

**INFLUENCE OF REFLECTIVE TEACHING ON PRE – SCHOOL CHILDREN'S
SOCIO – EMOTIONAL SKILLS IN KASARANI DISTRICT, NAIROBI COUNTY**

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DECLARATION

This research project is my original work and has not been presented for a degree in any university



AGIK JOYCE AKINYI

This research project has been submitted for examination with my approval as the university supervisor.



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DEDICATION

This research study is dedicated to my dear family who have been standing by me all this period I have been undertaking my course study. They have been very helping in various circumstances; their loving and inspiring guidance has given me hope and an urge to continue pursuing great heights in my life. May God bless them highly.

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ABSTRACT

The main purpose of the study was to investigate the influence of reflective teaching on pre-school children's socio-emotional skills. The objectives of the study were: To establish how different ways of reflective teaching, training on reflective teaching, the teachers' attitude on reflective teaching and areas of reflection by the teacher influence children's socio-emotional skills in Kasarani District. The researcher combined stratified random sampling and purposeful approaches in selecting the respondents. In order to get the sample size, the researcher used Mugenda and Mugenda (2003) thumb rule of 10% of the sample size comprising 60 preschoolers, 20 teachers and 60 parents. The study targeted 10 public pre-schools and 10 private pre-schools in Kasarani District. The total number of pre-school children targeted was 600 and 20 pre-school teachers who were also involved in the study, 20 head teachers from the selected pre-schools were also targeted and 600 parents for all the preschoolers. Data was collected through documentary analysis, interview schedules, observation schedules and questionnaires. Pretest was administered on both control and experimental group before the experiment and at the end of experiment, the same test was re-administered on both the groups. Research data have been analyzed by means of descriptive statistics such as the percentages. The data was also analyzed using description and explanation of what was observed on the ground. The study established that many teachers at Kasarani Division seem to confuse some reflective practice as non-reflective practices. Cases of several socio-emotional skills were present in the children including respect for teachers, maintaining eye contact and listening skills, learning and completion of tasks without excuse, low level of absenteeism, asking questions and teamwork. Teachers' attitudes directly affect students' attitudes. Teachers' attitudes are in turn, influenced by their culture and belief systems. This study has also revealed a significant relation between sorts of emotional intelligence of teachers and reflective thinking skills of teacher. Findings also showed significant change in the behavior of preschool children after being taught through reflective practices. In the light of findings it was recommended that to make teachers aware of reflective practices and its importance, orientation may be given to pre-service and in-service teachers. Moreover, reflective teaching course may be included in teacher training courses.

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ABBREVIATIONS AND ACRONYMS

DFID	British Department for International Development
DICECE	District center For Early Childhood Education
ECD	Early Childhood Development
KESI	Kenya Education Staff Institute
KIE	Kenya Institute of Education
MOE	Ministry of Education
NACECE	National Centre for Early Childhood Education
QASO	Quality assurance and standards officer
TAC	Teacher Advisory Centre
UNESCO	United Nations Educational Scientific and Cultural Organs
UNICEF	United Nations Children Emergency Fund

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The term reflective refers to critical thinking of what a teacher does every day in classroom. It implies that to be a reflective teacher you must sit down and think about what you do during the day. It is about looking at the experiences which have taken place and posing questions as to why they happen. In reflective teaching the teacher must be concerned and interested in all activities that are going on in the classroom.

John Dewey (1933) generally recognized as the most renowned American educator of the twentieth century is considered to be ground breaker and initiator of Reflective teaching approaches (Apple & Hawn, 2001). Over the years Dewey's theories of reflective teaching and principles of pedagogy it inspired were restated again and again by Educators and have taken revered places the theories of learning and teaching. Dewey explains that reflective teachers have special characteristics that differentiate them from any ordinary teacher. Zeichner (1981) discussed these characteristics as open mindedness, responsibility and wholeheartedness.

Wholeheartedness according to Laboskey (1992) refers to teachers being zealous and devoted to their work. Dewey argues that reflective teachers should be dedicated, single minded and enthusiastic. Open-mindedness refers to the teachers' willingness to question why things happen and what can be done to correct them. Dewey (1933) reported that reflective practice is applied in a cynical or spiraling process in which teachers continuously monitor, evaluate and revise their own practice. The conception of a classroom based process steps from teacher based action research movement of Laurence Stenhouse (1975). He argued that teachers should act as researchers of their own practice and should develop the curriculum through practical enquiry. Various alternative models have since become available (Kennis and MacTaggers, 1981). Another known author of reflective teaching Schon (1987) specifies two types of reflection: reflection-in-action and reflection-on-action indicating that teachers reflect both during and after action to improve practice.

Although there are some differences they all serve central concern. The study adopts Dewey's model which has proven to be common.

In this model teachers are expected to plan, to make provision and to act. They are also required to monitor, observe and collect data on their own and the children's feelings, intentions and actions. This may lead teachers to revise their classroom policy.

In essence, there are many great authors about reflective teaching like Richard and Lockhart (1999) who displays reflective as a response to the call of substitute for concept of methods. According to Gimenez (1999) reflection picked up in the 1990's and it continues to be significantly dominant in the field of teacher education. In effect, reflection has been of great importance and has received noticeable attention in teacher education and teachers educational development (Clarke and Otaky, 2006). Reflective teaching has remarkably influenced the whole field of education Farrell (1990). Through reflection professional teachers can react, examine, evaluate and make decisions about their teaching. This will enable them to make necessary changes to improve attitudes, beliefs and teaching practices (Pacheco, 2005).

According to Richards and Lockhart (1999), the use of reflective teaching has many merits. It can facilitate the process of gaining better insights into teaching from both theoretical and practical perspective and this is because reflective teaching combines theory and practice (Edinberge, 2003). According to Freidus (1997), reflection can enrich teaching and learning process. It benefits teachers by giving them a deeper understanding of their own teaching styles and ultimately increasing effectiveness. This will be evident when they apply theory in the classroom. Bartlett (1990) stated that improvement of teaching maybe achieved through reflection. He added that reflection is more than 'thinking' and focuses on the day to day classroom teaching. Children need a combination of intellectual skills and emotional skills to succeed in school. Thomson (2000) stated that without the socio-emotional skills children cannot perform well academically. The use of reflective teaching as presented by child trends (2003) states that, the greatest cognitive growth takes place through social interaction and that reflective teaching allows the teacher to observe children's behavior, emotions and social skills. It is therefore important that reflective teaching be applied in developing the children's socio-emotional skills which is an important curriculum.

Although socio emotional curriculum is as important as academic curriculum, most of the kindergarten teachers report that many children are not socially or emotionally prepared for the challenges of new environment Rimm and Kauffman (2000) affirms that kindergarten teachers rate about 20 percent of very low – income as having poor social development. Child tends (2003) records that some children enter school and are not able to learn because they cannot pay attention, remember inform in purpose or function socially in a school environment Bronsom M.B (2000). The result is growing numbers of children who are hard to manage in the classroom.

