

**ROLE OF PARENTS IN THE ACQUISITION OF SOCIAL SKILLS BY  
PRESCHOOLERS IN LANGATA DISTRICT, NAIROBI COUNTY, KENYA**

**BY**

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## **DECLARATION**

### **Declaration by the student**

This research project is my own original work and has not been submitted for any award of any degree in any other college or university.

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### **Declaration by the supervisor**

This research project has been submitted for examination with my approval as the institution Supervisor

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## **DEDICATION**

My debt is now tremendous to my loving parents; Mr. and Mrs. William Nandiim, who ensured that I attended school to completion. May they enjoy the fruits of their effort. My beloved husband Kipkemoi Ndiema, whose encouragement, tolerance and continued prayers enabled me to proceed for further studies and to our children; Chebet, Kipruto, Kiprop, Rachel and Beverly whose happiness and joy has been a source of hope.

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## LIST OF ACRONYMS AND ABBREVIATIONS

AIDS	Acquired Immune Deficiency Syndrome
CBR	Community Based Rehabilitation
DPOs	Disabled Peoples' Organizations
EENET	Enabling Education Network
EFA	Education for All
DFID	Department for International Development (United Kingdom)
HIV	Human Immunodeficiency Virus
MDGs	Millennium Development Goal
Ps	Preschoolers
TV	Television
UK	United Kingdom
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
W.H.O	World Health Organization

## **ABSTRACT**

The study set out to establish the role of parents in the acquisition of social skills by preschoolers in Langata district, Nairobi County. The study examined quality time and the acquisition of social skills by their preschoolers, the role of parents in providing materials suitable for acquisition of social skills by preschoolers, the role of space to facilitate acquisition of social skills, the effect of parenting styles on preschooler's social development on preschool children in Langata District. The study established that parents encourage the acquisition of the social skills by preschoolers providing relevant materials for play with other peers around their home. They spared time to interact and play with their children. However, they were unable to allocate quality space for social learning they also played minimal role to ensure that children was modeled for desired social skills. This has led to the parents failing to effectively provide their role to unfavorable parenting styles influencing negative acquisition of knowledge and social skills. In order to make preschoolers develop the right skills and knowledge for social skills, it was recommended that the government should review policy guiding pre- school education on provision of curriculum that cater for all the pre-school interests, developmental aspects and attitudes in all areas. Support parents by providing adequate materials to effect practical manipulation, avail resources at preschool to make learning enjoyable and relevant to instructions. It is also important that parents be made aware on the need for adequate relevant care that respect preschoolers child rights for effective provision of materials, time and allocation of adequate space to enable the child acquire desired social concepts and skills is also important that parents explore other factors which may affect the preschooler's acquisition of social skills. This will largely reduce the demand for parents to keep their preschoolers indoor denying the chance to develop adequate social skills.

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background of the Study

Early Childhood Education (ECDE) entails all round growth and development of a child from the time of conception up to eight years. Growth and development is influenced to greater levels by the environmental factors in which both the parents exposes their children to positive attitudes and social background. Parents have a role to play in the holistic development of a child. Presence of effective parenting may also play a crucial role on the kind of rearing practices to which development of the child can be enhanced. Before joining pre-school it is vital for both parents to provide possible opportunities for the socialization of the children through different activities like play, songs, and dance through talking to one another. This support promotes preschoolers social development (Bwajuma, 2009).

Fostering the development of social skills is an extremely important activity for parents of young pre-schoolers as they become members of many new groups including school community. Friendship is fundamental to social skills development for young children. Friends provide emotional support; they can help solve problems; and they can teach each other new skills. Advocating for the acquisition of social skills both in preschool and at home as an education experience is mostly based on the fact that children are ready to profit from extended education experiences. Such opportunities are cumulative where early experiences facilitate children realization of their capabilities. Richley (2007) states that reasons are advanced for the need to establish social skill and education sequence for building conceptual learning steps, interest and habit patterns both at home and during the early period of preschool

learning. It is from this domain that making friends; showing changes in a healthy way, figuring out conflicts peacefully, taking care of someone who has an hurt, waiting patiently, following rules, enjoying the company of others, all these qualities and more describe the kind of healthy social-emotional development. Like any other skills, preschoolers develop these abilities in small steps over time (Owen, 2004).

Germman (2006) stated that the development of the child when given good parenting improves their social skill as well as his/her other developmental aspects. The intellectual ability and intellectual interest is seen to be fundamental to the achievement of the acquisition of the social skill such as turn taking, sharing, and cooperation amongst the peers. Loving relationship also give young children a sense of comfort, safety, confidence and encouragement. They teach young learners how to form friendships, communicate emotions, and deal with challenges. Strong, positive relationships also help children develop trust, compassion and sense of right or wrong.

According to Weinstein and Migano (2009), child is parenting often influences child's learning in the way learners do participate and manipulate resources around them and may have to be provided by parents. Therefore, learners gain confidence to participate in activities provided to them of which parents must always be reminded to ensure that they have provided enough time, play materials and conducive learning space at home to their children (Pickoff and Walling, 2007). However, preschoolers' social development is categorized as the sum total of all the experiences of their life and a continuous process only taking place in the home composed of good parenting style. Early experience and total care offered to children in their early years is further enhanced when learners are required to use own acquired information in a real

learning environment availed to them by their parents.

According to Pathek & Rajan (2009), the degree of variables within the parenting differs on the parenting styles. Being that the greatest determinant of a holistic development of preschoolers is categorically influenced both by positive learning environment and by genetic factors. This in regard to NACECE, (2005) which implies that care provided to preschoolers by supportive parents is effective to all who are at the critical preschool age.

Lanyasunya and Lesolayia, (2011) suggest that both parents need to play a significant role in enhancing the child's ability towards the acquisition of the desired social skills such as turn taking, co-operation and sharing among children within their social learning environment and at home. According to Bibber, (2008) Learning in a child is soundest when the environment encourages the child in his/ her impulse to experiences by ensuring that the provided materials are those that capture every aspect of their senses. This aspect calls for the parents to ensure that the parenting style in of a family provides the child with quality time, enough learning materials and effective learning space to help in the stimulation for acquisition of social skills.

## **1.2 Statement of the Problem**

Research shows that parents have a big role to play in the holistic development of their preschoolers particularly in preschool years. It is clearly known that learning is largely influenced by children's interaction with their parents, caregivers, older siblings, and friends among other community members. Thus, before children join preschool they require a lot of assistance from their parents and other caregivers in

terms of socialization. This creates smooth transition to preschool in terms of child's self-esteem, self-awareness, as well as in all social skills required by the learners. The study therefore was done to find out whether parent's role-play rightly for the right social development of preschoolers in Langata preschools.

### **1.3 Purpose of the Study**

The purpose of the study was to find out the role of parents on acquisition of social skill by preschoolers in Langata sub county, Nairobi County.

