pupils</p>	<p>The research is not specific on how morning time durations enhances oral communication</p>
<p>Kriete (2013)</p>	<p>On Morning friendly chat /interactions</p> <p>The friendly chats helps pupils to express themselves</p>	<p>The nature of friendly chat and interactions among pupil is not specified</p>
<p>Grant and Davis (2012)</p>	<p>On social skills development</p> <p>There more benefits on morning circle time on social skills development</p>	<p>The social skills development acquired in the morning activities specified are similar to those acquired at home family interactions</p>
<p>Gardner (2012)</p>	<p>On morning circle time friendly chat and interaction</p> <p>Morning circle time provides opportunity for skills practicing and discussions</p>	<p>The researcher is not clear on the role of teacher in the morning circle time friendly chat and interactions</p>

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter described ,research design ,target population, sample size and sampling procedure, research instruments, reliability and validity of instruments, data collection procedure, data analysis. Each of these aspects are described below.

3.2 Research Design

The research adopted a descriptive research design, a survey of all public Early Childhood Development Education (ECDE) schools in Nakuru East Sub-County, Nakuru County, in Kenya. According to Bell (1993), descriptive research design is a systematic method, which involves collecting relevant data and subsequently describing the behavior of a subject without influencing it in any way. The main advantage of descriptive research design in this study is that it identifies the variables, which are worth testing qualitatively.

This design was adopted because the objective of the study was to assess the influence of Classroom Morning circle time Activities on children social skills development. According to Orodho (2003), descriptive survey design was appropriate as the researcher was set out to study the state of affairs, as they existed in regard to the variables that were under investigation.

3.3 Target Population

According to Orodho (2003), the target population refers to that population which a researcher wants to generalize the results of the study. The target population of interest in this study was the Early Childhood Development Education (ECDE) Centers in Nakuru East Sub County, Kenya. A population refers to an entire group individual, events or objects having common observation characteristics (Mugenda and Mugenda 2008). The target population was forty-eight (48) head teachers, one hundred and seventy eight (178) teachers and ECDE1260 children in Nakuru East Sub-County (Sub County education office, 2020).

3.4 Sample Size and Sampling Procedure

A sample is a representative number of people from the target population who are used for the actual study, According to Mugenda and Mugenda (2008) a percentage ranging between ten (10%) and thirty (30%) percent of the target population is an appropriate sample size. Therefore for this study the sample size was 10 head teachers, 36 ECDE teachers and 1260 children found in 36 ECDE Centers.

Sampling is the procedure a researcher uses to gather people, places or things to study. It is a process of selecting a number of individuals or objects from a population such that the selected groups contain elements representative of the characteristics found in the entire group. A sample is finite part of statistical population whose properties are studied to gain information, about the whole (Orodho and Kombo, 2002).

3.5. Research Instruments

This study utilized a questionnaire, an interview schedule and a classroom observation schedule. Instruments are for data collection for both independent and dependent variables. Each instrument was used to collect data in order to answer the research questions. Each of these instruments is described in the following sub-sections.

3.5.1 Questionnaire for the ECDE teachers (as in appendix 1)

For Primary Data, the researcher used a questionnaire to collect data. The questionnaire helped the researcher gather information, views, and respondents' attitudes to the study objective. To address particular study goals, each item on the questionnaire were created. The questionnaire is suitable for this research because in a short time and in a comparatively cost-effective way it is practical and helpful in gathering information from a big amount of individuals.

The questionnaire had Likert scale questions. The question for the teachers had seven items divided into two sections. Section A had three questions addressing the bio-data of the teachers. Question 1 dealt with gender, question 2 dealt the work experience, while question 3 dealt with the highest qualifications of teachers. Section B was composed of four items that were concerned with the relationship between the activities of morning circle time and the children's social skills development. The four questions in this section used the Likert Scale for they were finding out the teachers perceptions concerning the influence of morning circle time activities on children's social skills development. Where question 4 dealt with the relationship between classroom morning songs and prayers activities and children's social skills development while question 5 was concerned the relationship between classroom morning circle time activities duration and children's' social skills development. Question 6 dealt with the relationship between classroom morning friendly chat/social interactions activities and children's' social skills development.

Finally question 7 addressed the relationship between teacher's roles in the classroom morning circle time activities and children's social skills development (see Appendix 1)

3.5.2 Interview Schedule for Head Teachers

This instrument had five areas that focused on the knowhow of the head teachers on the aspects of morning circle time activities on social skills development of children. All the five interview questions were open-ended. Apart from question 1, which asked about the head teachers educational level, the rest dealt with the four aspects of morning circle time activities on the children's social skills development (see Appendix 2).

3.5.3 Classroom Observation Schedule

This instrument as used to ascertain the relationship between the independent and dependent variables in the classroom. The observation schedule had four items each relating to one of the four objectives. The first three items had two parts a) and b). The last observation item which involved the influence of teacher's roles in classroom morning circle time activities on social skills development had only one part.

The first three items had part a) observing how many times the class is applying the stated activity in question. The frequency was grouped and given a number ranging from 1 to 4. Part b) was where the observation was actually checking on the connection between the independent and the dependent variables. The measurement used in this part of the observation was arrived as follows, there was a combination of the assessment report used in PP1 and the fraction of the class that has achieve that level, that is, value 1 was assigned to $\frac{1}{4}$ of the class plus needs Support (NS), 2 was assigned to $\frac{1}{2}$ of the class plus Approaching Expectations (AE), 3 was

assigned to up to $\frac{3}{4}$ of the class plus Meets Expectations (ME) and 4 was assigned to above $\frac{3}{4}$ of the class plus Exceeds Expectation (EE) (see appendix 3).

3.5.4 Validity and Reliability of Instruments

Prior to conduction of main project, a pilot study was conducted to assess the validity of the instruments as well as their reliability. The pilot study participants were two schools that were not to participate in actual study. It was done to obtain feedback about the clarity, length, comprehensiveness, and required time for completion of the study questionnaire and interview, as well as collection of data to estimate the internal consistency of the measure. Pilot study helped in revision of some items, which ensured effective collection of data from all respondents. The results from the pilot study indicated that the questionnaire was comprehensive, clear and adequate in length because it only took 20 minutes for the respondent to complete the questionnaire. The questionnaire and interview schedule were determined to have internal consistency.

3.5.4.1 Reliability of Instruments

Reliability is the degree of consistency or dependability with which an instrument measures an attribute (Saunders et al. 2007). In this context, the definition of reliability is straightforward: a measurement is reliable if it reflects mostly true score, relative to the error. This is about the results of the investigation, which has to be reliable. If nothing changes in a population between two investigations in the same purpose, it is reliable. From the deductive point of view if the measure yields the same results on different occasions, or from an inductive point of view if different researcher make similar observation on different occasions. Using the pilot study results, the following was used to determine the reliability. The method yielded that the three instruments were reliable. Cronbach's alpha value was calculated using SPSS software.

3.5.4.2 Validity of Instruments

To ensure the quality of data collection instrument, it is important to establish its validity. Validity refers to the degree to which the instrument measures what it is supposed to measure (Saunders et al. 2007). Validity is the degree with which a test measures what it actually wishes to measure. In this study, the question posited is whether the morning activities influence the children social skills development. A pilot study results were used to validate these instruments by calculating the validity index and the content index. These two indices for each instrument proved that the instruments were valid.