According to Rowner and Knifzer, (2002) these children cannot get along with each other, follow directions or delay gratification. They show aggression and deliquescent in the classroom and on the playground. The problems begin before kindergarten. In some studies as many as 32 percent of pre – schools in Head start reported a high percentage of children from low – income background exhibit poor socio emotional skills. Due to the importance of reflective teaching as displayed by various authors, Kenya adopted the approach in 1991 being an initiative of the ministry of education (MOE) through partnership with British Department for International Development (DFID). Its main aim was to strengthen the primary education. The course comprised of nine units with one core module, principles of primary practice of the school based teacher development (SbTD) course for primary teachers. It was then followed by three specialist modules in science, English and math's the material was to relate directly to the classroom and to support the primary child.

Kiptoon (2000) launched the manual and the course targeted 50,000 teachers to be trained on reflective approach and other classroom pedagogies. Various educators were involved in the development and officers from key educational institutions such as Kenya institute of education (KIE), Kenya Education Staff Institute (KESI) and primary teacher training colleges. Similar courses for all the subjects have been developed with social studies being the current one on the ground. Although reflective teaching was conducted, teachers were left to read the modules on their own and reflective teaching was not given much emphasis.

Kasarani being one of the districts where teachers were trained on the approach, still records poor performance, children displaying aggressive behavior, poor attention and much truancy. This is according to the report by (MOE) Kasarani District (2011).

According to the report, Kasarani became position eight among nine districts in Nairobi County. Although many approaches have been used to enhance good performance and motivating children to learn like child friendly schools initiative (CFS) by UNICEF (2010) the challenges still continue.

Study by Rowner and Knifzer (2002) states, children from low income background exhibit poor socio-emotional skills. Kasarani being surrounded by poor backgrounds like korogocho, babadogo and githurai experiences these challenges. Due to this trend of poor performance and behavior problems, the researcher felt that maybe if reflective teaching is given greater emphasis then children socio-emotional development can be enhanced as it is a master aptitude Dr. Fred Medrick (2002) and is as important as cognitive development.

1.2 Statement of the Problem

Reflective teaching is an effective way of addressing prohibitive or negative issues in the classroom by first trying to find out the underlying causes. It helps the teacher not to jump into conclusions before studying a situation through observation and collecting data. Developing children's socio emotional skills is quite important because without it, children cannot perform well academically. These important skills like cooperation, sharing, working together without fighting, bargaining and negotiating can be developed through observation which is a component of reflective teaching.

Kasarani district is known for having many pre schools in public, private and non formal set up. Being one of the districts where teachers were trained on the reflective approach, it still records poor performance, children displaying aggressive behavior, poor attention and much truancy. This is according to the report by (MOE) Kasarani District (2011). According to this report, Kasarani became position eight among nine districts in Nairobi County. Many times teachers have been complaining about children from Pre School when they join standard one. Therefore the researcher did an in depth study in order to find out if reflective teaching can be a better way of teaching socio emotional skills of given more emphasis by the preschool teachers.

1.3 Purpose of the Study

The purpose of the study was to find out the influence of Reflective Teaching on pre – school children's socio – emotional skills in Kasarani District.

1.4 Objectives of the Study

The study was guided by the following objectives.

- i) To establish whether different ways of reflective teaching influence Children's social emotional skills in Kasarani District.
- ii) To determine whether training on reflective teaching influence children's socio emotional skill in Kasarani District.
- iii) To establish whether the teacher attitude on reflective teaching influence children's socio emotional skills Kasarani District.
- iv) To examine whether areas of reflection by the teacher influence children's socio emotional skills Kasarani District.

1.5 Research Questions

The study tried to answer the following research questions.

- i) How do different ways of reflective teaching influence Children's Socio – emotional skills in Kasarani District?
- ii) To what extent does training on reflective teaching influence children's socio emotional skills in Kasarani District?
- iii) To what extent does the teacher attitude on reflective teaching influence children's socio – emotional skills in Kasarani District?
- v) How do areas of reflection by the teacher influence children's socio emotional skills Kasarani District?

1.6 Significance of the Study

The researcher anticipates that the study findings would assist the pre – school children in developing their socio – emotional skills therefore improving their academic performance. They would also find the joy in learning as they learn to cooperate and deal with anger and aggression. The study would also help the teachers who have not been trained in reflective approach to have the opportunity to be trained. It was also to help them to find out ways of dealing with children's emotions rather than the 'cane'.

It was to help the teachers to be positive about peer observation, learn how to keep journals and record lessons.

The study findings were also to help the ministry of Education to find out if there are any measures to be taken to train teachers on reflective approach and developing children's socio emotional skills. The study findings would become a basis for developing or organizing workshops or seminars on the effective use of reflective teaching approach for pre – school teachers. It was also to help the Ministry of Education to find out measures of developing children's socio – emotional skills a part from reflective teaching'

1.7 Assumption of the Study

The researcher assumed that the pre-school teachers in Kasarani District have been trained on reflective teaching and that they observe children's socio-emotional skills.

1.8 Delimitation of the study

The study was confined itself to Kasarani District. Also the study was not to go beyond the variables of the study which are; ways of reflective teaching, training on reflective teaching, teachers attitude towards reflective teaching, and areas of reflection. The findings were only applicable to preschool teaching.

1.9 Limitation of the Study

It was not be possible to control all variables especially the confounding variables. Also it was be hard to show cause and effects relationships. Lastly there may have been biasness in responses due to use of purposeful sampling procedure.

1.10 Definition of Key terms

Emotional	This deals with the feelings
Pre- School	Pre -school is an early childhood programme in which children combine learning with playing.
Reflective	Stopping to think about your teaching
Social skills	Skills of relating well like cooperation
Teacher	A person who teaches children

1.11 Organisation of the study

The research study was organized in five chapters. The first chapter started with the background to the problem followed by statement of the problem. In the same chapter the purpose of the study was outlined, followed by highlighting of research objectives and the research questions. Then the delimitations and limitations of the study followed. The significance of the study was also given and the chapter concluded with basic assumptions and the organization of the study. In Chapter two, the related literature reviewed the reflective teaching method. This chapter was sub-divided into sub-themes which were based on effect of reflective teaching in preschools and how it influenced socio-emotional skills to preschoolers.

Chapter three covered the research methods including research design, the population which covered the study and the methods of sampling procedures. The instruments which were used in data collection as their validity and reliability were also captured in the research project report. Chapter four contained research findings and discussions while, chapter five contained summary, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section provided a review of related literature, theoretical and conceptual framework of the study. It consists of different ways of reflective teaching, teacher training on reflective teaching, teacher attitude and areas of reflection and their influence on children's socio-emotional skills.

2.2 Socio- emotional Skills

Grisham- Brown, Hemmeter, and Pretti-Frontczak (2005) pointed out that many skills are important in children's development of relationships with adults and peers. Socio-emotional skills help children learn self-regulation (ability to respond appropriately to anxiety, distress, or uncomfortable sensations) and how to problem solve. The following are some of the Social-Emotional Skills that a preschooler teacher should teach: following rules, routines, and directions; Identifying feelings in oneself and others; Controlling anger and Impulses ; Problem solving; Suggesting play themes and activities to peers; Sharing toys and other Materials; Taking turns; Helping adults and peers : Giving compliments; Understanding how and ; when to apologize ; Expressing empathy with others' feelings; Recognizing that anger ; can interfere with problem; solving Learning how to recognize ; anger in oneself and others ; Learning how to calm down; Understanding appropriate ways to express anger.