### **1.4 Objectives of the Study**

The study was guided by the following objectives:

- i. To establish whether parents provide quality time in the acquisition of social skills by their young children.
- ii. To find out whether parents provide materials suitable for acquisition of social skills by their young children.
- iii. To establish whether children's homes have adequate space to facilitate acquisition of social skills.
- iv. To determine the effect of parenting styles on learners social development on preschool children in Langata District.

### **1.5 Research Questions**

- i. To what extent do parents provide quality time in the acquisition of social skills by their young children?
- ii. To what level do parents provide materials suitable for acquisition of social skills by their young children?

- iii. Do children's homes have adequate space to facilitate acquisition of social skills?
- iv. To what extent does parenting styles affect learner's social development of young children in Langata District?

### **1.6. Significance of the Study**

The study was expected to be potentially beneficial to a number of stakeholders. First, its findings enabled or served to sensitize both the parents on the importance of their participation towards enhancing their child's acquisition of social competence skill. With such sensitization, the parents were motivated towards increasing efforts to participate in the development of ECDE centres. The findings also expected to enable the policy makers to formulate policies in parental involvement towards enhancing children developmental aspects and pro-behavioral skills.

### **1.7 Limitation of the Study**

The study was limited in scope being that at times, some of the selected respondents developed negative attitude towards the researcher and become uncooperative hence concealed vital information, which hindered the study completion. It was expected from some of them to give false and irrelevant information, which later gave the researcher problems when analyzing data according to set objectives. The study was limited within the researcher's area of proximity due to financial problems.

### **1.8 Delimitation of the Study**

The research was conducted in Langata sub county, Nairobi County where most pre-schools use Kiswahili and English as a common tool of communication and this was expected to enable the researcher to meet the respondents and to explain the intention



of the study with ease. Moreover, the researcher mostly relied on supervisors' constant valuable information all through the project writing process and this was expected to yield the desired information that enabled the researcher to accomplish the task with ease. The researcher further expected the respondents sampled from the target population to co-operate well and give relevant information, which was to enhance the research completion. More to respondents' co-operation, for the study to be conducted successfully, financial support and provision was also very necessary, as this would speed up the whole study process.

### **1.9 Operational Definition of Terms**

**Authoritarian:** parents who are demanding but not responsive

**Authoritative:** Equally responsive but also demanding

**Child:** Condition or period of being a child of between ages 3-6.

**Demandingness:** Extent to which parents expect and demand mature responsive behavior from children

**Discipline:** giving instruction to influence children's future behavior.

**Indulgent:** Responsive parents but not all demanding

**Parental involvement:** Sharing of responsibility between pre-school and parents for the promotion of the educational progress.

**Parental participation:** Act of sharing activity to all participants. Each participant is directed towards the goal shared by others.

**Parents:** A male or female person who is charged with the responsibility to offer protection and care to young children.

**Poverty:** state of not being financially stable to support a specific project.

**Responsiveness:** Degree to which parents respond to child's needs in an accepting or supporting need.

**Sharing:** Ability to allow every member of the social group to take equal responsibility in an activity taking place.

**Turn taking:** condition in which an individual gives the other member of the group an opportunity to handle a competitive activity.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter consists of varied literature review in relation to the study objectives. The emphasis is generally focused on those factors such as quality time availed to the child, learning space and learning resources and their relevancy in the ability to enable the child acquire pro-social skills.

#### **2.1 Quality Time Allocated and Childs Acquisition of the Social Skills**

Children vary in their acquisition of learning concepts in ways that cannot be explained by environmental productivity and input made in it alone but also by the time provided for learners to explore their learning environment (Hoff, 2011). To ensure a total acquisition of concepts by the learner, preschoolers parents are encouraged to maximally utilize the scheduled period frame. According to NACECE, (2003) children's concentration span cannot exceed a maximum of 30 minutes. Therefore , it is always encouraged that before planning for play activity ,time to be allocated for learning creative concepts should be put in place to enable learners explore their learning environment and resources fully for cognitive development.

Inadequate allocation of learning space to enable learners fully manipulate and explore the learning resources normally limits the learners ability to fill their knowledge gap (Davis, 1975). This emphasizes on the need for the parents to always plan for child's learning activity with the mind on time and the learning schemes to be enforced in a child. To achieve this, the knowledge and the attitude on Childs learning activity should be given a prior consideration before parents are given an opportunity

to handle the child's activity.

According to Weinstein and Migano (1997), child's learning environment often influences child's learning in the way learners do participate and manipulate appropriate resources around them. Movement, pathway, health and safety encourage learners' involvement in learning activities therefore learners gain confidence to participate in activities provided to them of which preschoolers teachers must always be reminded to ensure that they have provided that conducive playing environment space to their learners (Pickoff and Walling, 1969).

Relatively thinking is a learning strategy that links ideas together by making logical and sequential connections between various learning concepts (Carthy, 2005). On the other hand, feeling is the art of making decisions by weighing the relating reactive knowledge being acquired practically in preschool learning environment. This implies that learners learn better through changing from one learning style to another depending on time provided to them or preferences for the knowledge being delivered in creative activity (Felder, 2006). Effective social learning would be realized if appropriate choice of social learning skill is matched with the time provided to effect learners' rate of participation. Interplay of learning styles and other variables would most likely facilitate the acquisition of skills that is able to facilitate and enrich social skill acquisition.

According to Combs (2001), preschool learners are believed to have abundant energy, very mobile in a learning space trying to reach things around. Based on this, both indoor and outdoor space is required to consider participation of children with varied

learning styles. Creating a desired learning environment for preschoolers is required to develop the trust learners expect in order to manipulate provided learning resources by both concerned parents and preschool teachers (Johnson, 2008).

To capture learner's interest within the play environment, the preschoolers parents extensively highlight the relevance of new topic to arouse interest and participation of learners based on their known to unknown concept (Mayer, 2004). Procedures to be followed when introducing a concept should be sequential as planned per time frame in a way that all learners' attention is captured (Santrock, 2004). Basing social learning on prior experiences, developing child's activity from known to unknown, and one step leading to the other concept and involving learners in play participation reduces the gap between individuals with various learning needs enabling learners to discover knowledge learnt actively. It is an indication that proper utilization of play activity period would be ideal with the learners sharing experiences while the preschool teacher guides the instruction process thus enabling the learner to enhance their cognitive skills as well as knowledge gap.

## **2.2 Parent and Acquisition of Turn Taking Skills by Children aged 0-3 years**

With both parent participating in child social skill development, a child will only fully succeed in school (Entevistle and Hayduk, 2011). In working with elementary school children, both the parents must be aware that their children are very hard to maintain a positive self-concept, view of themselves as capable and as valuable children. To maintain positive self-concept between the child and the parent, multidimensional parents may stress the idea that different children have different skills and help them explore the social skill that they have. There are however several ways that both the

parents can help their children explore their skills as well as their talents. Both the parents can help their children through the identity versus role confusion stage. Parent will only as well set explicit expectation and rules.