3.6 Data Collection Procedure

Before commencing with the data collection, the researcher sought permission from NACOSI to allow conducting research. The questionnaire was split into two sections. The first sought to address the respondents ' general data and the second part addressing the study's objectives. The questionnaire was administered by the investigator Questionnaires for ECDE teachers and Interview for school head teachers. The questionnaire was self-administered through drop and pick from the respondent's schools. Data collection instruments and suggestions were piloted before the questionnaire is finalized. Take to the description of the Questionnaire and piloting a self-administered questionnaire was used in this research. The researcher personally administered the questionnaire; where there are perceived delay of data; collection assistants (enumerators) was used. The researcher distributed the questionnaire through email addresses of the sampled ECDE teachers. This was because of the measures put in place to curb the spread of COVID-19 pandemic where social gathering and contacts is said to be a major spreader. The respondents completed the e-questionnaires and resend back. The interview schedule for the head teachers sampled was conducted through phone call. It took about 10 minutes for each

interview and in three days all the head teachers had been interviewed. The researcher visited the selected or sampled ECDE PP1 classrooms, where she observed the morning circle time activities' lessons that lasted between 20 and 30 minutes each day. For each participating PP1 classes the researcher observed a total of three lessons within the three months of data collection.

3.8 Data Analysis

Data was analyzed by quantitative approach. The data collected was checked for accuracy, the uniformity, and redundancy. Quantitative data derived was analyzed using descriptive statistical method such as mean, mode, standard deviation. The data obtained from questionnaire was corded and analyzed using Microsoft excel and Statistical Package for Social Sciences software (SPSS) version 21. This software was chosen for this research because it is able to handle large quantities of data and is thus efficient for the data processing and analysis. The data was summarized and presented using tables and charts.

3.9 Ethical Considerations

This study used secondary data that has been published in accordance with accountability measures however, in keeping with ethical standards in the conduct of research with human participants, and respect for copyright of the published data, respect, consent, and confidentiality was accorded to respondents (Arthurs, 2005).

CHAPTER FOUR

DATA PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter comprises of data presentation and interpretation of the findings in the study relating to determine the influence of the classroom morning circle time/ activities on children's social skills development. The data presented includes response rate, background information of the respondents and a presentation of findings against each individual objectives of the study. The data analyzed and presented was based on the responses to the items in the questionnaire, interview schedules and classroom observation. Descriptive statistics were used in analyzing the data of this research project.

4.1.1 Response Rate

In this study, 36 Respondents ECDE teachers were considered for this study. Therefore, 36 questionnaires were administered to selected respondents. Out of the 36 of the participants, 33 of them successfully filled and returned the questionnaire the sample therefore had a response rate of 91% (n-32). Such a response rate is viewed as favorable with regard to Mugenda (2008) who assert that a response rate of 50% is adequate, 60% good and above 70% may be rated as being very good. This, in a nutshell implies that the respondents were an adequate representation of the entire targeted population.

4.2 Bio-data information

The information on the bio-data included the age of the ECDE teachers, and the highest educational levels of both head teachers and ECDE teachers. ECDE teachers' gender formed part of the bio-data. Finally, work experience of teachers was also sort. The results of these components are described in the proceeding sections.

4.2.1 The age of the ECDE teachers

The study wished to establish the age of respondent. This is important in that it gives the details of the teachers' experience and hence the understanding of ECDE teachers regarding children's social skills development. The results were as per the table 4.1 below.

Table 4.1: The age the ECDE teachers

Variable	Frequency (%)
Age	
20-29	8 (24.2)
30-39	20 (60.6)
40-49	5 (15.2)

The finding reveals that majority of the respondents have a range between 30-39 years of age, which means they have adequate experience in ECDE, specifically, 60.6% have more than 30-39 years of age, 24.2% have above 20-29 years of age, while 15.2 % of the respondents are is above the age of 40 years. This implies that on average the respondents have good experience in children's social skills development issues.

4.2.2 The gender of the ECDE teachers

This question was aimed at determining the gender of the respondents in this research. The importance of this is to know how gender disparity can have an impact on the research objective.

The research results were as indicated on Fig. 4.1.

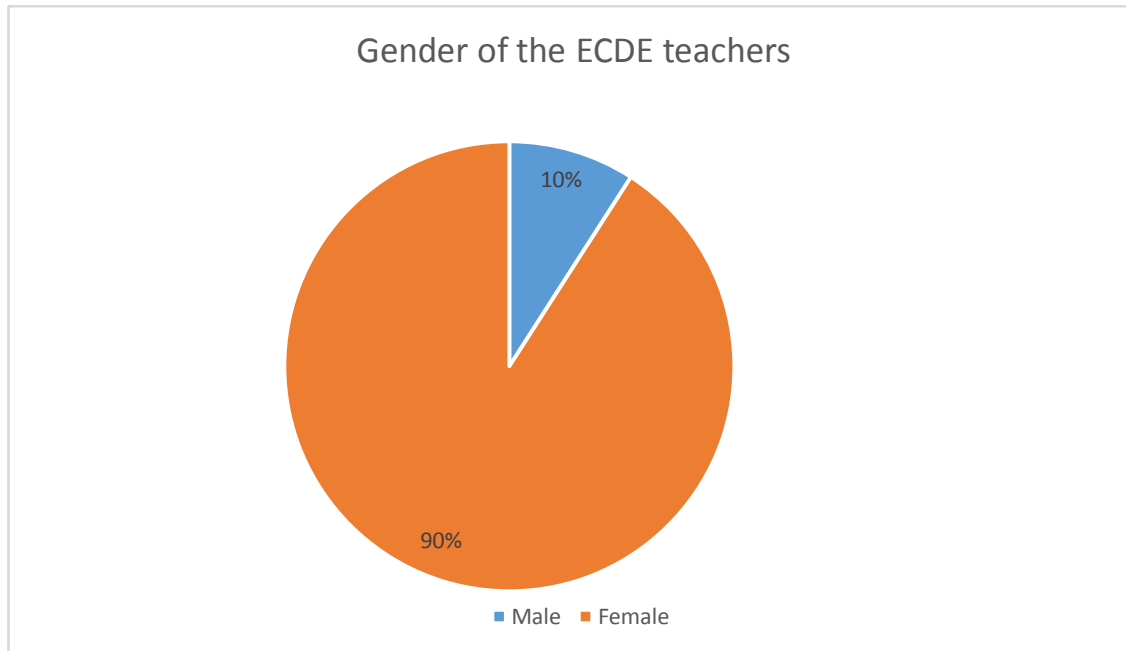


Figure 4.1: Gender of the respondents

The results show on figure 4.1 shows that the majority of the respondents who participated in this research were female 90% (n-30) while the others 10% (n-3) were male. This implies that the female are in higher percentages in preprimary schools.

4.2.3 Working experience of ECDE teachers

The question aimed at finding out the experience of the ECDE teachers in terms of the period they have worked. The results are as indicated on the figure 4.2.