In thinking about how to teach social skills systematically, teachers need to be aware of the three stages of learning Bailey and Wolery, (1990). The first stage is skill acquisition—the skill is introduced to the child; the second stage is fluency—the child has learned the skill and can use it easily; and the final stage of learning is skill maintenance and generalization—the child can use the skill over time and in new situations. Research shows that when educators teach children the key skills they need to understand their emotions and the emotions of others, handle conflicts, problem solve, and develop relationships with peers, their problem behavior decreases and their social skills improve (Joseph and Strain 2003). Emphasis on teaching social skills is just one component of multiple strategies to support a child at risk for challenging behavior.

Additional critical strategies include collaborating with the family; addressing the child's physical and mental health needs; and offering the support of specialists and other resources to address the child or family's individual needs. Based on the above literature therefore this study is going to investigate how reflective teaching can influence socio-emotional skills on preschoolers.

2.3 Ways of Reflective Teaching

In the last 25 years many different philosophical and political debates on the importance of reflective approach and practice have been promoted (Eisher, 2002; Noffke and Bennan, 2005). They argued that the reflective teaching influence practice and enhance teacher education. Dewey (1993) proposed that reflective teaching is used for the purpose of changing teacher's classroom practice or activities to arrive at decisions they make concerning their work. Dewey (1910 – 1930) in his book *How we think* substituted the word 'inquiry' for 'Reflective thinking' in his later work, *the theory of inquiry* (1938). According to Zeichner and Liston (1996) he reports that the slogan Reflective teaching has been used by teachers, teacher educators and researchers all over the world.

Reflective teachers work towards finding out what they have done, how they have done it and why (Adventist World View (1997). Looking at Reflection in the classroom German (1986). Consider Reflection as a formal way of generating knowledge by using stable versions of experience with written expressions. It is an action or procedure for studying immediate at hand events in order to understand them and develop a solution for useful practice. Implications in the classroom therefore means that the teacher thinks about what is already done or experiences which have already taken place. Reflection is done systematically that is according to Pollard and Tann (1989). It is done in different ways. Many different approaches can be employed if one wishes to become a critically reflective teacher, including observation of oneself and others, teaching and exposing ones view of teaching through writing journals, recording lessons and listening to children's feedback.

2.3.1 Peer Observation

Being observed by others can provide opportunities for teachers to be exposed to different styles of teaching. Teachers who practice peer observation get involved in different aspects of the lesson including organization of the lesson, teacher's time management, pupil's participation, teacher's questions and pupil's response. This will allow them to have time to observe socio-emotional skills and any other aspect of moral development that cannot be easily identified through any other approach of teaching (Richard and Lockhart, 1991). According to Bowen (1997) teachers who use peer observation improve the quality of teaching and learning, encourage open discussion and systematic critique. It can be reassuring and confidence building to receive a positive feedback from a colleague who has observed you in action.

Different teachers would like to be observed in different situations of their classroom practice for example, some prefer to be observed in order to develop or improve their teaching others want to be observed when they are trying something new while others prefer to be observed while they give instructions. In the contrary most of the teachers do not like to be observed by others. A report by the Ministry of Education (MoE) in conjunction with quality assurance and standard officers (2010) stated that teachers have negative attitude towards observation or assessment by the officers. This implies that peer observation is lacking in the schools. The researcher tries to find out if teachers who are observed are better placed in observing socio-emotional skills or the ones who are not observed. This is because socio-emotional skills can be accessed through observation. Finally, in peer observation, it is important to remain descriptive rather than judgmental.

2.3.2 Journal Keeping

Journal keeping is a procedure which is becoming more widely acknowledged as a tool for developing central reflections Mary Louis Holly (1989). It is a reconstruction experience and like a diary has both objective and subjective dimensions. It serves purposes beyond recording events and pouring out thoughts and feelings. The journal is a place to get it all out. A research conducted by Jennifer Moon (1999) records that a journal is more than a lesson plan because you sit down and reflects whatever happened through the day.

According to Jenipher Moon (1999) journal writing involves a lot of observation and deepening understanding. The teacher has to examine the experience of the day in the classroom.

It is therefore easier to record how children interact with one another and with materials for learning. The benefit for writing or keeping a journal is that it helps us to remember something later. It is a record to look back on Holly (1989). Teachers may not have time to work out what is going on right at what time, keeping a journal helps to recapture the moment later so that we may look at it more deeply.

A typical pre – school classroom is made up of very egocentric emotionally complex individuals, each with his or her own degree of social or antisocial skills trying to find their fit within the school and classroom community. The teachers' most important task is to help children fit in accordance with their diverse actual backgrounds. For this to happen, keeping of a journal could be a possible way of referring to these events and finding how to deal with situations. Some teachers prefer to audio tape their responses to teaching, keeping "audio journal" rather than written journal. According to Ballet (1990) he records that our writing will be about our routine and conscious actions in the classroom, conversations with pupils, critical incidents in a lesson, our personal lives as teachers and our beliefs about teaching. Sometimes teachers record events outside the classroom that may influence their teaching.

Barley (1990) and Porter (1990) agree that journal entries can be on a regular basis such as once or twice a week. This means it might not be too tiresome as one may think. It may be daily as possible because one can spend 5 or 10 minutes after a lesson to write about it. The most important aspect of journal activity is review (Walter, 1985). He records that teachers have to review the journal regularly and as a reflective teacher you ask yourself questions like; 'What do I do as a teacher?' 'What principles and beliefs inform my teaching?' 'Should I react differently?' Keeping a journal can be beneficial when more colleges meet and share their journals and discuss Brock Yuan Wong (1991). At preschool level, the professional document required by Pre School teachers include, schemes of work, lesson plans, health record and progress records NACECE (1995) journal keeping may be a new way of keeping records. As the study seeks to find out the influence of reflective teaching on children's socio- emotional skills, the researcher tried to find out whether journal keeping could be a possible way of recording the socio emotional skills or if the teachers who do not keep the journals can still record children's socio emotional skills.

2.3.3 Recording of Lessons

Recording of lessons is another powerful way of reflecting on ones teaching. Recording a lesson is a useful way of getting information about your teaching that you may not have been aware of before. According to Pennington (1992) Audio or video recording of a lesson can also provide for reflection, Although there are many useful insight to be gained from journals they cannot capture the moment to moment process of teaching . Manny things happen simultaneously in a classroom and some experiences of the lesson cannot be recalled. Richards and Lockhart, (1994) asserts that it would be of little value for example to attempt to recall the proportion of yes – no questions to open-ended question a teacher used during a lesson or to estimate the time shared by the teachers among week and strong children. It's therefore recommended to supplement diaries of journal with recording of actual lessons.

Wallace (1991) Explains that lesson recordings can help you determine how much you talk; how much time you allocate to children talk; whether you give equal attention to all children, your movement in the classroom, your tone of voice etc. At its simplest, a tape recorder is placed or located in a place during a lesson with a microphone placed on the teachers table, much of the teachers language can be recorded as well as exchange of many of the students in the class.