The first component of an optimal parental system is for the parents to sustain or ensure the validity of the child through proper provision of the effective parental care within the child is learning environment. Both the parents' role may refer to the interest the parent show in their children's ability to acquire the desired social concept skills such as turn taking skills. Ciriaka (2003) parental participation in enhancing child's social skills is characterized by interaction between parents and their children and the entire community for the benefit of the child's health.

It is evident that important area of personal and child social development skill gaining is a self-esteem. This aspect of the children's development will be strongly influenced by experiences both at home and in school. Proper forms of parental involvement and total participation in the provision of the child's nutritional needs enable the parent's interest in sustainability of the feeding programme. The academic performance of the child also improves since absenteeism behavior is reduced. Children therefore develops positive attitude towards parents and hence leading to increased achievement and motivation. According to Caroline (2000), the child's primary 'occupation' is to play. Therefore, parents are always asked to ensure that every child's environment is equipped with enough and proper resources geared towards enhancing human growth as well as child's academic ability. This can be sustained if all the parents are sensitized on the need and the knowledge on maintaining the child's social skills.

### **2.3 Parenting, Time and Child Cooperation Skills**

While most observation in child's learning is motivated, parents pay attention to models, which are attractive, successful, and interesting to the child's social skill development. Parents tend to promote continuity and personal wholeness. They help their children in developing their social ability that help relate the past and the present, and to think about the future, presents their children with the understanding the continuity of experiences across time and projecting that of the future. Information about child's behavior has often been to change with that of the parents' behavior (Rosenbaum and Drabman, 2002).

The nature of parents' attitude shows how a parent is involved in the early enhancement of the child's social learning skills. This means that a child can defect a lot if it is involved in learning progress right from home. The extent of parental interest in child's learning activities positively relates to pupils achievement. Parent's participation in the involvement in the enhancement of the pupil's self-esteem influences young academic needs in young children must always be called upon (Abraham Maslow).

Parents participation may refer to the interest a parent relationship attitude shows in their children's' schooling by training them to be able to accommodate their fellow peers within the provided learning environment. According to Ciriaka (2003) parental involvement in the provision of the resources suitable to mould their social skills is characterized by interaction between parents and their children, parents and the teachers, parents and the entire community for the benefit of the child. It is evident that proper forms of interaction of the parents to participate in planning, preparation

and provision of the child's needs will produce a child who admires to socialize with others, easily adjust in a new school environment and able to learn effectively. The form of participation of the parents from the beginning will enhance positive responses, which are necessary to increase child's performance.

#### **2.4 Parent and Child Sharing Skills**

The social well being of young children reflects household, community and national investments in family health and contributions in both direct and indirect ways to the country development. This of which can be influenced by how fur the environment of the child is sustained.

What children use when playing has a far- reaching on the social growth and development for a pre-school child and consistent provision of child's needs remain the significant domain to be considered in every child's learning environment. According to Mwololo (2010), lack of enough suitable time to enable the child explore their environment makes it difficult for children to share with others. As a result, they opt to stay at home to reduce suffering leading to fear to socialize with other children.

According to McCourt, (2000) improper sustainability of the schools play programme in most centers are generated to improper management structure, involvement of the community and poor budgeting with programme funds. It form this aspect that calls for the need of a well structured planning organization body to ensure that children's demands and needs are given a priority within their learning centre.



## **2.5 Material Availability and Childs Acquisition of the Social Skills**

According to Bibber, (2008) Learning in a child is soundest when the environment encourages the child in his/ her impulse to experiences by ensuring that the provided materials are those that capture every aspect of their senses. Relevant instructional materials with significance influence child's exploration basics (Filler, 2007). It is through this that lack of materials in a preschool environment will always encourage teacher centered and didactic method of instruction. This is not relevant for young children with different learning needs (KIE, 2008).

Based on the idea that child's acquisition of the social skills normally involve active play that utilizes the use of hands and fingers for manipulation purposes, Kabiru and Njenga, (2007) asserts on the need for material development and provision. This enhances the child's social skills a through observation and manipulation of the available learning resources and finally modeling what they have seen. Children do observe critically the displayed learning materials and eventually acquire knowledge and skills, which are effective through observation, mental processing of the information seen and finally modeling what they have observed.

In Piaget's cognitive theory of development, for children to develop holistically, he argues that children mostly learn best from their immediate environmental factors (Piaget, 1952). Using the term scheme, which refers to the formed particular image reflecting a particular way of interacting with the environment, children's knowledge at all stages of development maintains that children learn effectively through active involvement with materials for touch and manipulation hence promoting child's cognitive growth. Therefore, Piaget emphasized on the involvement of parents and

teachers in provision and display of learning materials to motivate children in acquiring knowledge and skills hence development, which occurs in stages.

According to the Kenya Primary Syllabus (2009), the main objective of child's learning in preschools are to encourage learners to apply prior experiences, solving their curiosity problem activities to all investigations, develop and use appropriate skills and technologies, collect resources, interpret and communicate technical information to develop flexibility and adaptability by playing. However, to enhance learner's ability to acquire full concepts has always been deteriorated by the fact that few parents are ready to provide or build child's learning environment effective for their concepts acquisition (Bently and Watts, 2010). It is therefore important to urge preschooler's parents to develop practical learning methods by providing appropriate and objective oriented resources to be used by learners to discover varied concepts in problem solving and care for the diversity of personal experiences. This is about being flexible and resourceful enough to adapt and customize methods, activities, learner's products, and learning experiences to the needs of both individual learners for high rate of child's participation (Eshiwani, 2003).

White, (2005) came up with the concept of competence motivation that revealed that children are motivated to deal effectively with the environment, to master their world and effectively process information. White asserts that children do all this things not to serve the biological needs but due to an internal motivation, that triggers their effective interaction with the available materials in the class environment. Therefore, there is need for the provision and well display of children's play materials hence easing the learning process and development of Childs cognitive development.

Interacting freely with the appropriate materials either inside or outside the learning environment is not only able to enhance their level of socialization but also able to control their emotions and feelings as well as enhancing the child's cognitive ability. This they acquire as they learn to cooperate with others particularly where appropriate play materials are shared and fully utilized.

Learners have experiences of what happens when they push and pull or throw objects playing and observing within their learning environment. Through the ability to fully utilize their learning environment to the fullest, preschoolers normally build up ideas and expectations relating to the way objects feel and move (Driver, 2004). It's from this domain why preschool teachers are always called upon to ensure the sustainability and effective maintenance of the child's learning space and materials. Learners develop about natural learning come through individual sensory experiences – sight, smell, touch and taste. Perceiving knowledge through mental schemes comes as a result of interaction with resources provided in a child's learning environment for learners to manipulate and to relate to learning the desired concepts. Preschoolers learning with reference to learner's experiences have been linked to the demystification of discovery and removal of barriers created by their learning terminologies (Townend, 2001).

