

**INFLUENCE OF TEACHERS' CHARACTERISTICS ON THE
DEVELOPMENT OF SOCIO-EMOTIONAL SKILLS OF PRE-
SCHOOL CHILDREN IN ATANDI ZONE, HOMA – BAY
COUNTY - KENYA**

OTIENO PHELISTERS AWUOR

**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILMENT
OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF
MASTER OF EDUCATION IN EARLY CHILDHOOD EDUCATION,
UNIVERSITY OF NAIROBI.**

2017

DECLARATION

This research project is my original work and has not been submitted to any university for examination or for any other award.

.....
Otieno Phelisters Awuor

This research project has been submitted with the knowledge and approval of the supervisor.

.....
Prof Jane Ciumwari Gatumu (Phd)

Associate Professor

Department of Educational Communication and Technology

University of Nairobi

DEDICATION

To my beloved husband Phares Otieno Ogola- your support, encouragement and prayers have seen me through this work. To my lovely children Annabel Anyango, Caleb Kinda and Hanniel Gweth - your smiles kept me going whenever I felt low.

ACKNOWLEDGEMENT

First and foremost, I would like to thank Almighty God for the gift of life and for enabling me to work on my studies. Secondly, I wish to greatly thank my supervisor and mentor Prof. Jane C. Gatumu for her efforts and guidance in every step of this research work. It is also important for me to thank the respondents to study tools and I would like to remind them that their responses have been valuable in developing this research. Lastly, my family has been so steadfast during this research work, the moral support and motivation has made me reach this far.

ABSTRACT

The purpose of this study was to explore the influence of teacher characteristics on the socio-emotional development of pre-school children. The motivation for the study was the perspective of not viewing socio-emotional development as an event but rather a process that requires being inculcated into the class work. The specific objectives as evaluated were to determine whether the teacher's professional qualification influences the development of socio-emotional skills of pre-school children, examine whether the teachers' monthly income influences the development of socio-emotional skills of pre-school children, establish whether teachers' age has an influence on the development of socio-emotional skills of pre-school children as well as examine whether teachers' gender influences the development of socio-emotional skills of pre-school children. The study had a conceptual framework that drew the independent variables of teacher characteristics and the indicators of socio-emotional development of responsibility, empathy, and co-operation. The research design was a descriptive survey. This included drawing a sample from an estimated population of preschool teachers in Atandi zone, as well as some preschool children who were observed during the study. The research tools were a semi-structured questionnaire which was administered one-on-one to the targeted preschool teachers and an observation schedule which was administered to measure aspects of the children's socio-emotional development. A descriptive form of analysis was used in this study. The main finding of the study was that the teachers' professional qualification, teachers' monthly income, teachers' age and teachers' gender influence the development of socio-emotional skills in children. The implications of the findings of this study are that teachers have a cordial relationship with children, teachers display positive characteristics and professional qualification is essential for any teacher whose aim is to impart knowledge, attitudes, and skills to learners. It was recommended that the study requires being done in other counties that are in the urban setup.

Table of Contents

DECLARATION	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
ABSTRACT	v
LIST OF ABBREVIATIONS	xi
CHAPTER ONE	1
INTRODUCTION	1
1.1 Background to the Study.....	1
1.2 Statement of the Problem.....	3
1.3 Research Purpose	4
1.4 Research Objectives.....	4
1.5 Research Questions.....	5
1.6 Significance of the Study	5
1.7 Limitations of the Study.....	5
1.8 Delimitations of the Study	6
1.9 Basic Assumptions.....	6
1.10 Definition of Significant Terms.....	6
1.11 Organization of the study.....	7
REVIEW OF RELATED LITERATURE	8
2.1 Introduction	8
2.2 Social-emotional skills of preschool children.....	8

2.3 Academic qualifications of the teacher in relation to development of socio emotional skills of preschool children.....	9
2.4 Monthly Income of the Teacher in relation to development of socio emotional skills of preschool children.....	10
2.5 Age of the Teacher in relation to development of socio emotional skills of preschool children.....	11
2.6 The Teacher’s Gender in relation to development of socio emotional skills of preschool children.....	12
2.7 Theoretical Framework.....	13
2.8 Conceptual Framework	13
CHAPTER THREE.....	15
RESEARCH METHODOLOGY	Ошибка! Закладка не определена.
3.1. Introduction	15
3.2. Research Design.....	15
3.3. Target population	15
3.4 Sampling technique and sample size.....	16
3.5 Instruments	17
3.5.1 Data collection procedure	17
3.5.2 Validity and reliability of study instruments	18
3.6. Data Analysis.....	18
3.7 Ethical Concerns.....	19
CHAPTER FOUR.....	21
FINDINGS AND DISCUSSION.....	21
4.1. Introduction	21