Pak (1989) states that, recording for one or two week period and then randomly selecting a cassette for closer analysis is vital. The recording can be used as a basis for the initial assessment where video facility is available in school. The advantage of recording is that it is very easy to carry out. It can also be played and examined many times and can capture many details of a lesson that cannot be easily be observed by other means. Schertz (1992) recorded that audio visual recordings are powerful instruments in the development of teachers self – effective competence. They confront him or her with a mirror like objective new of what gives on in the classroom. Class recordings which are placed for later use can give a valuable insight into an individual's growth in experience over years. When a teacher wants to study the behavior of a learner during a particular lesson, for example studying the way they relate in group work sharing it is quite appropriate. The normal classroom activities of preschool children are numerous and it is not common to find teachers recording their lessons. The researcher therefore felt that the study can go at length and find out whether teachers who record their lessons can stand a better chance of observing their children's socio emotional skills than those who do not.

2.3.4 Feedback from Children

Obtaining feedback from your own pupils is another way of reflective approach. Your own learners are the most important people to give you feedback on your teaching. You can ask children to comment on what they like and what they don't like about what you have already done in the classroom as well as about what new things they would like to do. This is according to Bartlett Leo (1990) Richard and Lockhart (1994). In developing children's socio-emotional skills, teachers who help children to explore and share their feelings can help them better understand themselves and others. Young children display high level of empathy with their peers. Borke (1971) he demonstrate that children at the age of five express their feelings freely without fear unless they are hindered by the person instructing them. According to Shields (1985), if children are accepted as they talk about their feeling of happiness, anger or surprise they will learn to accept that even teachers get angry, annoyed and so on. In this view the researcher felt that the teachers who give children time to give their feedbacks after lessons, and those who do not give children time to give feedback may have different results when developing children socio-emotional skills.

2.4 Training on Reflective Teaching

After every change of curriculum, teachers are expected to be in serviced. Muhandik (1984) notes that teachers who do not attend refresher courses in any area of teaching continue to apply old traditional method of teaching tend to be rigid and do not want change. A report by UNESCO (1970) stated that in all countries throughout the world, the system of education in existence, teachers must be given continuing opportunities for learning. A single cause of teachers training however long it lasts and excellent may be no longer sufficient in view of radical changes which may intervene. According to Ayot (1980), there is an urgent need to update teachers to cope with the new development in pedagogy and methodology content and the use of new teaching material to be able to maintain effective classroom learning. In the study carried out by Boud, Keogh, and Walker (1985) the respondent teachers were asked whether "they had been introduced to 'reflective teaching' through any formal or informal teacher training programs." The results revealed that almost half of the respondents (46.7%) had been introduced to reflective teaching. The remaining respondents (53.3%) stated that they had not been familiar with the term "Reflective Teaching".

However, the data analysis by Boud, Keogh and Walker (1985) has proved that, in general, reflective teaching training does not make a significant difference in the teachers' responses to the items of the questionnaire. In other words, teachers who know about reflection in teaching and those who do not know reflect are almost the same. Only one significant difference has been found between teachers with reflection training and teachers without this training. In the study of reflective teaching and children's socio-emotional skills, the researcher will try to link this study and find out whether teachers who are trained on reflective teaching are in a better position to observe children's socio-emotional skills than those who are not trained and vice versa.

2.5 Teacher's Attitude on Reflective Teaching

Attitude as a concept is concerned with an individual way of thinking, acting and behaving. It has very serious implications for the learner, the teacher, the immediate social group with which the individual learner relates and the entire school system. Attitudes are formed as a result of some kind of learning experiences. They may also be learned simply by following the example or opinion of parent, teacher or friend. This is mimicry or imitation, which also has a part to play in the teaching and learning situation. In this respect, the learner draws from his teachers' disposition to form his own attitude, which may likely affect his learning outcomes. In his observational theory, Bandura (1971) demonstrated that behaviors are acquired by watching another (the model, teacher, parent, mentor, and friend) that performs the behavior. The model displays it and the learner observes and tries to imitate it. Teachers are, invariably, role models whose behaviors are easily copied by students. What teachers like or dislike, appreciate and how they feel about their learning or studies could have a significant effect on their students. Unfortunately, however, many teachers seldom realize that how they teach, how they behave and how they interact with students can be more paramount than what they teach. In a nutshell, teachers' attitudes directly affect students' attitudes. Teachers' attitudes are in turn, influenced by their culture and belief system. Teachers' attitudes towards their students in school must be favorable enough to carry students along.

According to Borich (2000) effective teachers are those who have positive attitude towards their work and the children they teach. Such teachers use meaningful verbal praise to get and keep children actively participating in the learning process.

Cruickshank, Jenkins and Metcalf (2003) with those effective teachers are generally positive minded individuals who are open minded and believe in success of their students as well as their own ability to help them. This so far is a characteristic of a reflective teacher. The positive teacher has a personal touch. They take in consideration in the being and becoming of children in the classroom. They connect with children in a personal way. In the contrary they are ready for change and every opportunity is a chance for learning. Teachers do not reflect as easily as one would think on the contrary, others have negative attitude towards reflective teaching. This is because it is rather a complex activity or an added responsibility to the teacher. This is according to Bout et al. (1985). The researcher tries to find out whether teacher who have positive attitude towards reflective teaching and those who have negative attitude can develop children's socio-emotional skills differently.

2.6 Areas of Reflection by the Teacher

2.6.1 Reflection on children

According to Hiller (2005), Children have always been the focal point in any educational system. Many of the strategies used for the purpose of developing education mainly focus on the children. In reflective teaching, teachers focus on different things. There are those who reflect on the children while others reflect on themselves. Zeichner and Liston (1996) added that the teachers who reflect normally focus on children's cultural and linguistic backgrounds, thinking and understanding, their interest and their developmental readiness for particular tasks. While Liston (1996) records that there are other aspects important for reflecting on with respect to the children are their learning styles, their preferences and their affective factors. This therefore link reflective teaching with socio emotional skills which falls under affective domain .Therefore teachers who reflect on children should be able to find out whether this may improve the social skills. Reed and Loliba (1995) noted that reflecting on children participation goes far beyond responding to their emotional experience. It is an educational activity opportunity to reflect not only on their feelings but finding that information, background. These opportunities help us teachers to explain the questions of why we reflect in teaching and learning.

2.6.2 Reflecting through the Family

An effective reflective teacher does not only reflect in the classroom walls but beyond. In a longitudinal study carried out by two students Kentucky (1990) states that involvement of parents in children learning is quite vital for positive and effective reflection. Visiting the families and knowing the background of the children adds much importance in studying their social development. Velez and Greenberg (1992) reported that when collecting data about children social skills multiple visits to their homes, interviews with their families and reflection by teachers helped the teachers to reflect appropriately and observe the children basing on family reports. According to the Harvard family research present (2003) family involvement matter for young children cognitive and social development.

2.6.3 Reflection on Teacher's own Practice

Teachers also reflect on their own practice, According to Pollard et al. (2006) teachers focus on their practical aspects: the methods they use, their teaching styles and how they give instructions. Since reflective teaching is thinking about your teaching by yourselves and others, it is important that teachers think about their strengths and weaknesses with a view to improving their classroom practice and children's learning Zubizaareta (2009). Thinking about your teaching is a way of developing yourself professionally. This professional development, according to SbTD manual (2000) is about your improvement in the classroom and not necessarily gaining in professional grades. The teacher's professional development is an ongoing process and every experience a teacher goes through is a learning process. Brubacher ,Case ,and Reagan (1994) Many teachers already think about their teaching and talk to colleges about it without knowing .Question like " my lesson did not go well " my pupils seemed to understand are often posed by teachers.