Adequate and appropriate child's learning materials which are objective oriented influences choice of play activity effective for learner's participation in the way learners explore learning environment (Santrock, 2004). In a free and conducive space, learners are free to move to organized appropriate learning materials relevant to satisfy own needs. Learners' movement, space and proper lay space organization is

a basic factor in catering for each learner's learning style encouraging individual learner participation of which should not only be left to the teacher alone but also for the parents to ensure that they have provided the suitable resources as well as sustaining it .

Preschools are expected to be organized to encourage learners' natural participation and admire to make own learning. On the other hand, if the physical environment is not adequate, learners' movement and learning is discouraged, not consistent with play activities. According to MOE (2005), creating desired learning space for specific instructions encourages individual participation in learning activities. This is about being flexible and resourceful enough to adapt and customize methods, activities, learner's products, and learning experiences to the needs of both individual learners for high rate of child's participation (Eshiwani, 2003).

## **2.6 Learning Space and Childs Acquisition of the Social Skills**

Adequate learning space influences choice of strategy effective for learner's participation and ability to acquire the desired skills. Children explore their learning environment when they have free space to move in as they reach organized learning materials relevant to satisfy their needs after instructions. Their movement space and proper learning space organization is a basic factor in catering for each learner's style in a set environment. According to Weinstein and Migano (1997) learning space often influence acquisition of the child's social skills in the way learners do participate and manipulate resources around them. This depends on the way the available space is organized, planned and arranged. Movement, pathway, health and safety are the guidelines for creating learners participation (Pickoff and Walling, 2009).

Pre-school learners are believed to have abundant energy and are very mobile therefore indoor space is required to consider their achievement and participation relevant to the number of children with varied learning styles. Creating a desired learning space for preschoolers is the greatest challenge faced by the parents and pre-school managers on the required learning ground. Cooperative learning is relevant in teaching learners' initiative and self-reliance. Parents want to see preschoolers seek out their peers for assistance rather than them. Materials should then be made available so children do not need to search for them or ask the teacher for help. Learners also work more effectively in well-organized learning space rather than one that is clutter. Learners are expected to be organized. However, if the physical environment is not the same, the example for the learners is not consistent.

Creating a desired learning space for specific instruction is the greatest challenge faced by the child's learning space designers and parents on the required learning ground. Njoka (2005), recommended a minimum area of 8mx8m for the accommodation of a maximum of 30 children and about (30-50) feet learning space. Contrary to the desired classroom size, Glassy and Smith (1978) recommends that a big space is not always desirable. In that as learning space size increases, participation decreases hence leading to poor participation and acquisition of the desired skills. The bigger the learning space and number of children, the lesser effective child's instructor will be.

This affects their choice of instructional methods and caring for learners learning styles. Therefore, the number of children must be considered before planning for structures relevant for preschool learning (Republic of Kenya, 2012). Children safety

for maintenance of their health must be one of the factors for learner's participation. Enough ventilation light and sharp objects be well arranged for use in appropriate shelves never to interfere during class activities.

In a learning space situation, play activities builds on previous experiences, knowledge and concepts which relates to learning experiences to everyday life building the known to unknown within the learning environment. In this general approach lies Ausebel's (1968) indicates that meaningful learning take place only if new knowledge can be purposefully linked with provision and sustainability of relevant and appropriate resources in their learning environment (Driver, 2009). According to UNESCO (2008), learning at preschool should be about relating ideas, constructing new activities and linking ideas to relevant local resources for the benefit of learners and immediate environment.

Santrock, (2004) reminds parents that children's process of interaction with pre-schools is a continuous process of interaction between different learners and people in the environment therefore learning environment must be organized in a moderate space able to influence effective learner's participation. Relevant choice of instruction is the official task of this multi-faceted customization done by the parents. Choice of instruction and positive learner's participation is about being flexible and resourceful enough to adapt and customize methods, activities, learner's products, and learning experiences to the needs of both individual learners for high rate of learner's participation.

## **2.7 Parents as guidance engineers and social skills**

Socialization is an adult initiated process by which developing children through insight, training and imitation acquire the habits and values congruent with adaptation to their culture (Baumrin, 2006). A major part of children's socialization involves helping preschoolers to develop social control, or to adapt to the society's rules of behavior. In this case, parents monitor children's acts. Although socialization does occur in the first year, the onset of socialization pressure generally comes in the second year (McCord, 2007).

Socially approved ways of behaving, however vary according to the child's cultural exposure. According to Corsaro (2010), mothers for example see the role as one of providing protection and warmth and view folding the child into the family as a principal parenting task. Mothers also see their role as the primary disciplinarian but be most fearful of making mistakes that could cause her child future unhappiness. Thus, she might be reflective, self critical, self-questioning, and perhaps too indulgent. On the other hand, a widely held culture among the communities is that child-rearing responsibilities are to be shared with extended family and others in the community (Boinstein, 2008).

In Kenya, mothers as well as fathers are expected to play an active role in socializing children to behave in socially competent ways, which usually means helping them to establish meaningful and sustainable relationships with others, and to play an active role in the social order through the use of various social strategies (reinforcing, disciplining, punishing techniques, establishment of rules and regulations). Parents seek to refine children's behavior in culturally approved ways.

## **2.8 Parenting styles and social skills**

Baumrind (1989), characterized two aspects parents behavior towards children: parental responsive and demanding habit. The categorization proposed provides a useful way of summarizing and examining some of the relations between parenting practices and children's psychosocial development. The authoritative parent expects mature behavior from the child. These parents exhibit a high level of demanding and a high level of responsiveness to their children. Responsive parents encourage children to be independent but still place limit, demands and controls on their actions. Preschoolers who are most responsible and mature tend to have parents who establish consistent standards of behavior negotiate with their children concerning those standards, the explanations and have warm relationships with their children

Authoritarian parents exhibit high level of demandingness and low levels responsiveness to their children. Rules in these homes are not discussed in advance or arrived at by any consensus or bargaining process, the rules are decided upon by the parents. These parents attach strong values to the maintenance of their authority and suppress any efforts by the children to challenge it. Authoritarian parenting styles may increase conformity and obedience in the short term, but the children are at risk for developing more external styles while they lack internal controls against their behavior. Baumrind (2009),

Indulgent styles are minimally controlling but behave in an accepting rules and more passive in matters of discipline. They place relatively few demands on the child's behavior, giving the child a high degree of freedom to act as he or she wishes. Indulgent parents are more likely to believe that control is an infringement on the



child's freedom that may interfere with the child's healthy development.