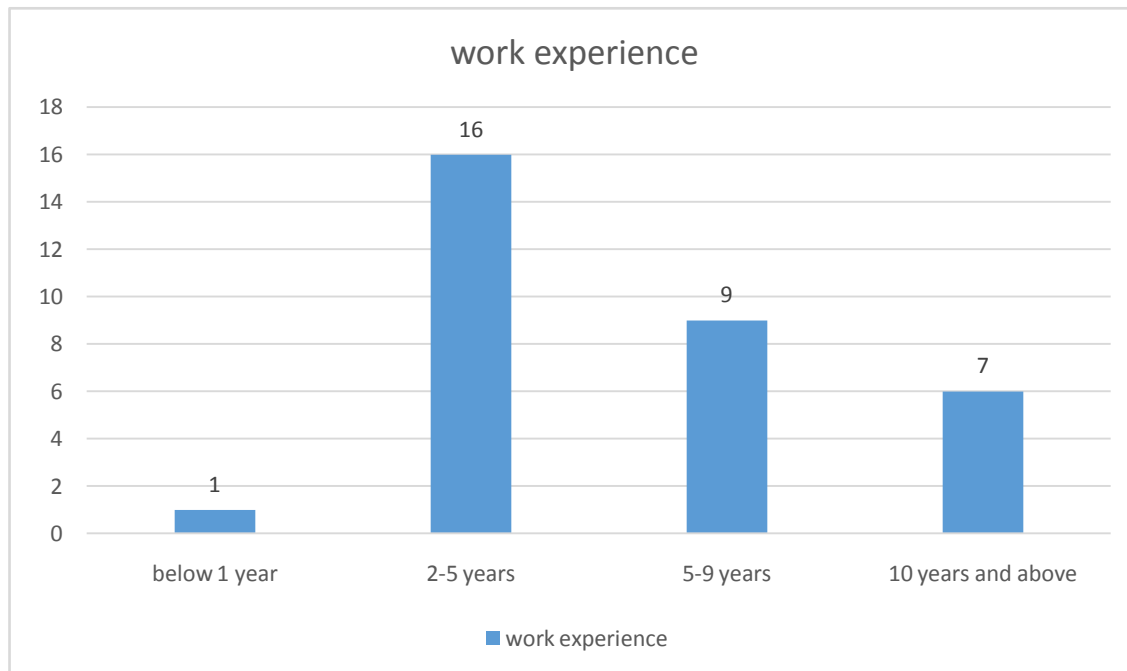


Figure 4.2: work experience

The results in figure 4.2 shows that the majority n-16 (48.5%) of the respondents had worked for between 2-5 years followed by n-9 (27.3%) who worked for 5-9 years , then n-7 (25.0%) who have worked for more than 10 years while n-1 (3.0%). This implies that the majority of the teachers had vast knowledge and experience with ECDE issues.

4.2.4 The highest education level of ECDE teachers

This question was aimed at determining the level of education among the respondents both ECDE and head teachers. The results were as indicated in the figure 4.3

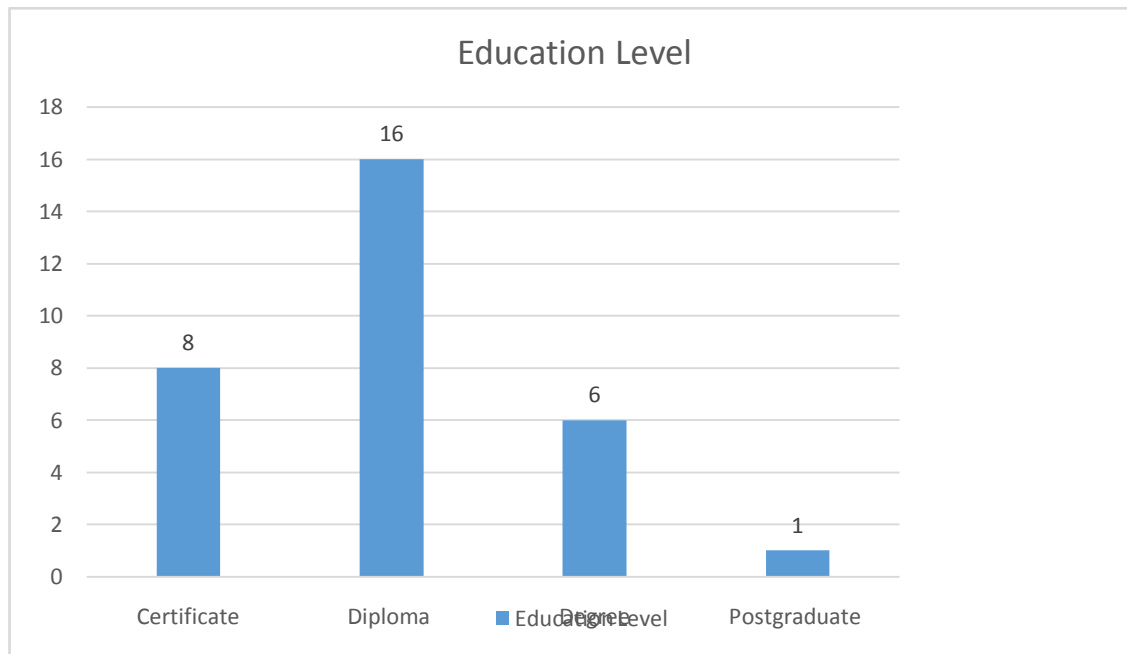


Figure 4.3: Education Level

The results in figure 4.4 shows that the majority n-16 (48.5%) of the respondents had diploma followed by n-9 (27.3%) who had certificates, then n-7 (21.2%) who have degree while n-1 (3.0%) have post graduate qualifications. This implies that the majority of the teachers had vast knowledge and experience with ECDE issues because of their qualifications.

4.3 Results for Head Teachers Interview

The results for the interview of the 10 primary head teacher sampled indicates that on the question on their highest education levels, 7 of the head teachers were graduate level, 3 were master level. This implied that they had adequate information regarding the changes in the curriculum and the ECDE education. On the relationship between the classroom morning songs and prayers activities, the responses of the head teachers indicated that the majority viewed morning circle time songs and prayers as part of children educational, spiritual and social development. The majority indicated that the morning circle time activities on songs and prayers improve children social skills development. Because it bring brain power and memory which helps the children to remember and emotional development. On the question of the morning circle time duration, the majority of the teacher approved that the children had adequate morning circle time based on the curriculum requirement. The majority also indicated that adequate time for morning circle time is essential for social skills development. It allows for effective development of communication and listening skills. On the question of morning friendly chat and social interaction activities the majority of the head teachers argued that it allowed the children to accommodate their own behavior. It gave them unsupervised time interact with each other thus improving their social skills development. On the question of the teachers role in the morning circle time activities, the majority of the head teachers argued that the teachers played an important role in planning and implementing and assessing lessons or activities. This indicated that the head teachers were acquainted to ECDE morning circle time activities and the impact it has on the social skills development.

4.4 The Influence of Classroom Morning Circle Time Activities on the children's social skills development

In this section the study presents and discusses results based on teachers' perceptions from the questionnaire and classroom observations. The results from the questionnaires are based on the 33 copies of questionnaires that were filled and returned for analysis. Whereas the observations were carried out in 36 classrooms, where each classroom was observed three times on three different days, bring to a total of 108 lesson observations for the whole data collection period. The presentation and discussion are done based on each of the objectives. Starting with the influence of songs and prayers and ending with the teachers' roles in the classroom.

4.4.1 Relationship between classroom morning songs and prayers activities and the preschool children's social skills development.

In this subsection the study first discusses the results from the questionnaire then follows with a discussion of the results from the classroom observation with an aim of integrating them. The section looks at ratings on a scale of five as shown in 4.4.1.1.

4.4.1.1 Rating the level of agreement the statements regarding classroom morning songs, prayers activities, and the preschool social skills development among children.

The ratings by teachers on this item was follows, the majority n-16 (48.5%) of them rated building community as the highest, followed by n-9 (28.6%) who rated building confidence as the second highest, and then n-7 (21.2%) rated enhances sense of group competence while n-1 (3.0%) rated building confidence. These results are show in figure 4.5