Zubizaareta [2004, 2009] records in his book on learning portfolios that reflecting on 'thyself' improves students learning and develop attitude, skills, habits that come from critical reflection. Jennifer Moon (1999) explains that when teachers go through an experience in the classroom it is hard to make meaning unless they engage their emotions and reflect on them. Due to various merits displayed by refection on children and reflecting on teachers, it was important for the researcher to find out whether teachers who reflect on themselves will help children to improve their socio emotional skill better than those who reflect on the children or vise versa.

2.7 Theoretical Framework

The study adopted two theories of development that is, theory of Erick Erickson (1902) and dialectical constructivism theory of Vygotsky (1982). As the study tries to look at reflective teaching and pre-school children's socio-emotional skills, Erickson, Freud and Piaget agree that notable development occur in children at different stages physically, emotionally and socially. Erickson theory of psychoanalytic stages emphasizes on human personality, the conflict due to interaction of the child with the society, the imposition of the social control on innate emotions and the child's expectation of how the world would treat him and how he or she responds. Erickson suggests that the normal cause of personality development occurs in eight stages of which depend on social interactions. In the study the researcher deals with pre-school children but it is equally important to look at the first stage in which interaction begins between the baby and the mother. If needs are not met, the child loses trust. In the contrary, when the needs are met, the child begins to socialize with people at home, school and society without problems.

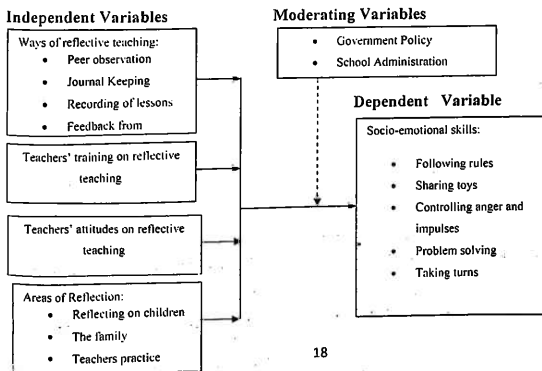
Looking at the pre-school level, according to Erickson (1902), children at this level should be helped to gain self-confidence and choose to do things that suit them in life to avoid frustration. This is therefore the right age for training socio-emotional skills. It is important to talk to the children calmly and with reasons in the process of helping them to develop a sense form of moral development.

Constructivism is another theory which the study adopted. Constructivism is broad term with philosophical, learning and teaching dimensions. It generally emphasizes the learner's contribution to meaning and learning through both individual and social activity (Biggs, 1996; Sette & Gale, 1995). In the constructivist view learners arrive at meaning by selecting information and constructing what they know. The idea that learners are active in constructing their own knowledge and that social interactions are important to knowledge construction links this theory to the study of socio-emotional skills and reflective teachings. In this view the researcher felt that the two theories connect social interaction to reflection and to cognitive development. It states that learning is a social activity and children's learning is associated with connection with other human beings, teachers, peers, family as well as other acquaintances. Constructivism also requires teachers to do Action research which is a component of reflective teaching.

2.8 Conceptual Framework

The conceptual framework shows the relationship between the independent and the dependent variables. Further, it shows any other factor that may have any effect of the two variables. The different ways of reflective teaching, teacher training on reflective teaching, teacher's attitude on reflective teaching and what teacher reflects on are the four independent variables of the study. The moderation variable includes government policy and the school administration. Each of independent variables may influence the children socio-emotional skills in pre-school. For example the different ways teachers reflect like peer observation will enable the teacher to study the children's socio-emotional skills and change his or her ways of teaching, see his or her weaknesses. Teacher training on reflective teaching can influence the way the teacher reflects on the children and therefore may improve the way he develops their socio-emotional skills. Teacher's attitude may also affect the way they reflect and the way they develop the children's socio-emotional skills. What teacher reflects on may also affect the improvement of children's socio-emotional skills this is because some teachers reflect on the child while others reflect on themselves. In this study the researcher had confounding or extraneous variable; the parents may influence the socio-emotional skills. Nevertheless, the researcher controlled this variable by random assignment and by using large enough sample of the parents. Figure 2.1 shows the conceptual framework that was to guide the relationship between the variables

Figure 2.1 Conceptual Framework



CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter dealt with the description of the research design, target population, sample and sampling procedure, research instruments. validity. reliability, data collection procedure and data analyses.

3.2 Research Design

The study employed quasi-experimental design. It has a characteristic of experimental research design. The design is normally used in the evaluation of education programs when random assignments are not possible or practical. This design was best for this study because it has human characteristic to be observed; a teacher using reflective teaching method and preschool children undergoing socio-emotional skill observation to determine their socio-emotional skills development.

3.3 Target Population

The study targeted 10 public pre-schools and 10 private pre-schools in Kasarani District. The total number of pre- school children targeted was 600. Also involved in the study were 20 pre-school teachers and 600 pre- school parents.

3.4 Sample size and Procedure

The researcher combined stratified random sampling and purposeful approaches in selecting the respondents. In order to get the sample size the researcher used Mugenda and Mugenda (2003) thumb rule of 10% of the sample size for pre-schoolers and parents, and 100% of teachers. Table 3.1 below shows the distribution of the sampled population.

Table 3. 1: Sample Size

Category	Target Population	Sample Size
Preschoolers	600	60
Teachers	20	20
Parents	600	60
Total	1220	140

3.5 Research Instruments

The study used the following research instruments: documentary analysis, observation schedule, training module and questionnaires. Documentary analysis was used by the pre- school teachers while the observation schedule was used by the researcher to observe the preschool children's socio-emotional skills. The researcher also prepared a training module for conducting a workshop on Reflective teaching for preschool teachers. Finally questionnaires were used to gather information from pre school teachers.

3.5.1 Observation Schedule

The study used observation to identify some of the socio emotional skills displayed by the learners before and after being taught using reflective approach. It was designed in such a way that it was able to identify some specific areas of interest to the study such as interaction of the children, cooperation, how they behave in group work, during play and their conversations throughout the learning process. Also gender responses and participation in class activities were observed. Observation is vital because it is one way of obtaining information about the process or outcome of education programmes. It was also used because it is a component of reflective teaching which an independent variable of the study is. It is also possible to obtain data about the people who are unable to give verbal reports.

3.5.2 Document Analysis

Document analysis consists of recorded information related to the issues under investigation. Under this study the researcher prepared a documentary form for use in the field. The main purpose for this was to collect or gather information on the records kept by pre-school teachers. The records were as follows; journals of daily or weekly experience, learning activities involving sharing toys, working in groups, following rules and taking turns.

3.5.3 Training Module

Training modules are normally used when a researcher tries to find out what the participants have already learnt about or not. In this study, the researcher prepared a Training Module comprising of details of the components of the training to be undertaken (Appendix III). The module had the following details: objectives of the training, definition of reflective teaching, ways of reflective teaching, qualities of a reflective teacher, definition of socio-emotional skills and tasks to be done in groups.