## **2.9 Theoretical framework**

### **Bandura's Observational Learning theory**

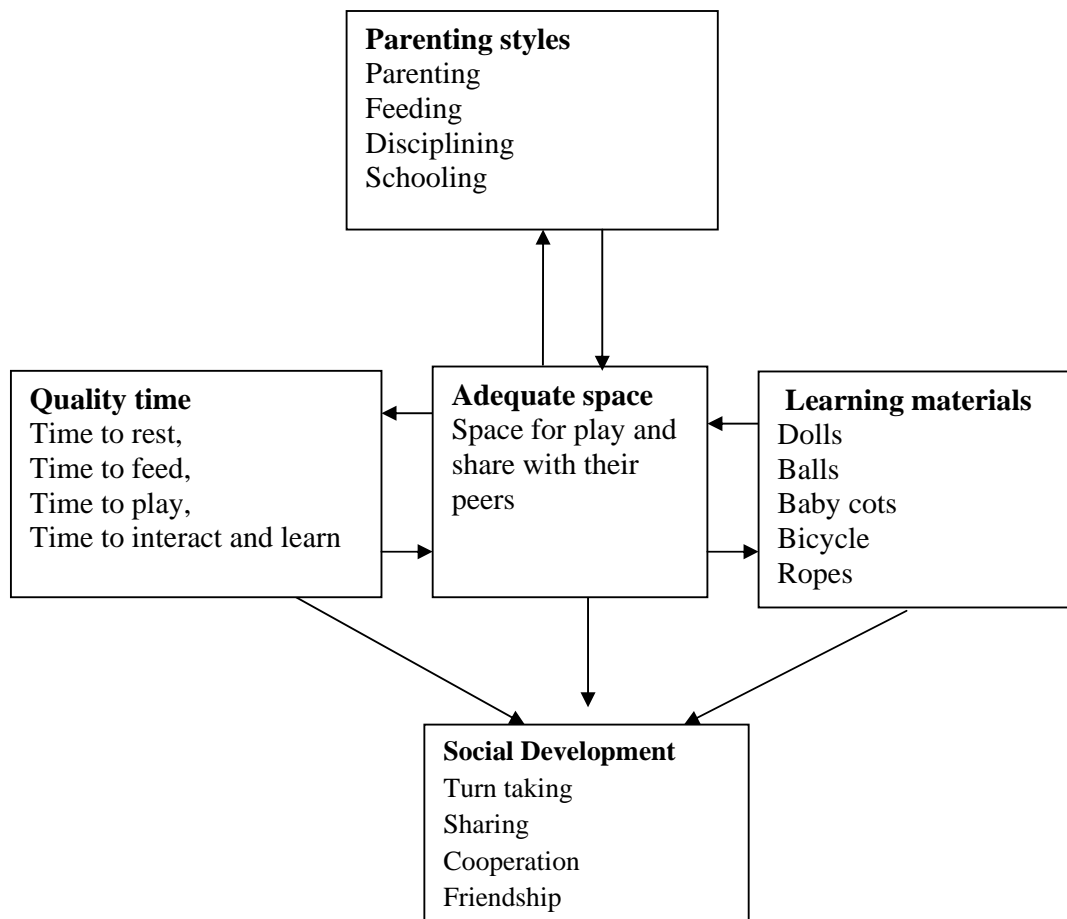
Observational learning theory is also called imitation or modeling. This is learning that occurs when a person observes and imitates someone else's behavior. The capacity to learn behavior patterns by observation eliminates tedious trial-and-error learning. Bandura (1986), focused on the specific processes that involved attention, retention, production and motivation. Attention to the model is influenced by warm and powerful command with more attention rather than cold weak or typical attention. To reproduce models actions, preschoolers must code the information and keep it in memory so that it can be retrieved. Learner's retention can be retrieved when parents give vivid, logical clear demonstrations and adequate resources required to perform. Teaching, coaching and practice help preschoolers improve their social performances. Often, children attend to what the model says or does to retain the information in memory and possess the motor skills to perform the action. Bandura believes that preschoolers social development include reward and self-appreciation. Social factors involve the preschooler's expectations for success and observing their parents achievement behavior. Bandura (2000) says that when preschoolers learn socially, they can cognitively represent or transform their experiences. Bandura (2001) emphasized that one self-efficacy is the belief that one can master a situation and produce positive outcomes.

## 2.10 Conceptual Framework

Conceptual framework involves forming ideas about relationships between variables in a study and showing relationships graphically or diagrammatically (Mugenda and Mugenda, 2003).

Parents carry the great role of instilling respect and ensuring their children develop the right social skills through respect, obedience as they share and communicate with the rest of the preschoolers. This relies on time provided by play, enough space play for play and adequate materials facilitating acquisition of social development.

**Figure 2.1: Conceptual framework**



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter presents description of research design, location of the study, target population, sample size and sampling procedures and research instruments for data collection. It also involves the data collection procedures, data analysis and presentation mode.

#### **3.2 Research Design**

The study used both qualitative and quantitative approaches to source, process and analyze data. A descriptive survey research design was adopted to help in eliciting the desired quantitative data because of its ability to elicit diverse information on learners' attributes and perceptions on affordability of the program. Use of survey further helped to gather facts and figures through direct observation on the nature of the learning environment rather than manipulation of variables. The approach therefore was the most appropriate because it was able to elicit wide range of baseline information that described existing phenomenon as it was by asking parents about their perceptions, views and attitudes towards their role in the provision of the children's play materials, time and the learning space to facilitate the acquisition of social skills. Data was sourced from both active and inactive parents in preschools their children learn from.

#### **3.3 Sampling technique and sample size**

Stratified random and purposive procedures were used to obtain sample of 30 from 652 parents, 30 from 81 teachers and 1970 preschoolers from 26 preschools.

### **3.4 Location of the Study**

The study was conducted in preschools in Langata, sub County. It was done in public preschools. Sample of parents with children from public preschools were interviewed through the help of preschool teachers who offered the researcher with all the essential information that helped during collection process, interpretation and analysis of the study. The area being densely populated as well as full of busy parents who must attend to their duties regularly in offices and own businesses, clear approach and time consideration was to be taken care of to ensure all parents who were sampled went through the interview for effective analysis. The area was therefore suitable for the study as it helped to ease the researcher's ability to meet the respondents with ease at a recommended time.

### **3.5 Target Population**

The study was carried out with parents of young preschoolers. The sample population was drawn from from the population. On estimate Langata sub County has 26 preschools, 2 zones, two parents from 15 selected preschools, which was appropriate for the study.

### **3.6 Sampling Procedure**

To get the required respondents, the researcher employed the stratified sampling where the population was first divided into 6 sub segment based on the stratum. From each stratum, 5 parents with children in preschool were randomly sampled forming a total of 30 respondents to be used in the study. Based on this realization, random sampling was performed by tossing a dice to select parents in groups of six providing them with tools to collect their views based on the study objectives. This helped to

ensure that the sample represent key attributes of the bigger sampling frame.

### **3.7 Research Instrument**

Two instruments were used in the data collection exercise. These were for parents' interview and an observation schedule.

#### **3.7.1 The questionnaire**

The questionnaire was used to obtain information based on parents' perception and attitudes towards the provision of the children's play materials, time and the learning space based on the parenting style to facilitate the acquisition of social skills. Parents were interviewed. This was pegged on the fact that parents would not get precious time to sit down and answer the questions effectively as dictated by time. Some would fail to get time to bring back the questionnaires back to teachers in time who has to then pass the tools to the researcher before programmed time for study collection are over. The interview also enabled the researcher to probe further for additional information that could not have easily been captured by a questionnaire.