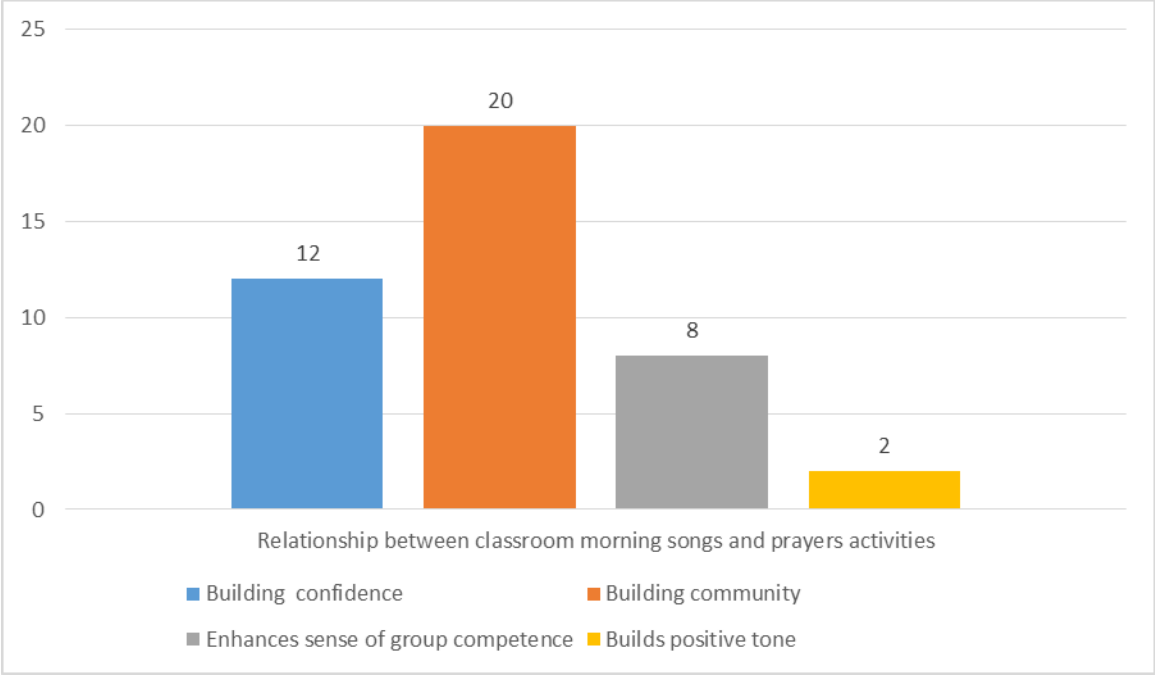


Figure 4.5: Rating the level of agreement on the influence of songs and prayers.

From figure 4.5 it be clearly stated that the teachers perception of the influence of songs and prayer activities ranged from moderate to very low. The highest rating was less than 50% and the lowest was 1%. This implies that the morning circle time activities of songs and prayers have a weak influence on the development of children’s social skills.

4.4.1.2 Relationship between the morning circle time activities of songs and prayers and children’s social skills development from classroom observation.

It should be noted that in almost all 36 preschools that were in the study, songs and prayers were the first activities in the morning circle time. At any one time the researcher visited the classroom for observation, the scale used in observing was how many times in a given morning circle time did the teacher use either a song or a prayer. If a teacher used the songs between 0-2 times, it was considered poor and assigned 1, if the teachers used songs 3-4 times it was assigned

2 and considered satisfactory. When a teacher used the songs and prayers between 5-6 times, it was considered good and assigned a 3 on a four point scale, the use of songs and prayers was considered excellent when these two items were used more than 7 times in one morning circle time. Since the researcher made three observations in each class on different days, the averages of the observations as ranked on the scale of four are shown in table 4.2

Table 4.2 Frequency of using songs and prayers activities in the morning circle time.

Scale	Frequency	Percentage
Poor (0-2 times)	18	16.67
Satisfactory (3-4 times)	52	48.15
Good (5-6 times)	26	24.07
Excellent (7 and above times)	12	11.11

From Table 4.2 it was observed that the highest frequency was in satisfactory scale, whereas good was second with half the frequency of satisfactory. All in all, satisfactory, good and excellent use of songs and prayers had a total percentage of over 80 percent. This was quite commendable to the teachers who participated in this study.

In finding out whether the use of songs and prayers played a role in the development of preschoolers social skills, a scale was developed and was used to see the behavior change of learners in terms of their attainment of these social skills. In this the researcher used the assessment tool of CBC in PP1 combined with the fraction of the children in class to come up a

four scale criteria of measuring the change due to the morning circle time activities. Where a four point scale of One Quarter (1/4) of the class plus Needs Support (NS), is assigned 1, up to Half of the class plus Approaching Expectations (AE) is assigned 2, up Three Quarters (3/4) of the class plus Meets Expectation (ME) is assigned 3 and above Three Quarters of the class plus Exceeds Expectation (EE) is assigned 4. In which 1 is the least and 4 is the highest on this four point scale. The results of how morning songs and prayers in a morning circle time activities influence the development of preschoolers social skills is shown in table 4.3

Table 4.3 Attainment of children’s social skills when using classroom morning songs and prayers.

Social skills	Attainment level as evidenced by average class performance
Building confidence	3
Building community	2
Enhances sense of group competence	1
Builds positive tone	4

From table 4.3 it is seen that songs and prayers have higher figure of 4 in building positive tones followed 3 in building confidence. This means that songs and prayers in the morning circle have the highest impact in building positive tones, followed by building confidence, which are key virtues at this level of education. These results are in contrast from the teachers’ perception which arranged them as follows as seen in figure 4.4 above, where building community, is given the highest agreement rate followed by building confidence as is table 4.3. Whereas building a

positive tone was ranked high in classroom observations it ranked the least. Still if we average the scores in the social skills as impacted by songs and prayers it comes to 2.5, which is approaching 3, which is quite good.

4.4.2 Relationship between duration of classroom morning circle time and the preschool children social skills development.

In this subsection the study first discusses the results from the questionnaire then follows with a discussion of the results from the classroom with an aim of integrating them. The section looks at ratings on a scale of five as shown in 4.4.2.1

4.4.2.1. Rating the level of agreement the statements regarding duration of classroom morning circle time activities influence the preschool social skills development among children.

The research findings on refine academic skills show that the majority n-16 (48.5%) strongly agreed followed by n-9 (27.3%) who agreed. Neutral were n-5 (15.2%), disagree were 3 (9.1%) whereas strongly disagreed were 2 (6.1%). On the merge social and academic skills, the majority n-20(60.6) strongly agree and n-6 (18.2%) agree, 3 (9.1%) were neutral, disagree were 2(6.1%) as well as strongly disagree were 2(6.1%). With regard to the oral language preparation, the majority n-10 (30.3%) strongly agreed, n-8(24.2% agreed while n-9 (27.3%) were neutral. 5 (15.2%) disagreed and 1 (3.0%) strongly disagreed. On oral language preparations strongly agree were 10 (30.3%), agree were 8 (24.2), neutral were 9 (27.3%), disagreed were 5 (15.2%) and strongly disagreed was 1 (3.0%). Finally on paying attention, strongly agreed were 17 (51.5%), agreed were 6 (15.2%), neutral were 5 (15.2%), disagreed were 3 (9.1%) and strongly disagreed were 2 (6.1%). These results were as indicated in the figure 4.6.