3.5.4 Questionnaire

A questionnaire is a carefully designed instrument for collecting data directly from people. In this study, the researcher used a questionnaire to get information from pre-school teachers comprising of personal information, academic qualification, training on reflective teaching and socio-emotional skills that they assess in pre-school children. It used open-ended and closed-ended questions that were structured in such a way that the respondent was provided with a list from which to select an appropriate answer. The study used the questionnaire because it reached a large number of respondents within a short time and with little cost.

3.6 Validity of the Research Instrument

An instrument is valid only to the extent that it scores the standards required for the purpose of which it is meant to be used. Mugenda (2003) found that validity is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study. For the questionnaire a pilot study was conducted to check if the question were well understood. Beu (1993) stated that the purpose of a pilot exercise is to get the bugs out of the instruments so that the participants in the study do not experience any difficulty in completing it. Also that one can carry out a preliminary analysis to see whether the wording and formatting of question would present any difficulties when the main data is analyzed. A pilot study was carried out in one school (selected randomly) but presenting similar characteristics as the sampled schools. The researcher personally administered the questionnaire within the day (agreed upon) with a view of testing any ambiguity and inadequacies. Finally, the researcher observed the socio-emotional skills of pre-school children before training the teachers to come up with conclusion after training the teachers.

3.7 Reliability of the Research Instruments

Reliability is the measure to which a research instrument yields consistent results after repeated trials. The researcher used test-retest technique of assessing reliability. This procedure involved the researcher preparing instruments, and then the instruments were administered. After some time the instruments were administered to the same respondents then the researcher recorded the responses of the second administration. These responses were compared then the researcher concluded that they were reliable.

3.8 Data Collection Procedures

The researcher sought permission to conduct this study from the District Education office. The researcher proceeded to book for an appointment to visit the chosen schools in order to fix the dates of the administration of the research instruments. The researcher then personally went to the schools to administer the research instruments and to collect the responses. The exercise took a period of about two to three weeks. The researcher attended classes where observation instrument was handy by using the structured observation form. The researcher together with an observation assistant checked how the teacher applies reflective teaching.

Questionnaires were distributed to pre-school teachers and explanations were given on how they were to be filled and returned. A one-day workshop was conducted in order to prepare teachers on reflective teaching. After one week, the researcher revisited the schools to observe the pre-school teachers to find out how their children's socio-emotional skills were developed after being trained. Children were given toys to share, they were exposed to working in groups and the outcomes were compared.

3.9 Data Analysis

Data analysis involved checking the research instruments to ensure completeness and error free. The data was categorized according to research questions. The study used qualitative technique for analyzing the data. In qualitative technique the researcher analyzed the observation schedule where data was obtained by observing how things are, for example, children working in groups, sharing toys and taking turns. The researcher also analyzed the filled in questionnaires and sorted them out to identify items respondent to. Responses from questionnaires were tabulated and explanations given from the outcome. Documentary analysis was done by gathering information

The analysis involved descriptions and explanations aided by tables. The results of the data analyzed provided a basis for making inferences about the study.

3.10 Ethical concerns

In this research the major ethical concern was privacy and confidentiality of the respondents. This was because in order to obtain a valid sample, it required access to specific personal information. The respondents had the freedom to ignore the question they did not wish to respond to. Also identities were treated with utmost confidentiality.

CHAPTER FOUR

FINDINGS AND DISCUSSION

4.1 Introduction

This chapter contains findings and discussions on reflective teaching and pre-school children's socio-emotional skills in Kasarani district Nairobi County. The findings are organized along research questions as follows:

- i. How do different ways of reflective teaching influence children's socio – emotional skills?
- ii. How does training on reflective teaching influence children's socio – emotional skills?
- iii. How does teacher attitude on reflective teaching influence children's socio – emotional skills?
- iv. How do areas of reflection influence children's socio – emotional skills in Kasarani District?

4.2 Response Rate

The researcher collected data with response rate of the targeted population as indicated in table 4.1 According to Mugenda and Mugenda (2003) a response rate of 50% is allowed for analysis.

Table 4. 1 Response rate analysis

Response	Frequency	Percentage
Pre-scholars	52	86.7
Teachers	18	90
Total	70	

From table 4.1, the study conducted targeted 10 public pre schools and 10 private pre-schools in Kasarani district. The total numbers of pre-school children sampled were 52 and 18 pre-school teachers were also in the study. The observation schedule and the questionnaire were used for collecting data from the pre-scholars and pre-school teachers respectively. Out of 60 pre-scholars sampled, 86.7% (n=52) of the pre-scholars were observed. On the other hand, out of 20 pre-school teachers sampled, 90% (n=18) returned duly completed questionnaires.

4.3 How different ways of reflective teaching influence children's socio emotional skills.

Table 4.2 shows all the 20 teachers who were involved in peer observation, keeping of journal and giving children's feedback through observation schedule. (Appendix I)

Table 4. 2 Different ways of Reflective teaching and children socio-emotional skills

Different ways of reflective teaching	Frequency	Socio-Emotional Skills		
		Sharing toys	Taking turns	Following rules
Peer observation	20	They shared toys without quarreling.	Able to wait for their turns when playing games.	Able to follow rules and work in harmony.
Keeping journals	14	They shared but some became possessive.	Sometimes they rushed before their turns.	Could follow a few rules.
Recording of lessons	8	They tried to share without displaying anger.	Tried to be orderly so that they are recognized.	Followed rules without any problems.
Children's feedback	18	They become active and wanted to be seen as responsible.	Tended to rush before their turns.	Followed rules and sometimes forgot.
Totals	60			

From table 4.2, majority of pre school teachers (n=20) invited other teachers to observe their lessons and gave them comments and thus children's socio emotional skills were high as they could share toys without quarreling, were able to wait for their turns when playing games and to follow rules and work in harmony. Teachers, who kept journals of everyday experienced, (n=14), had children who could share toys but were possessive. They tended to rush before their turns and could only follow a few rules. Teachers who recorded their lessons, (n=8), had children who could share toys without displaying anger because they wanted to see themselves as good. They also tried to wait for their turns and follow rules. Teacher who gave children opportunity to give their feedback had children with high self-esteem and responsibility. This is because they could share the toys, (n=18) take turn and follow rules appropriately. Children felt appreciated when they are given chances to express themselves. From table 4.2, it is clear that teachers who used peer observation had children with highly developed socio emotional skills. This is in line with the study by Richard and Lockhart (1991) who recorded that being observed by others can provide opportunities for teachers to be exposed to different styles of teaching.

Teachers who practice peer observation get involved in different aspects of the lesson including organization of the lesson, teacher's time management, pupil's participation, teacher's questions and pupil's response. This will allow them to have time to observe socio-emotional skills and any other aspect of moral development that cannot be easily identified through any other approach of teaching (Richard and Lockhart, 1991).

According to Bowen (1997) teachers who use peer observation improve the quality of teaching and learning, encourage open discussion and systematic critique. It can be reassuring and confidence building to receive a positive feedback from a colleague who has observed you in action.