#### **3.7.2 Observation schedule**

Observation schedule was used to collect information on status of the children's play materials, time and the learning space provided to them by their parents to facilitate the acquisition of social skills. Physical infrastructures were observed within the sampled preschools using a checklist or a form that had been specifically constructed for the purpose. It contained items to be observed. The direct observation was deemed fit for the study because it allowed the researcher to verify empirically selected items and to triangulate information obtained through other instrument, interview.

### **3.8 Pilot Testing**

Nachmias and Nachmias (1996), notes that pilot testing is an important step in the research process because it reveals fake questions and unclear instructions. It also captures important comments and suggestions from the respondents that enable the researcher to improve efficiency of instruments, adjust strategies and approaches to minimize response rate. It helps in enhancing the reliability and validity of instruments as consistent measures of the concept being studied. Based on this realization, random sampling was performed to ensure that the sample represent key attributes of the bigger sampling frame.

#### **3.8.1 Validity of the instruments**

Validity is the extent to which the instruments capture what they purport to measure. It is the accuracy and meaningfulness of inferences based on the study results. It is the degree to which results obtained from the analysis of the data actually represents the phenomena under study (Mugenda, 1999). For this study, instruments validity ensured content items were representative through a pilot study. This proceeded the interviewing, which was also meant to create a good rapport with respondents and to reveal ambiguities, inconsistencies, bringing into light any weakness of questions (Borg and Gall, 1998). Data and experience gained from pilot survey within two preschools was analyzed and used to fine tune and improve on the interview items.

#### **3.8.1 Reliability of the instruments**

According to Cooper (2006), reliability is the level of internal consistency or stability of measuring device over time. In the study, the reliability of research instruments is

reliable if it provides consistent results. The instruments reliability was measured using the retest technique. It was used to test reliability of the instruments before they were administered to sample respondents to assess clarity. This was done by administering the instruments to samples within the identified institutions for a pilot survey and then data was collected. After a time lapse of one week, the sample instruments were administered to the same group of respondents. The results of the initial responses were then compared with the latter to determine reliability of results (Saunders, 2006).

Further convenient samples of three parents with the preschoolers were considered adequate to reveal inherent weaknesses in the research instruments. The data collected during pilot testing was prepared, analyzed and interpreted. Based on the outcomes, the instruments were reviewed further in readiness for data collection.

### **3.9 Data Collection Procedure**

After sampling, the researcher agreed with individual parents on the appropriate dates for data collection. To ensure a good response rate, the respondents were encouraged to provide the relevant information related to the study objectives while performing the observation concurrently. The response rate was then examined for completeness, consistency and reliability.

### **3.10 Data Analysis and Presentation**

After data collection exercise, the mass of raw data collected were summarized using descriptive statistics to interpret data. These succeeded by coding the data entry, analysis and interpretation. The responses of all respondents in each category were

put together to get the overall score. The score for each respondent was then converted to percentages and frequencies. Qualitative analysis was considered the inferences that were made from views and opinions of respondents. This will help to reduce the volume of information, identify significant matter and construct framework for communicating the existence of what the data will reveal. Data was summarized, organized according to research questions, arranged into themes and presented in narrative form. Where possible, tabular forms indicating averages, percentages and frequencies was used to highlight meanings of the stated variables.



## **CHAPTER FOUR**

### **DATA PRESENTATION, INTERPRETATION AND DISCUSSION**

#### **4.1 Introduction**

This chapter presents interpretation, analyses and discussion of the findings based on the study objectives. The analyses of the findings were organized alongside the sequence of the questionnaires and the observation schedule. The study findings were arranged in accordance to the study objectives with the aim of arriving at the solution to find out the role of parents in the acquisition of the social skills by preschoolers at Langata sub county, Nairobi County.

#### **4.2 General background information of the respondents**

##### **4.2.1 Educational Level Respondents**

Academic qualification and professional orientation are great indicators of ones potential towards problem solving and productivity. Specialists with high level of education are known to possess appropriate knowledge; skills and attitude are viewed competent in implementing best practices of education ultimately influencing what learners get to learn. This is based on the realization that roles defined on professional orientation and academic achievement contribute towards increased efficiency towards the set goals through organization, preparation and to support in enhancing child's consistence attendance to the their learning sessions. To determine this, the study documented the educational and professional qualification of respondents as presented in the table 4.1 and figure 4.1bellow.

**Table 4.1: Educational Level of Respondents**

<b>Qualification Level</b>	<b>Frequency</b>	<b>Percentage</b>
Certificate in PI	5	17
Certificate in ECDE	15	50
Diploma	9	30
Graduate	1	3
<b>Total</b>	<b>30</b>	<b>100</b>

Based on the responses and interpretation of table 4.1, the findings revealed that among the respondents who participated, only 9(30%) of respondents had undergone through the ECDE training up to the diploma level. However, 15(50%) of teachers had certificate in ECDE of which was the greater number of preschool teachers. The findings further revealed that 5(17%) of the preschool teachers were P1 holders. moreover, it was noticed that only 1(3%) of the teachers was a graduate. In regards to the findings, it was noted that most preschool teaching was handled by professionals who had knowledge on best practices for adequate social skills. Low level professional qualification was noted to have lacked the desired knowledge, skills and attitude suitable for preschooler's motivation to acquire the desired social competence skills.

#### **4.2 Quality Time Allocation and the Childs Acquisition of Social Skills**

Time allocated for learning of social learning determines how better the materials can be explored or manipulated by the learners to help in enhancing their social skills. To determine this, the study sought to find out whether the time allocated to a child was enough and the findings are as indicated in the table 4.2.

**Table 4.2: Time Allocation and the Childs Acquisition Of Social Skills**

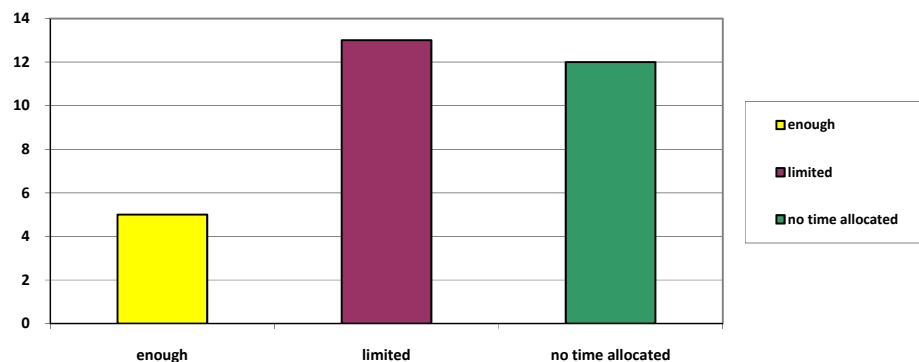
<b>Time Allocated for Social Learning</b>	<b>Frequency</b>	<b>Percentage</b>
Enough time allocated for socialization	5	16.7
Minimal time allocated for socialization	13	43.3
No time allocated by parents	12	40.0
<b>Total</b>	<b>30</b>	<b>100.0</b>

According to the finding illustrated in table 4.2, full time allocated for socialization was argued out by 5(16.7%) of the respondents to be enough to enable the learner to acquire the desired social skills.