4.2. Response Rate.....	21
4.3. Demographic information of respondents.....	21
4.4 Teachers’ Professional Qualifications and the Development of Social Emotional Skills of Preschool Children	26
4.5 Teacher’s Monthly Income and the Development of Socio – Emotional Skills of Pre- School Children.....	32
4.6 Teacher’s Age and Development of Social Emotional Skills.....	37
4.7 Teacher’s Gender and Development of Social Emotional Skills.....	42
CHAPTER FIVE	49
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	49
5.1. Introduction	49
5.2. Summary	49
5.3. Conclusions.....	51
5.4. Recommendations.....	52
5.5 Suggestions for Further Study.....	53
REFERENCES.....	54
APPENDIX I: LETTER OF INTRODUCTION.....	58
APPENDIX II: QUESTIONNAIRE (TARGETING PRE SCHOOL TEACHERS AND HEADTEACHERS)	59
APPENDIX III: OBSERVATION SCHEDULE	63

LIST OF FIGURES

Figure 1: Conceptual Framework on Relationship between Teacher characteristics and children socio-emotional development	14
---	----

LIST OF TABLES

Table 1: Demographic characteristics of the respondents	22
Table 2: Professional Qualifications and socio- emotional skills of pre-school children	26
Table 3: Social Participation	30
Table 4: Teacher behaviour and distribution of class activity	31
Table 5: Results on the impact of Teachers' Monthly Income on Development of Social – Emotional Skills of pre-school children.....	33
Table 6: Age of teacher and preschool children's socio-emotional skills.....	38
Table 7: Teachers' Age and pre-school children's Development of Social- Emotional Skills	39
Table 8: Gender and socio-emotional skills of pre-school children.....	43
Table 9: Teachers' gender and pre-school children's Development of Social Emotional Skills	44

LIST OF ABBREVIATIONS

CRC – UN Convention on the Rights of the Child

ECD- Early Childhood Development

ECDE- Early Childhood Development and Education

UNESCO – United Nations Educational, Scientific and Cultural Organization

SPSS –Statistical Package for social Sciences

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Socio-emotional development among children is important both in its own right and also due to the fact that certain aspects of it facilitate the cognitive development. When children are young, the adults that stay with them which include parents, other caregivers who are adults and preschool teachers are instrumental in influencing their social and emotional development (Barnett *et al.*, 2005). It is not enough for children to ABC. In order for children to be prepared for school, they should have a certain curiosity and excitement towards learning, and also harbor the confidence that they can succeed. These, in essence, are the motivational skills necessary for the youngsters. Additionally, children need to have socio-emotional skills that are manifested on the ability of comprehending what others feel about, being able to have control over their feelings and behaviors as well as get along with their peers and teachers (Berk, 2007). Teachers in the pre-school settings value motivational and socio-emotional skills above any other skills as they are deemed more important for success in school, above the ability to hold a pencil or read. It is the desire of the teachers to see the children being ready for learning as shown by their ability to cooperate, follow directions, exhibit self-control and pay attention (Thompson, 2008).

Constructivism theory plays a critical role in explaining about learning among children. According to this theory, learning is based on the belief that knowledge cannot be given only by the teacher in the classroom but it is a thing which is constructed by the learners by being active, the mental process in development as well as building and creating knowledge and meaning (Stott & Bowman, 1996). The theory has drawn its meaning from the Piaget (1977) and Kelly (1991) work. Learning includes four principles: learning which relies on what we already know, the new ideas which come due to adaptation to new ways of doing things, invention of new ideas and meaningful learning takes place by rethinking of the old ideas with the introduction of the new conclusions on the new ideas that are in conflict with the old ideas. Therefore, the world is looked at in terms of the mental constructs or the kind of patterns that we create. This is developed through experience (Shore, 1997).

Therefore, the role of teachers in the development of children is very important, starting from the formative years in school all through to the higher levels. Emotional stability is important to a child because it enables him or her to interact well with others while at the same time participating in activities that are relevant to their respective ages (Payton *et al.*, 2008). The occurrences in the life of the child in the early ages have a heavy bearing on the way the rest of the childhood as well as adolescence come

about. Payton *et al* (2008) suggest that children are in need of nurture and education that is appropriate, both within and without their homes as this is instrumental in their optimal development cognitively, physically, socio-emotionally and linguistically.

Zing *et al* (2004) asserted that the child should have an entitlement to education at least in the elementary stages, and this should be free and compulsory. The education provided for the child shall be instrumental in the promotion of his or her culture in general, and also make him be able to develop his abilities, his sense of social and moral responsibility and his individual judgment basing on equal opportunity and consequently become a member of society that is useful. Massey *et al* (2008) suggested that the educators in the pre-school setting are of the opinion that the role of the programmes that the pre-school children were offered should not be strictly geared towards making them ready for primary school, but instead should make them ready for whatever proceeds in the course of their entire schooling life.

Greenberg *et al* (2003) position are that those with many years' experience in the area of early childhood education are well placed in evaluating new trends that are important in curriculum planning as their past experience forms a good basis for this. The underlying goal for the educators is the guidance of individual children on the path to self-realization and self-confidence. Aleisha (2010) asserted that the main objective of pre-school should focus on guiding children on the way of becoming inquisitive, independent, creative, and eager towards learning; and be well adapted to their peer group while at the same time having respect for self and others. The above attributes are not only necessary in facilitating future learning, but they are also fundamental towards the creation of an individual that is well adjusted and happy.