Keeping of journal according to table 4.2 shows that children's socio-emotional skills are developed although some remain possessive as they share toys and rush in taking turns they can follow rules. According to Jenifer Moon (1999) journal writing involves a lot of observation and deep understanding. The teacher has to examine the experience of the day in the classroom. It is therefore easier to record how children interact with one another and with materials for learning. The benefit for writing or keeping a journal is that it helps us to remember something later. It is a record to look back on, Holly (1989). Teachers may not have time to work out what is going on right at what time, keeping a journal helps to recapture the moment later so that we may look at it more deeply.

Recording of lesson showed that pupils tried to share without showing anger as they wanted to be seen as good. They also took turns and followed rules. Recording of lessons was the only way which was not practiced by majority of teachers the few who practiced did it only on special occasions. According to Pennington (1992) audio or video recording of a lesson can also provide for reflection. Wallace (1991) explains that lesson recordings can help you determine how much you talk; how much time you allocate to children talk; whether you give equal attention to all children, your movement in the classroom, your tone of voice etc. Children's feedbacks allow them to express themselves freely and give them opportunity to be responsible. According to Richard and Lockhart (1994), in developing children's socio-emotional skills, teachers who help children to explore and share their feelings can help them better understand themselves and others.

In conclusion, peer observation and giving children feedback are some of the reflective ways that enhance high development of socio-emotional skills as compared to recording of lesson and keeping journals. Although there is a difference in the four ways of reflective teaching, all of them have part to play in developing children socio-emotional skills.

4.4 Teachers training in reflective teaching and children's socio emotional skills.

Table 4.3, shows the influence of training on reflective teaching and children socio-emotional skills. A large number of teachers were trained on reflective teaching using to Training module (Appendix III). Socio-emotional skills were observed through observation schedule (Appendix I).

Table 4. 3 Relationship between teacher training on reflective teaching and children's socio-emotional skills

Training on reflective teaching	Frequency	Socio-Emotional Skills	
		Problem solving	Controlling anger and impulses
Trained	15	Children displayed high level of participation in problem solving.	Children were able to empathize and control anger.
Untrained	5	Children are not prepared to handle tasks appropriately.	They display anger and aggression when involved in class activities.
Totals:	20		

Table 4.4 indicates that a large number of teachers trained on reflective teaching (n=15) have children with high level of socio-emotional skill in problem solving. This is true due to their display of high level of participation in problem solving. They are also able to empathize and control anger. According to the table, teachers who are not trained in reflective teaching, have children who are not prepared to handle tasks appropriately. They also display anger and aggression when involved in class activities. Training is one of the key components in the teacher's life. Apart from professional training there are other in-service trainings that teachers undergo due to change of curriculum. In line with the explanation of the table, Muhandik (1984) note that teachers who do not attend refresher courses in areas of teaching continue to apply old traditional methods of teaching, tend to be rigid and do not want change. The researcher sought to evaluate the relationship between training on reflective teaching and influence on children's socio emotional skills. According to Ayot (1980) there is an urgent need to update teachers to cope with new developments in pedagogy and the use of new teaching approaches to be able to maintain effective classroom learning.

4.5 Teachers attitude and children's socio emotional skills.

Table 4.4 shows teachers' attitude and children socio-emotional skills in both Observation Schedule (Appendix I) and Questionnaire (Appendix IV).

Table 4. 4: Teachers' attitude towards reflective teaching and children's socio-emotional skills

Attitude	Frequency	Socio-Emotional Skills	
		Cooperation	Sharing toys
Positive	12	Children showed high level of cooperation in class activities.	Children were able to share toys freely.
Negative	8	Children did not cooperate fully during class activities	Children were negative and possessive when it came to sharing toys.
Totals	20		

Table 4.4 indicates that teachers with positive attitude towards reflective teaching have children with high level of cooperation during class activities and therefore their socio-emotional skills are high. They are also able to share toys freely without any problem. In the contrary, teachers with negative attitude towards reflective teaching had children who did not cooperate fully, were negative and possessive as they shared toys. This implies that children copy behaviour from their teachers and imitate the way they relate with situations. Their attitudes directly affects children's attitude. It is in turn influenced by culture and belief system. Teacher's attitude towards their students in school must be favorable enough to carry students along. According to Bandura (1977), attitude affects the way in which a teacher organizes learning process. He records that teachers attitude has a great influence on the way the teaching and learning activities are conducted in the classroom. In line with this, Downie (1987) and Tramble (1980) suggest that a teacher's attitude determines the kind of content objectives and methodologies employed. The various methodologies and strategies used by a teacher depict his or her personality in terms of training, experience and attitude. According to this study, reflective teaching is approach that requires positive attitude in order to develop children's socio-emotional skills. Some of the negative attitudes as used by teachers during the observation states: "I do not like the approach because it is time consuming and it will require a teacher to have so many documents. Socio-emotional skills should be developed by the parents not teachers"

4.5 Areas of reflection by the teacher and children's socio emotional skills.

Table 4.5 shows different areas the teachers reflect on which were observed using Observation Schedule (Appendix I)

Table 4. 5 Different areas that teachers reflect on and children's socio-emotional skills

Areas of Reflection	Frequency	Socio-Emotional Skills	
		Participation	Cooperation
Reflection on teachers own practices	9	Pupils complete the given activities within limit time.	Pupils expressed respect for each other.
Reflection through family	2	Most parents are not involved in their children's participation.	Children try to imitate behaviours from parents.
Reflection on Children	7	Pupils participate and do not become passive.	Pupils appreciate team work.
Totals	20		

According to table 4.5 majority of teachers reflect on their own practices ($n=9$) and their children display high level of participation and working within the limit time. They also expressed respect for each other. On the other hand, teachers who reflect through the family had a difficult task because most parents are not involved in their children participation in class. Children also try to imitate behaviour from home and so they did not cooperate well during class activities. Finally, teacher who reflected on children had a high level of participation and the children were active. They appreciated team work and were able to work in small groups as observed by the researcher. According to Zeichner and Liston (1996), teachers focus on different things. There are those who reflect on children while others reflect on their own practices. The study therefore tried to find out whether the socio emotional development of children taught by teachers who reflect on themselves are different from those who reflect on children and also their families. Reflection on children goes beyond the classroom walls therefore the research also tried to find out whether reflecting on families may have any effect on children's socio emotional development. According to the Harvard Family Research (2003), family involvement matter for young children's cognitive and social development. Due to various merits displayed by reflection on children and on self, it was therefore important that teachers reflect on themselves and on the children in order to develop their socio emotional skills. Finally the study has found out that most teachers do not reflect on the family and this is an important aspect of reflection as it directly affects the child's development.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

The chapter aimed at incorporating the findings established in chapter four which provided insights into the specific outcomes of the study. The summary conclusions and recommendations of the study are based upon the outcomes of chapter four. Also included in this chapter are implications and suggestions for further research and appendices

5.2 SUMMARY

This study dealt in depth with the influence of reflective teaching on children's socio emotional skills. Findings were based on the independent variables which include different ways of Reflective teaching, teacher training, teacher attitude and areas of reflection on children's socio emotional skills. The research was carried out using Quasi experimental research design. Stratified random sampling was used to get 20% sample size of pre school teachers and 60% sample size of pre school children. The following research instruments were used to collect data; Observation schedule (appendix I), documentary analysis (appendix II) training module (appendix III) and Questionnaire (appendix IV) Descriptions and explanations aided by tables were used to present the findings. The study was conducted with a view to improve the development of pre school children's socio emotional skills which is an important curriculum. This was necessary because in the area of study, most pupils displayed aggressive behaviour, truancy and poor performance. The study found out that Reflective teaching is an important approach that can be used in developing children's socio emotional skills which allows children to perform well academically. The use of reflective teaching ensures that the greatest cognitive growth develop in children through social interaction.