However, the higher response rate of 13(43.3%) revealed that the time allocated for social acquisition was insufficient together with 12(40%) of the children being denied the time by parents to fully enable the learners to socialize with the peers, relate with their parents and to use the learning materials at the same time. This was likely to limit the learners from exploring the social skills basics and content.

The findings were further indicated in the figure 4.2 as presented below;

**Figure 4.2: Time Allocation and the Childs Acquisition of Social Skills**



The findings expressed the idea for the needs to revisit the time allocated for social skills acquisition as a way out to solve the problem

### 4.3. Material Provision and Young Children Acquisition of the Social Skills

Availability of quality facilities suitable for learning materials influences the rate of child’s acquisition of the social skills and their participation. to determine the level of provision of the learning resources and their influence on the acquisition of the social skills, the following findings were gathered as indicated in table 4.4 and figure 4.4 below.

**Table 4.3 Material Provision and Young Children Acquisition of the Social Skills**

<b>Material provision</b>	<b>Provision frequency (<i>f</i>)</b>	<b>Provision percentage (%)</b>
fixed materials (slide ,beam balance)	1	3.3
mobile materials (balls, bean bags,)	8	26.7
construction ( blocks, boxes)	21	70.0
<b>Total</b>	<b>30</b>	<b>100</b>

The availability of social leaning resources supports the acquisition of social skills. Children are able to involve all their senses while using materials. This is consistent to Koech report (1999) which state that play and instructional materials are vital for effective social skills acquisition rate as well as children’s participation. the results showed in table 4.4 and the figure showed that 1(3.3%) of the material provided to children for social skills acquisition was fixed material. hover, it was also noticed that most parents 8(26.7%) were able to afford the provision of mobile materials.

moreover it was noted that 21(70%) of the parents were able to provide construction materials of which most of the materials were already used tins and boxes that were locally collected from the child’s social learning environment.

#### **4.3.2 Appropriateness of the Resources for Social Skill Acquisition**

The study also opted to explore whether the available creative learning resources were appropriate for enhancing child’s fine motor skills. The findings are as presented in the table 4.4.

**Table 4.4 Learning Resources and Their Condition**

<b>Resources</b>	<b>V. Good</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
Fixed	3	1	2	0
Construction	0	2	1	2
Mobile	1	2	2	0

Data given on table 4.5 was collected after observing conditions of materials used by children. Relevant condition revealed that well maintained materials encourage learners to come into contact and feel able to learn more. Attractive resources under care maintain learners’ interest continuing to feel part of the learning. The findings analyzed from table 4.5 indicated that most materials were neither in a good condition or appropriate for learners to explore or to manipulate. This revealed lack of what to consider when providing for children’s needs. However, it was also noted that for those provided materials only a few of them were in good condition and are of objective oriented.

#### 4.4 Acquisition Social Learning Space and of Social Skills

To stimulate children's social; skills acquisition through material manipulation, and display of the child's play resources should consider ensuring total exploration and manipulation of materials. To explore this, the researcher sought to find out whether children had adequate space to facilitate acquisition of social skills and the following findings were observed as presented in the table 4.3

**Table 4.5: Acquisition Social Learning Space and of Social Skills**

Space Description	Frequency	Percentage
Spacious	6	20
Squeezed	20	67
No space for play	4	13
<b>Total</b>	<b>30</b>	<b>100</b>

Enough learning space has greater impact on children's learning as they enjoy free movement to and from materials hence enjoy and be motivated to learn. The findings from table 4.3 showed that only 6(20 %) of the preschoolers social environment had enough space which enhanced proper learning material exploration, display, arrangement and accessibility. It was further observed that 20(67%) of preschoolers social space were in squeezed setting while 4(13%) had no any space for preschoolers play at home. This greatly negatively affected the preschoolers social play as well as the organization of their social learning environment to enable them acquire the desired social skills.

#### 4.5 Parenting styles and social development

**Table 4.6: Roles of parents that determined Parenting styles and social development**

Television viewing	Freq	%
Took into account learners time for play	17	56.67
Appropriate materials for preschool learning	07	23.33
Learner centered communication	10	33.3
Took most of their time motivating own child	15	50
Encouraged social atmosphere at home	06	20
Relevant books for children to read	14	46.67
Preferred indoor games and individual games	25	83.33

Source: Survey Data

The study identified that parents highly controlled most of their preschooler's social activities. 17(56.67%) parents gave their preschoolers opportunity to have time to participate in play. 7(23.33%) gave appropriate materials for preschool to play with. 10(33.3%) preferred communicating with their preschoolers while back at home. However, 15(50%) of the parents took their time and could frequently motivate their children while some parents encouraged social atmosphere through story-telling and walking with them after work as indicated by 6(20%) parents whenever they were at home in time. Relevant books for children reading that took care of social development of preschoolers were indicated by 14(46.67%). 25(83.33%) of the parents of preschoolers preferred indoor games and individual games for children to assure them of security, free from accidents and neatness. This clearly indicated effective role of parents and how their parenting styles influenced acquisition of knowledge and social skills.

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presented the summary of the findings, conclusion of the findings, recommendations and suggestions for further research.

#### **5.2 Summary of the Findings**

The study was to assess the role of parents in the acquisition of the social skills by preschoolers. Specific objectives centered on identifying whether time given by parents, the materials provided were enough, relevant and appropriate space provided for acquisition of preschoolers social skills. Moreover, the study also sought to find out role of parenting styles on preschooler's social development.

Relatively from the analysis, the responses and interpretation of the findings revealed that academic qualification and professional orientation are great indicators of one's potential towards problem solving and productivity. Specialists with high level of education are known to possess appropriate knowledge! Skills and attitude are viewed competent in implementing best practices of education ultimately influencing what learners get to learn.

This is based on the realization that roles defined on professional orientation and academic achievement contribute towards increased efficiency towards the set goals through organization, preparation and to support in enhancing child's acquisition of the social skills. The findings further revealed that high number of the parents were



educated and involved in well status jobs in regards to the findings, it was noted that most child's care giving relied on knowledge, skills and attitude suitable for child's motivation to acquire the desired social competence skills.

The findings further revealed that time allocated for learning of social learning determine how better the materials can be explored or manipulated by the learners to help in enhancing their social skills. According to the findings, time allocated for socialization, It was argued out that learners acquired the desired social skills. However, the higher response revealed that the time allocated for social acquisition was insufficient denying them of time to fully enable the learners socialize with the peers, relate with their parents and to use the learning materials at the same time, this was likely to limit the learners from exploring the social skills basics and content.