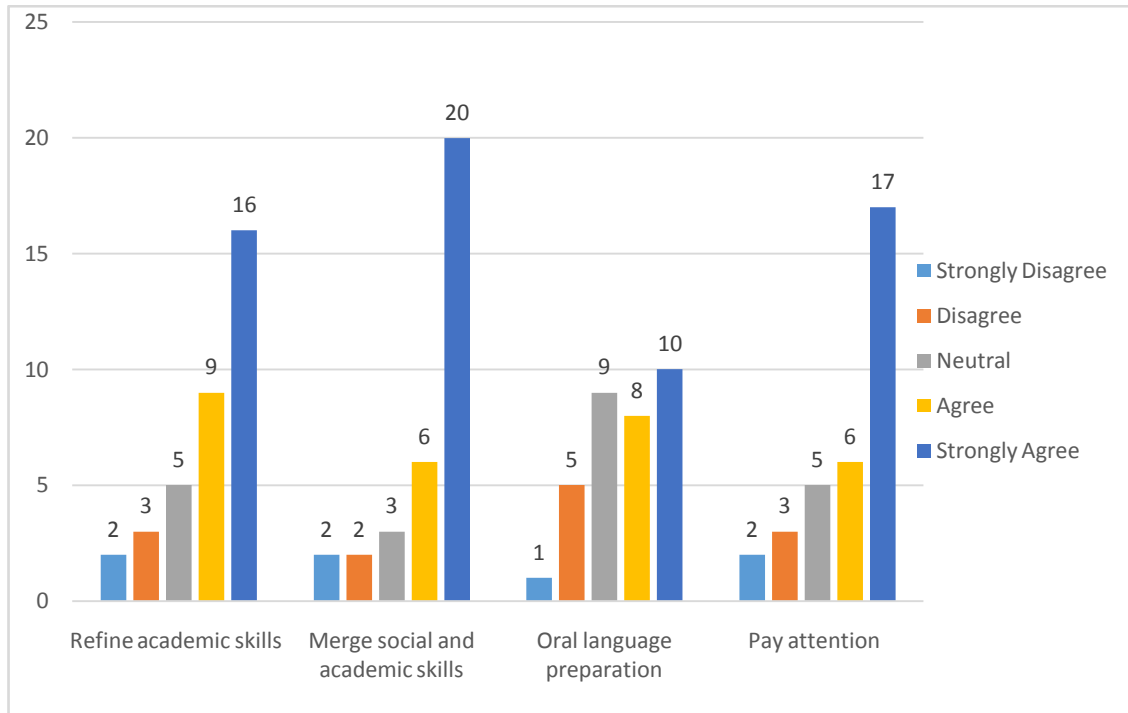


Figure 4.6. Rating regarding classroom morning circle time duration influence

The research findings imply that the teachers strongly agree with these statements that they are duration of classroom morning circle time activities influence the preschool social skills development. That combination of strongly agree and agree statement levels yield percentages in relation to the social skills development. For example on refining academic skill the combined percentage will be 25 (75.8%), merge social and academic skills 26 (78.8%), oral language preparation 18 (54.5%) and pay attention 23 (69.7%). It means that the teachers belief that duration of the morning circle time activities have a strong influence on children’s social skills development.

4.4.2.2 Relationship between the duration of morning circle time activities and children's social skills development from classroom observation

It should be noted that in all 36 preschools that were in the study, the duration of the morning circle time activities was very critical. At any one time the researcher visited the classroom for lesson observation, the scale used in observing was how many minutes in a given morning circle time activities did the teacher use either a song or a prayer. If a teacher used between 1-5 minutes, assigned 1, if the teachers used between 6-10 minutes, it was assigned 2, when a teacher used between 11-15 minutes, it was assigned 3 and when a teacher used 16 minutes and above was assigned 4. Since the researcher made three observations in each class on different days, the number of times of the duration in minutes out of the 108 visits is shown in table 4.4

Table 4.4 Frequency of duration of classroom morning circle time activities

Duration in minutes	Frequency	Percentage
1-5 minutes	58	53.70
6-10 minutes	30	27.78
11-15 minutes	12	11.11
Above 16 minutes	8	7.41

Table 4.4 On the frequency of duration of the classroom morning circle time.

The results show that the majority spend 1-5 minutes where 53.70% (n=58) indicated so followed by 6-10 minutes with 27.78% (n=30). This implies that the teachers did not take all allocated time for the morning circle time activities. The time taken is insufficient for ensuring that all activities are done thereby having a negative impact on the pupils social skills development.

4.2.2. Attainment of children’s social skills in relation to duration of morning circle time activities

The results show that paying attention attained 4 followed by oral language preparation which is attained 3. Merge social and academic skills, and refine academic skills were all awarded 1 each. This is shown in table 4.5.

Table 4.5 Attainment of children’s social skills in relation to duration of morning circle time activities

Social skills	Attainment level as evidenced by average class performance
Refine academic skills	1
Merge social and academic skills	1
Oral language preparation	3
Pay attention	4

The table.4.5 on attainment of children’s social skills in relation to duration of morning circle time activities.

The results show that paying attention was highest rated 4 which mean that activity enabled learners to achieve Exceeds Expectations, followed by oral language preparation which is rated 3 implying that the duration taken could make the learners achieve Meets Expectation in improving oral preparation. This implies that the time taken for the morning circle time activities was able to enhance oral language preparation and paying attention among the pupils.

This was contrary to the results from the teachers perceptions where the first two had the best results when time is involved.

4.4.3 Relationship between classroom morning friendly chat/social interaction morning activities and preschool children social skills development.

In this subsection the study first discusses the results from the questionnaire then follows with a discussion of the results from the classroom observation with an aim of integrating them. The section looks at ratings on a scale of five as shown in 4.4.3.1.

4.4.3.1. Rating the level of agreement the statements regarding classroom morning friendly chat/social interactions activities on social skills development among children.

The research findings on building communication with others show that the majority n-16 (48.5%) strongly agreed followed by n-9 (27.3%) who agreed. Neutral were n-5 (15.2%), disagree were 3 (9.1%) whereas strongly disagreed were 2 (6.1%). On builds confidence, the majority n-20(60.6) strongly agree and n-6 (18.2%) agree, 3 (9.1%) were neutral, disagree were 2(6.1%) as well as strongly disagree were 2(6.1%). With regard to develops language skills, the majority n-10 (30.3%) strongly agreed, n-8(24.2% agreed while n-9 (27.3%) were neutral. 5 (15.2%) disagreed and 1 (3.0%) strongly disagreed. Sets tone for social interaction, strongly agreed were 17 (51.5%), agreed were 6 (15.2%), neutral were 5 (15.2%), disagreed were 3 (9.1%) and strongly disagreed were 2 (6.1%). Finally, on demonstrates respect for others, strongly agree were 10 (30.3%), agree were 8 (24.2), neutral were 9 (27.3%), disagreed were 5 (15.2%) and strongly disagreed was 1 (3.0%).The results were as indicated in the figure 4.7.

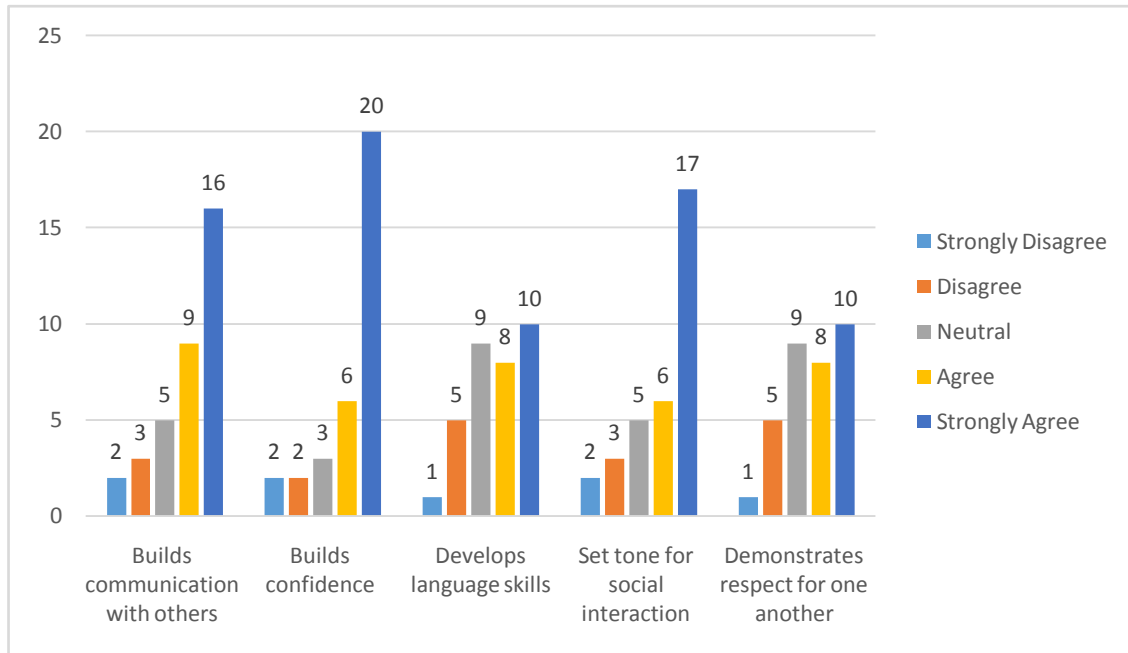


Figure 4.7: Classroom morning friendly chat/social interactions activities

The research findings imply that the teachers strongly agree with these statements that the classroom morning chat/social interaction activities morning circle time activities influence the preschool social skills development. That combination of strongly agree and agree statement levels yield percentages in relation to the social skills development. For example on building communication with others the combined percentage will be 25 (75.8%), builds confidence 26 (78.8%), develops language skills 18 (54.5%), sets tones for social interaction 23 (69.7%). And demonstrates respect for others 18 (54.5%). It means that the teachers belief that classroom friendly chats/social interaction in the morning circle time activities have a strong influence on children’s social skills development. The other notable aspect in this activity is that the results are similar in two of the social skills of developing language skill and demonstrating respect for another