5.3 CONCLUSION

Teachers were not aware of reflective teaching in schools although in classroom teaching they were using some of reflective ways. This implies that teachers are concerned about their professional development and ways of teaching. It also shows that they are concerned about their children participation and performance. Pre school pupils who were taught by reflective teachers showed high level of socio emotional skills compared to control group who were taught without reflective teaching.

This implies that reflective teaching apart from being important for the teachers' professional development is also needed for children socio emotional development. There was significant change behavior of children taught through reflective teaching so it's possible to conclude that behavior can improve in children when teachers become reflective and that teachers will find teaching and learning process more interesting.

Pre – school teachers should use reflective teaching in order to develop socio emotional skills in their children. They should allow other colleagues to observe them as they teach so as to learn weaknesses or strengths. Keeping of journals should be a daily or a weekly practice to allow them to go through the experience of the week and see what can be improved.

Children should be given freedom to give their feedback after lessons as this improves their self esteem and modifies their behavior. Teachers should do action research to enable them come up with recommendation for their improvement and finally the parents should be involved in developing children socio emotional skills. This can be done by teachers visiting the families and studying at the background of the students they are teaching.

5.4 RECOMMENDATIONS

The government should give training for in service and pre service teachers on reflective teaching. Moreover reflective teaching should be included in teacher training courses. The study has proved that socio emotional skills of pre- school pupils taught by reflective teachers were better than those who were taught without reflective teaching, so the researcher recommended these practices to continue in order to increase pre -school children's interest level and enhance their learning. The researcher also recommended that the pre school teachers be taken through action research which is a component of reflective teaching this will enable them to reflect upon their own teaching, come up with the recommendations and work on the recommendations. In this way they will not fear to be observed by quality assurance officers since they are already in charge of their own teaching. Curriculum designers should come up with guidelines on reflective teaching and Action research to help teachers work effectively.

Finally reflective journals or diary should be made part of professional documents required by the teacher.

5.5 RECOMMENDATIONS FOR FURTHER RESEARCH

It is recommended for future researchers to explore more on socio emotional skills and find out if there is any other area that can improve it apart from reflective teaching.

There is also a recommendation to explore the effects of children self reflection on their own academic performances.

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APPENDICES

APPENDIX I: Observation schedule

RESEARCH TOPIC: INFLUENCE OF REFLECTIVE TEACHING & CHILDREN'S SOCIO-EMOTIONAL SKILLS

Name of the Teacher	TSC No:	Zone
School	Class	

LESSON PLAN

1. What is the lesson objective? _____

2. Which aspects of teaching will be the focus of the lesson? (*Tick appropriate boxes*)
Group work socio-emotional skills activities
Participation of girls and boys reflective practice classroom talk
Investigations/practical work others _____
3. Observe children's socio-emotion behavior on giving toys and when not given toys

Evaluation

1. What went well during the lesson? _____

2. What did not go well? _____

General comments: _____

APPENDIX II: Documentary Analysis Form

(To be used by Researcher only)

All the information provided will be treated in strict confidence.

Name of the teacher:

Type Pre-school:

Keeping journals	Activities in the journals					
	Following rules	Sharing toys	Controlling anger and impulses	Problem solving	Taking turns	Any other experience
Daily						
Weekly						
Monthly						

APPENDIX III: Training module

REFLECTIVE TEACHING & SOCIO-EMOTIONAL SKILLS

-By Joyce Agik

WORKSHOP OBJECTIVES

By the end of the workshop, the participants should be able to:-

- Define the term 'reflective teaching'
- Have sound understanding of the nature and purpose of reflective teaching
- Outline benefits of reflective teaching
- Engage in reflective teaching as a process of bringing change to their practice
- Define socio-emotional skills
- Outline some of the socio-emotional skills in children which need to be developed.
- Identify some of the appropriate ways of developing socio-emotional skills

DEFINITION

what is reflective teaching?

Reflection is a thoughtful consideration of an experience that has occurred with the intention of understanding and learning from it in order to change or improve for future action.

WAYS OF REFLECTIVE TEACHING

- **Writing a reflective journal.**

This is documenting reflections and thoughts on your professional experiences.

- **Peer observation.**

You are observed by a colleague as you teach and then feedback is given to allow you to plan at the next action.

- **Recording of lessons.**

Recording all the experiences that go on in a lesson using video or tape recorder

Replaying the video later to see what action should be taken.

- **Children's feedback**

Giving children time to comment on your lesson.

Quality of a reflective teacher

- In order to carry out reflective teaching, the teacher should possess several attitudes and skills.
- The following are some of the skills:
 - **Open-mindedness:** The ability to look at things from all available perspectives.
 - **Willingness to accept responsibilities.**

Structure of reflective teaching

- Reflective teaching is done in a systematic manner as it is an enquiry.
- Model of reflective teaching define the steps which are cyclic in nature.
- They involve the step of developing a plan, observing the effect of action and reflecting on these effects for further planning.

Socio-emotional skills

- **DEFINITION:**

Socio-emotional skills involve the acquisition of set of skills that enables one to be able to relate well with others and the society without hurting anyone.

TASK (Group work)

- Write down some of the socio-emotional skills that are evident in children.
- Identify one of the skills that you want to observe in your children.
- Give a rationale for considering the skills of enquiry considering the following questions:
 - How important is the skills for you as the teacher and the children?
 - How manageable is the task you have chosen?
 - What are some of the activities the children will be involved in as you observe the skill?
 - Which way of reflection are you going to apply as you undertake the task?

APPENDIX IV: Questionnaire for pre-school teachers

This questionnaire seeks to gather information about yourself and your school. Please indicate the correct response by ticking (✓) in the appropriate information is meant for this research only and the sources will be kept confidential. Do not write your name or that of your school anywhere in this questionnaire.

PART 1: PERSONAL INFORMATION

1. What is your gender? Male () Female ()
2. What is your age bracket?
Below 20 years () 20-30 years ()
31-35 years () 36-45 years ()
45- Above years ()
3. What is your highest academic qualification?
Doctorate () Diploma () Masters ()
PGDE () Degree ()
Others specify _____
4. What is your number of years of service as a teacher _____
5. Please fill in the ways you use in teaching and indicate the number of times by ticking the boxes.

Ways of reflective teaching	1	2	3	4	5
Peer Observation					
Journal Writing					
Recording lessons					
Feedback from children					
Action research					

6. Have you ever been trained on reflective teaching? If YES, indicate when

.....
.....
.....

7. What is your attitude towards reflective teaching? Explain.

.....
.....
.....

8. What do you normally reflect on?

- i. Reflection on my own practice ()
- ii. Reflection on the family ()
- iii. Reflection on children ()

9. Do you observe children's socio-emotional skills? Yes () No ()

If yes, List the emotional skills that you observe.

.....
.....

10. What are some of the approaches that can be used to develop children's socio-emotional skills?

.....
.....
.....
.....

Any other

.....
.....
.....