To find out whether children had adequate space to facilitate acquisition of social skills, it was found out that enough learning space has greater impact on children's social skills acquisition as they enjoy free movement to and from materials hence enjoy and be motivated to learn. The findings revealed that limited percentage of preschoolers had enough space, which enhanced proper learning material exploration, display, arrangement and accessibility. It was further observed that children had squeezed setting for social space. This greatly negatively affected the child social play as well as the organizations of their social learning environment to enable them acquire the desired social skills.

To determine the level of provision of the learning resources and their influence on the acquisition of the social skills, it was noted that the availability of social learning resources supports the acquisition of social skills. The results showed parents were able to provide construction materials of which preschoolers could use for social learning environment.

Moreover, the study also explored whether the available resources were appropriate for enhancing child's social skills and the findings noted that most materials were neither in a good condition or appropriate for learners to explore or to manipulate. This revealed lack of what to consider when providing for children's needs. It was also noted that for those provided materials, only a few of them were in good condition and are of objective oriented.

The study identified that parents highly controlled most of their preschooler's social activities by minimal number of parents giving their preschoolers opportunity to have time to participate in play. The parents of preschoolers preferred indoor games and individual games for children to assure them of security, free from accidents and neatness.

### **5.3 Conclusions**

The study established the main factors to assess the role of parents in the acquisition of the social skills by preschoolers in relation to specific objectives centered on identifying whether the parents were providing relevant material spare some time and allocate quality space for social learning. To ensure this, the findings revealed that most parents play minimal role to ensuring that children are accorded that desired

social learning needs to effect their total acquisition of social skills. This clearly indicated need for effective role of parents and how their parenting styles influenced acquisition of knowledge and social skills.

#### **5.4 Recommendations**

##### **Establish parent's provision of quality time for social skills by young children.**

Parents should be enlightened on the best needs for children providing quality time for play as this is children's right for quality growth and development.

##### **Parents provide materials suitable for acquisition of social skills by their young children.**

This can be achieved through a consultative process involving teachers and administrators, the board of parents and the government. It may necessitate amendment for quality support and provision enough learning materials and play facilities to promote preschoolers social interaction.

##### **To establish children's space at home to facilitate acquisition of social skills.**

There is need for an effective system to verify learners attributes in terms of space available at home by ensuring social grounds are maintained in every area if not within the home to effect active play for social interaction

##### **Determine the effect of parenting styles on learners' social development**

Access to positive strict parenting styles for children promote economic opportunities and production factors are skewed in favor of preschoolers. Hence more preschoolers are able to access right opportunities that promote social interactions. In this regard

programs aimed at introducing parents and counseling them on positive parenting styles will place children in a better position to afford schooling and socialization.

### **Educational Policy**

The government should review policy guiding pre-school education. Curriculum should cater for all the pre-school interests, developmental aspects and attitudes in all areas. Educational policies should make the curriculum more relevant to the needs of the learners.

#### **5.4.1 The Government Support**

The government should ensure parents enforce the provision of adequate materials to effect practical child's manipulation. Policy on availability of resources needs to be extended to preschool level by the government to make learning enjoyable and relevant to instructions. Allocation of funds should be divided averagely to all levels of education to help in availing enough time and space for effective social development.

#### **5.4.2 Parents Awareness**

Parents to be made aware on the need for adequate relevant care that respect preschoolers child rights for effective provision of materials, time and allocation of adequate space to enable the child acquire desired social concepts and skills.

### **5.5 Recommendation for Further Research**

The results from this study have prompted the need for further research to explore other factors which may affect the child's acquisition of social skills.

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## APPENDICES

### Appendix I: Parents Questionnaire

Dear respondent,

The study seeks to investigate the impact of disability on access to ECE in Langata District, Nairobi County. The study is based on the fact that the impact of disability on access to ECE in Langata District, Nairobi County is falling or not convincing. This is in spite of the fact that the country highlights the goals of every learning area in both the lives of young learners and the country as a nation on learners' access, given the significance of the topic enhancing access of disabled preschoolers within classrooms. I consider you to be an important part of the study. In this regard, I would be very grateful if you could spare your time to provide information relating to the questions that follow.

Your responses will be treated in confidence. Thank you in advance.

#### *Background Information*

Age	Education level
Gender of the parent	Type of pre school
No of children in the family	No of child's birth in the family
Type of employment	Marital status
No of own children in the same school [a] girls _____ [b] boys _____	



**Part 1: parental care**

1. Indicate your role as a parent in development of your child

Yes	No	Yes	No
Feeding		housing	
Protection		education	
Playing		health care	

Any other, specify .....

State influence of your role in social development as a parent .....

2. Identify important reasons for your choice for the particular responsibilities for your child.

Yes	No	Yes	No
Home Environment		Special Facilities	
Feeding Provision		Time limit for play	
Distance from home			
Socio economic standard			
Family Structures			
Play Learning Resources			
Relationship with the child			
Any other, specify?			

Give reasons for your choices .....

3. Identify effects of indicated responsibilities on learners' social competence.

.....  
 .....

4. Indicate your role as a parent

	<i>Yes</i>	<i>No</i>
Providing for your child's needs		
Directing right play for your child		
Collecting or developing learning materials for play		
Involving the child in conducive space and atmosphere		
Participating in developing right social skills.		

Any other (specify) .....

*Thank you for your participation*

## Appendix II: Observation Check List

### A) *Background Information*

Zone	Pre-school
Class	Type of pre school
Subject	Topic
Gender of teacher	Time
Number of preschoolers [a] girls _____ [b]boys _____	
Number of the disabled [a] girls _____ [b]boys _____	

### B) *Time for play*

*1 a little, 2 adequate, 3 a great deal*

Plan	Preschoolers activities	1	2	3
1	Took into account learners needs, interest skills and experience			
2	Appropriate and realistic activities and learners abilities			
3	Learner centered choice of activities used			
4	Appropriate preparation of materials for learners socialisation			
5	Incorporates learners experiences from known to unknown			
6	Stimulating and motivating learners participation			
7	Relevant Choice of activities			
8	Learners learning styles well taken care of			
9	Adequate space for learners social needs			
10	Learners participation during learning socialization activities			
13	Each learning space was well put into use			

2. Identify care given for specific individual learners during social activities.

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**C ) Learners learning materials in preschool centre**

TYPE OF MATERIAL	No	QUALITY OF MATERIALS																	
		Adequate			Durable			Size			Attractive			Appro-priate			Variety		
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
<b>Fixed Materials</b>																			
Water ponds																			
Swings																			
Sand pits																			
Climbing Frame																			
Beam Balance																			
Slides																			
<b>Construction:-</b>																			
straws																			
sticks																			
blocks																			
boxes																			
<b>Mobile Materials</b>																			
Balls																			
Ropes																			
Bean bags																			
Rings																			
<b>TOTAL</b>																			

Relationship between the preschoolers during socialization

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**G) Space provided for the preschool learners**

<b>Category of disability</b>	<b>Facilities and learning resources available</b>
Playground	
Within the classroom	
Ventilation in class	
Classroom organization	
Communication pattern	

*Thank you for your participation*