4.4.3.2 Relationship between the use of morning friendly chats/social interactions of the morning circle time activities and children’s social skills development from classroom observation

It should be noted that in all 36 preschools that were in the study, the use of classroom morning friendly was considered critical for developing five social skills namely: building communication with others, building confidence, developing language skills, setting tones for social interaction and demonstrating respect for others. At any one time the researcher visited the classroom for lesson observation, the scale used in observing was how many times in a given morning circle time activities did the teacher use either a classroom morning friendly chat/social interaction activity. The number of times used, a scale was group into the following 0-2 times, 3-4 times, 5-6 times, and 7 and above times. This information is shown in table 4.6

Table 4.6 Frequency of using classroom morning friendly chats/social interaction morning activities in the morning circle time activities.

Scale in number of times	Frequency	Percentage
0-2 times	43	39.81
3-4 times	32	29.63
5-6 times	22	20.37
7 times and above	11	10.19

Table 4.6 on the Frequency of using classroom morning friendly chats/social interaction morning activities in the morning circle time indicates that the majority n-43 (39.81%) took 0-2

times followed by n-32 (29.63%) of 3-4 times, then n-22 (20.37) and n-11 (10,19). This implies that the morning friendly chats/social interactions were used as morning activity. The percentage decreased as the time increased. This then might show that the teachers are limiting the time of chatting freely among the children.

In finding out whether the use of classroom morning friendly chats/social interactions played a role in the development of preschoolers social skills, a scale was developed and was used to see the behavior change of learners in terms of their attainment of these social skills. In this the researcher used the assessment tool of CBC in PP1 combined with the fraction of the children in class to come up a four scale criteria of measuring the change due to the morning circle time activities. Where a four point scale of One Quarter ($1/4$) of the class plus Needs Support (NS), is assigned 1, up to Half of the class plus Approaching Expectations (AE) is assigned 2, up Three Quarters ($3/4$) of the class plus Meets Expectation (ME) is assigned 3 and above Three Quarters of the class plus Exceeds Expectation (EE) is assigned 4. In which 1 is the least and 4 is the highest on this four point scale. The results of classroom morning friendly chats/social interactions in a morning circle time activities influence the development of preschoolers social skills is shown in table 4.7

4.7 Attainment of children’s social skills when using friendly chats/interaction activities of morning circle time.

Table 4.3.2 Attainment of children’s social skills when using friendly chats/interaction activities of morning circle time.

Social skills	Attainment level as evidenced by average class performance
Builds communication skills	2
Build confidence	3
Develops language skills	2
Set tone for social interaction	4
Demonstrates respect for others	3

The results show that set tone for social interaction attained a 4 while a tie of 3 for building confidence and demonstrates respect for others. Builds communication skills and develops language skills had a tie at 2. This implies that the children build confidence and set tone for social interactions during the morning friendly chats and interaction activities. Overall this is morning activity that has the best results for at least every learn has something to proud off. For 2 Approaching Expectations, 3 Meets Expectations and 4 Exceeds Expectations.

4.4.4 Relationship between the teacher's roles in the classroom morning circle time and the preschool children social skills development.

In this subsection the study first discusses the results from the questionnaire then follows with a discussion of the results from the classroom with an aim of integrating them. The section looks at ratings on a scale of five as shown in 4.4.4.1

4.4.4.1. Rating the level of agreement the statements regarding classroom morning friendly chat/social interactions activities on social skills development among children.

The research findings on preparing children for new day in advance show that the majority n-16 (48.5%) strongly agreed followed by n-9 (27.3%) who agreed. Neutral were n-5 (15.2%), disagree were 3 (9.1%) whereas strongly disagreed were 2 (6.1%). On guiding children on what to say next, the majority n-20(60.6) strongly agree and n-6 (18.2%) agree, 3 (9.1%) were neutral, disagree were 2(6.1%) as well as strongly disagree were 2(6.1%). On taking them through the questions, the majority n-10 (30.3%) strongly agreed, n-8(24.2% agreed while n-9 (27.3%) were neutral. 5 (15.2%) disagreed and 1 (3.0%) strongly disagreed. Being the role model listener, strongly agreed were 17 (51.5%), agreed were 6 (15.2%), neutral were 5 (15.2%), disagreed were 3 (9.1%) and strongly disagreed were 2 (6.1%). Finally, allows for question time, strongly agree were 10 (30.3%), agree were 8 (24.2), neutral were 9 (27.3%), disagreed were 5 (15.2%) and strongly disagreed was 1 (3.0%).The results were as indicated in the figure 4.8.

Figure 4.8 rating the level of agreement the statements regarding Teacher’s roles in the classroom morning circle time activities on social skills development among children

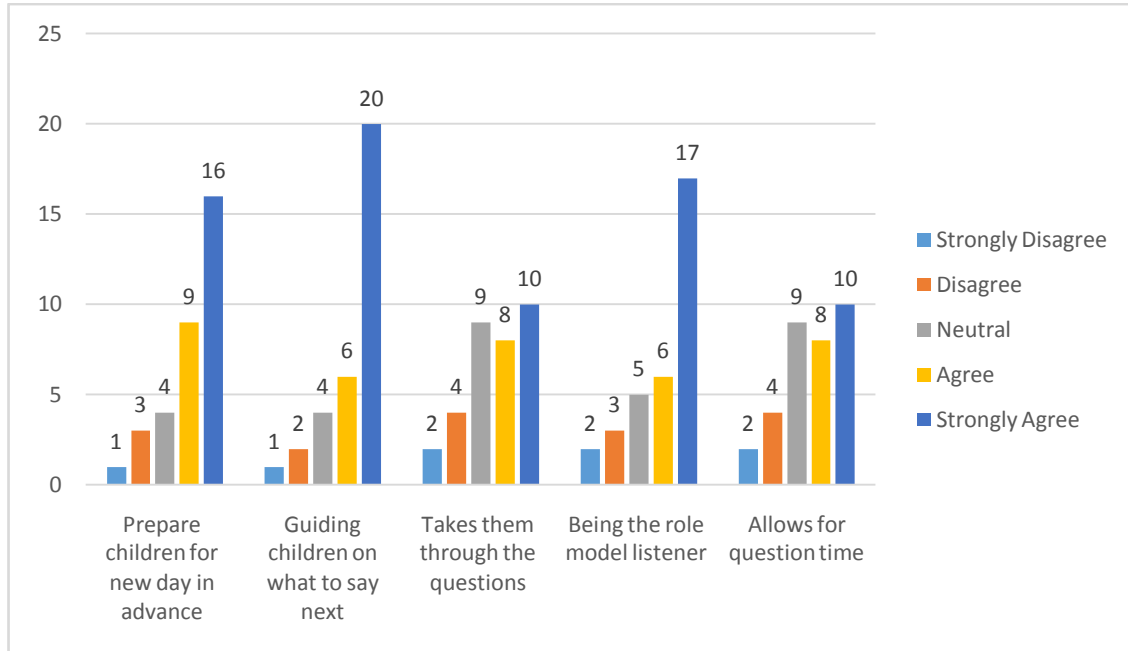


Figure 4.8: Teacher’s roles in the classroom morning circle time activities.

The research findings imply that the teachers strongly agree with these statements that the teacher’s roles in the classroom morning circle time activities influence the preschoolers’ social skills development. That combination of strongly agree and agree statement levels yield high percentages in relation to the children’s social skills development. For example on preparing children for a new day in advance the combined percentage will be 25 (75.8%), guiding children on what to say next 26 (78.8%), takes children on what to say next 18 (54.5%), being the role model listener 23 (69.7%). And allows for questions 18 (54.5%). It means that the teachers believe that their classroom roles in morning circle time activities has a strong influence on children’s social skills development. The other notable aspect in this activity is that the results are similar in two roles of taking them through the questions and allowing for question time.

4.4.4.2 Relationship between the teachers roles morning circle time activities and children's social skills development from classroom observation.

At any time a teacher steps in classroom in the morning, there are five major function cut out for him/her. These are preparing children for next day in advance, guiding children on what to say next, takes the children through the questions, being the role model listener and allowing for question time. These teachers' roles are considered critical in developing children's social skills during the classroom morning circle time activities. The frequencies of how teacher's roles were utilized during the period of the project are shown in table 4.8.

Table 4.8 Frequency of teacher's role in the Classroom

Teacher's role	Frequency	Percentage
Prepare for a new day in advance	41	38.0
Guiding children on what to say next	19	17.5
Being the role model listener	18	16.7
Being the role model listener	16	14.8
Allows for question time	14	13.0

The table 4.8 results on Frequency of teacher's role in the Classroom indicated that the majority n-54 (50%) prepare for the day in advance followed by the n-21 (19.44%) takes them through question. This shows that the role of teachers in the morning circle time was to prepare for the day in advance and take the pupils through the questions.

4.4.2 Attainment of children’s social skills in relation to the teacher’s role of advance preparedness for a new day.

Table 4.4.2 Attainment of children’s social skills in relation to the teacher’s role of advance preparedness for a new day.

Social skills	Attainment level as evidenced by average class performance
Building confidence	2
Building community	2
Enhances sense of competence	3
Sets and builds positive tone for social interaction	3
Refine academic skills	1
Oral language preparation	2
Pay attention	3
Builds communication	2
Develops language skills	2
Demonstrates respect for others	4
Merge social and academic skills	1

The table 4.4.2 on attainment of children’s social skills in relation to the teacher’s role of advance preparedness for a new day. The results show that majority 4 demonstrates respect for others while a tie of 3 for pay attention, enhances sense of competence, Sets and builds positive tone for social interaction. This implies that children attained social skills due to the teacher’s roles.

4.4.3 Attainment of children’s social skills in relation to the teacher’s role of taking them through questions.

Table 4.4.3 Attainment of children’s social skills in relation to the teacher’s role of taking them through questions.

Social skills	Attainment level as evidenced by average class performance
Building confidence	3
Building community	2
Enhances sense of competence	3
Sets and builds positive tone for social interaction	2
Refine academic skills	3
Oral language preparation	3
Pay attention	4
Builds communication	3
Develops language skills	2
Demonstrates respect for others	4
Merge social and academic skills	2

The results on the table 4.4.3 attainment of children’s social skills in relation to the teacher’s role of taking them through questions. The results show that the majority tied with 4 rating including paying attention. Demonstrated respect for others, followed by a tie of 3 points, which include refined academic skills, oral language preparation, builds communication and enhances sense of competence. This implied that the teachers played important role of taking the pupils through the questions.

4.4.4 Attainment of children’s social skills in relation to the teacher’s role of allowing for questions during the morning circle time.

Table 4.4.4 Attainment of children’s social skills in relation to the teacher’s role of allowing for questions during the morning circle time.

Social skills	Attainment level as evidenced by average class performance
Building confidence	2
Building community	1
Enhances sense of competence	3
Sets and builds positive tone for social interaction	3
Refine academic skills	1
Oral language preparation	3
Pay attention	4
Builds communication	2
Develops language skills	1
Demonstrates respect for others	3
Merge social and academic skills	1

The results for the table 4.4.4 on attainment of children’s social skills in relation to the teacher’s role of allowing for questions during the morning circle time. The results showed that the majority 4 points pay attention, followed by a tie of 3 points for demonstrates respect for others, oral language preparations, Sets and builds positive tone for social interaction and enhances sense of competence. This implies that teachers played important role in allowing questions during morning circle time.

4.4.5 Attainment of children’s social skills in relation to the teacher’s role as being role model listener during the morning circle time

Table 4.4.5 Attainment of children’s social skills in relation to the teacher’s role as being role model listener during the morning circle time.

Social skills	Attainment level as evidenced by average class performance
Building confidence	3
Building community	1
Enhances sense of competence	1
Sets and builds positive tone for social interaction	2
Refine academic skills	1
Oral language preparation	2
Pay attention	2
Builds communication	2
Develops language skills	2
Demonstrates respect for others	2
Merge social and academic skills	1

The results on table 4.4.5 on attainment of children's social skills in relation to the teacher's role as being role model listener during the morning circle time shows that the majority of 3 points. It followed by 2 points tie sets and builds positive tone for social interaction, Builds communication, Develops language skills, Demonstrates respect for others, Oral language preparation and Pay attention. This shows that the teacher played an important role as a model listener during the morning circle time, which helped, enhance children social skills development.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter constitutes a discussion of the summary of findings; conclusion, recommendations, and limitations observed in the study and culminate by suggesting further research areas where research gaps were observed. The chapters provide a final view of the study outcomes and provide the research findings in a more simplified way.

5.2 Summary

In this study, 46 Respondents including Head teachers and ECDE teachers were considered for this study and a response rate of 91% was realized. The response rate according to Mugenda and Mugenda (2008) was adequate for this research where the researchers argue that above 70% of responses rate is excellent. The finding reveals that majority of the respondents have a range between 30-39 years of age, which means they have adequate experience in ECDE. This implies that on average the respondents have good experience in children's social skills development issues. Communication begins with a child's first teacher, his/her parents, or guardians. In the first years of life, children learn cultural norms and socialization practices from their surroundings at home and through their day-to-day life (Halle & Darling-Churchill, 2016). Majority of the respondents who participated in this research were female 90% (n-38) which shows that the female are in higher percentages in the primary schools. The majority of the respondents have worked for between 2-5 years and 5-9 years. This implies that these respondents have a lot of knowledge about ECDE and primary schools. The majority n-20

(47.6%) of the respondents had diploma followed by n-12 (28.6%) who had certificates which shows that the teachers had vast knowledge and experience with ECDE issues because of their qualifications. These results are indicated for both the questionnaire and interview analysis. On social skills, questionnaire results shows that n-20 (47.6%) of the respondents had rated building confidence higher morning activities helped in building community, confidence and enhancing sense of group competence. This is similar to the sentiments found in the interview schedule while the observation also found that found morning prayers and songs to have strong correlation to the interpersonal and communication skills development among pupils. As is in the questionnaire Classroom morning circle time activities duration influence refine academic skills shows that the majority n-20 strongly agreed merge social and academic skills. The majority n-26 strongly agree. Oral language preparation, the majority n-13 strongly agreed. On the pay attention, the majority n-22 strongly agreed, n-8 agreed. Interview has similar sentiments as the observation regarding the role of class duration on the development of social skills among pupils. Implying that the respondents strongly agree with these, statements that classroom morning circle time activities duration influence the preschool social skills development. Classroom morning friendly chat/social interactions activities influence on builds communication with others shows that the majority n-20 strongly agreed builds confidence, the majority n-26 strongly agree. Develops language skills, the majority n-13 strongly agreed. Set tone for social interaction. The majority n-22 strongly agree. Demonstrates for one another the results show the majority n-13 strongly agreed. Findings imply that the respondents strongly agree with these statements on builds communication , builds confidence, the develops language skills, set tone for social interaction and demonstrates for one another with regard to classroom morning activities duration influence the preschool social skills development. Teacher's roles in the

classroom morning circle time activities, the research findings imply that the respondents strongly agree with these statements on preparing children for new day in advance, guiding children on what to say next takes them through the questions, being the role model listener, the allows for questions time with regard to classroom morning activities duration influence the preschool social skills development.

5.3 Conclusions

The study results helps the researcher draw conclusions that classroom morning songs, prayers activities, classroom morning activities duration, classroom morning friendly chat/social interactions activities and Teacher's roles in the classroom morning circle time influence the preschool social skills development. Therefore, Children's social and emotional well-being is one of the goals of early education. Positive affect for children, then, is a critical indicator of the ideal learning environment since it facilitates the learning experience. The relationship between teachers and young children, as a positive factor in developing children understands of self and a leading feature in supporting their social-emotional development.

5.4 Recommendations

The researcher makes the following recommendations

- The teachers should take a proactive role in the social skills development of their pupils.
- There is need for effective classroom morning circle time activities for ECDE children because it helps to improve their social development.
- Teachers should be given sufficient time allocation for morning circle time activities.

- More workshops for teachers is required to improve on their planning and implementation skills for morning circle time activities.

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APPENDICES

Appendix I: A Questionnaire for ECDE teachers

SECTION A: Background Information

1. Your gender

Code	Work Experience	Tick [<input type="checkbox"/>]Appropriately
C.1	Male	
C.2	Female	

2. Your experience in working as ECDE teacher (**Tick whichever appropriate**)

Code	Work Experience	Tick [<input type="checkbox"/>]Appropriately
C.1	Below 1 Year	
C.2	2-4yrs	
C.3	5-9 Years	
C.4	10 years and above	

- 3 What is your highest education level? (**Tick as applicable**)

Code	Education Level	Tick [<input type="checkbox"/>]Appropriately
D.1	Certificate	
D.2	Diploma	
D.3	Degree	
D.4	Postgraduate	

SECTION B: Relationship Between Specific Items of Morning Circle Time Activities and Children’s Social skills Development.

4 State level of agreement do you have with the following statements on the relationship between classroom morning songs and prayers activities and the preschool children social skills development? Consider the extent to which you agree with each statement by ticking (√) in the appropriate box. Where 1=Strong disagreement 2=Disagreement 3=Neutral, 4=Agreement and 5=Strong agreement

Code	Relationship between classroom morning songs and prayers activities	1	2	3	4	5
E.1	Building confidence					
E.2	Building community					
E.3	Enhances sense of group competence					
E.4	Builds positive tone					

5 What is your level of agreement with the following statements regarding to how classroom morning circle time activities duration influence the preschool children social skills development? By ticking (√) in the appropriate box, consider to the extent you agree with each statement. Where 1=Strongly Disagree 2=Disagree 3=Neutral, 4=Agree and 5=Strongly Agree

Code	classroom morning circle time activities duration	1	2	3	4	5
H.1	Refine academic skills					
H.2	Merge social and academic skills					
H.3	Oral language preparation					
H.4	Pay attention					

6 Indicate your level of agreement with the following statements regarding how morning friendly chat/social interactions activities influence the preschool children social skills development. By ticking (√) in the appropriate box, consider to the extent you agree with each statement. Where 1=Strongly Disagree 2=Disagree 3=Neutral, 4=Agree and 5=Strongly Agree

Code	classroom morning friendly chat/social interactions activities	1	2	3	4	5
K.1	Builds communication with others					
K.2	Builds confidence					
K.3	Develops language skills					
K.4	Set tone for social interaction					
K.5	Demonstrates respect for one another					

7 Indicate your level of agreement with the following statements regarding how the teacher's roles in the classroom morning activities influence the preschool children social skills development. By ticking (√) in the appropriate box, consider to the extent you agree with each statement. Where 1=Strongly Disagree 2=Disagree 3=Neutral, 4=Agree and 5=Strongly Agree

Code	Teacher's roles in the classroom morning activities	1	2	3	4	5
N.1	Prepare children for new day in advance					
N.2	Guiding children on what to say next					
N.3	Takes them through the questions					
N.4	Being the role model listener					
N.5	Allows for question time					

Appendix 2: Interview Guide for Primary schools head teachers.

1. What is your highest education level?
2. Relationship between classroom morning songs and prayers activities on the children social skills development
3. classroom morning activities duration on the children social skills development
4. classroom morning friendly chat/social interactions activities on the children social skills development
5. Teacher’s roles in the classroom morning activities on the children social skills development

Appendix 3: Classroom Observation Schedule

1. Influence of morning songs and prayers on children’s social skills development

a) Frequency of use of songs and prayers during morning circle time

Here as you observe the number of times the teacher used songs and prayers in the class, where 1 poor is 0-2 times, 2 satisfactory is 3-4 times, 3 good is 5-6 times and 4 excellent is 7 and above times. Indicate by circling the right observation.

Frequency of using songs and prayers activities	1	2	3	4
--------------------------------------------------------	----------	----------	----------	----------

b) How using songs and prayer activities have influenced the development of social skills

Here it was observed based on what fraction of the class has achieved or has met the expectations at certain level, where 1 up to $\frac{1}{4}$ of the class Needs Support, 2 up to $\frac{1}{2}$ of the class Approaching Expectation, up to $\frac{3}{4}$ of the class, Meets Expectation and 4 above $\frac{3}{4}$ Exceeds Expectation

Attainment of social skills development when using classroom morning songs and prayers activities	1	2	3	4
Building confidence				
Building community				
Enhances sense of group competence				
Builds positive tone				

2 Influence of duration of morning circle time activities on social skills development.

a) Time taken on morning circle time activities

Here 1- 5 minutes (1), 6-10 minutes (2), 11-15 minutes (3) and 16 minutes and above (4)

classroom morning circle time activities duration	1	2	3	4

b) Time taken on morning circle time activities on social skills development

Here it was observed based on what fraction of the class has achieved or has met the expectations at certain level, where 1 up to $\frac{1}{4}$ of the class Needs Support, 2 up to $\frac{1}{2}$ of the class Approaching Expectation, up to $\frac{3}{4}$ of the class, Meets Expectation and 4 above $\frac{3}{4}$ Exceeds Expectation

classroom morning circle time activities duration	1	2	3	4
Refine academic skills				
Merge social and academic skills				
Oral language preparation				
Pay attention				

3 Influence of classroom morning friendly charts/social interactions activities on social skills development

a) Frequency of use of classroom charts/social interaction activities during morning circle time

Here as you observe the number of times the teacher uses morning friendly chats/social interactions activities in the class, where 1 poor is 0-2 times, 2 satisfactory is 3-4 times, 3 good is 5-6 times and 4 excellent is 7 and above times. Indicate by circling the right observation.

classroom morning friendly chat/social interactions activities	1	2	3	4

b) How using morning friendly chats/social interactions activities have influenced the development of social skills

Here it was observed based on what fraction of the class has achieved or has met the expectations at certain level, where 1 up to ¼ of the class Needs Support, 2 up to ½ of the class Approaching Expectation, up to ¾ of the class, Meets Expectation and 4 above ¾ Exceeds Expectation

classroom morning friendly chat/social interactions activities	1	2	3	4
Builds communication with others				
Builds confidence				
Develops language skills				
Set tone for social interaction				
Demonstrates respect for one another				

4 How teacher's roles in the classroom morning activities have influenced the development of social skills

Here it was observed based on what fraction of the class has achieved or has met the expectations at certain level, where 1 is up to $\frac{1}{4}$ of the class Needs Support, 2 is up to $\frac{1}{2}$ of the class Approaching Expectation, 3 is up to $\frac{3}{4}$ of the class, Meets Expectation and 4 is above $\frac{3}{4}$ of the class Exceeds Expectations

Teacher's roles in the classroom morning activities	1	2	3	4
Prepare children for new day in advance				
Guiding children on what to say next				
Takes them through the questions				
Being the role model listener				
Allows for question time				

INFLUENCE OF CLASSROOM MORNING CIRCLE TIME ON CHILDREN'S SOCIAL SKILLS DEVELOPMENT IN NAKURU EAST SUB-COUNTY, NAKURU COUNTY, KENYA.

ORIGINALITY REPORT



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