David (1997) in his study that based on the identification of learning programmes emphasized on the central role the pre-school years play in the development of the child. The pre-school years create the effective deterrent to the growth of minor developmental problems into major difficulties in learning and education. There are many problems connected to learning and difficulties in education that already exist at the level of pre-school. Therefore, the assumption that learning problems occur in children at the commencement of learning in a junior primary is a mistake. The erroneous assumption discovered by Weichers (1987) that learning problems are evident in junior primary level when a child learns to read and write is due to the following facts: At this stage, children become the subject of formal scholastic evaluation. Additionally, there is a presence of many learning disorders among pre-school children that manifest as behavioral and emotional problems (Whitebook, 2003).

Play performs a central role in the development of cognitive structures among pre-scholars (Diamond *et al.*, 2007). A pattern of learning how to learn is established by play. It is an opportunity for the child to learn about self as well as about his or her world. The conclusion of Brehm (1996) is that play is crucial in promoting the sense of dignity and worth within a child, while at the same time imparting self-control, responsibility for his actions and social skills. The pre-school sets a smooth stage for the first year in junior school, which is the most important to run smoothly and minimizes the incidences of setbacks, (Assel *et al.*, 2007).

1.2 Statement of the Problem

Pre-school education currently needs growth in both quality and quantity through effective strategies of education management and service delivery. More importantly, such strategies must be anchored on the considered present situation of children that are targeted for socio-emotional growth. However, it is important to note that teachers responsible for the children's welfare at the level of preschool seem to be ignorant of their role in guiding the children to develop these crucial skills, this is significant in influencing their day to day lives, both at the present and in the future. Consequently, it is necessary to investigate whether there is a relationship between the teachers' characteristics and also the socio-emotional growth in the pre-school children. As well, the vitalization of the role of the teacher as a caregiver in socio-emotional development has been given attention by many scholars. The methodology the teachers employ in handling pre-school age has been the subject of inquiry yet the affected subjects have not been engaged to understand their practical perspective. The few studies existing have focused specifics to children from a point of particularity background towards circumstances as to be of limited generalizability. It is worth enlisting some studies that have embraced culture perspective in the preparation children foundation: Cabrera and Garcia-Coll (2004); Fitzgerald and Al (2003); and Hughes *et al* (2006). But it is clear that much more study is needed. The lack of adequate research literature on the social-emotional development of pre-schoolers who are in the rural setting should be considered when using these foundations because they may be of uncertain applicability to such children.

The preschool children in Atandi zone drew the researcher's attention through their level of interaction among themselves with their peers and also with the significant adults in their environment. Some of these children were noted to exhibit a free spirit of coexistence while others appeared to be timid whether in the company of their peers or that of adults. The researcher thus got interested in carrying out a study to address the issue.

Education for children should aim at the development of the personality, talents and physical and mental capabilities of the child to the full (Article 29 of the Convention on the Rights of the Child, (1991). Despite the recognition of this fact by the Kenyan government, a disparity presents itself in the efforts to meet the social and emotional needs of the children at the pre-school level. Jean Piaget (1970) in his study underscored the importance the early years bear in the children's growth and development as they are the foundation for learning in future and have an influence in the later years. Universal education is one of the eight goals of the new millennium and it is well articulated in the Kenya development blueprint of Vision 2030. It is with this regard that the social-emotional development of preschool children becomes an important area of study.

1.3 Research Purpose

The aim of this research work is to establish whether teachers' characteristics influence socio-emotional-development of pre-school children.

1.4 Research Objectives

In particular, this study aimed at meeting the following specific objectives:

- i. To determine whether the teacher's professional qualification influences the development of socio-emotional skills for the pre-school children.
- ii. To examine whether the teacher's monthly income influences the development of socio-emotional skills for the pre-school children.
- iii. To establish whether the teacher's age has an influence on the development of socio-emotional skills for the pre-school children.
- iv. To examine whether the teacher's gender influences the development of socio-emotional skills of pre-school children.

1.5 Research Questions

In order to respond to the above mentioned objectives, this study sought to provide answers to these questions:

- i. What is the influence of a teacher's level of education on the development of socio-emotional skills of pre-school children?
- ii. What is the influence of a teacher's monthly income on the development of socio-emotional skills of pre-school children?
- iii. What is the influence of a teacher's age on the development of socio-emotional skills of pre-school children?
- iv. What is the influence of a teacher's gender on the development of socio-emotional skills of pre-school children?

1.6 Significance of the Study

The study sought to understand the impact of teacher characteristics on the growth of socio-emotional skills of preschool children in Atandi Zone, Homa Bay County. This will be instrumental in early childhood development and education (ECDE) teachers, administrators, school managers, concerned parents and guardians and child care organizations as it will offer them a better understanding of the contribution of teachers on socio-emotional development. The findings could also form policy and practice in the area of early childhood development and education. The Ministry of Education and Science and Technology in Kenya could have an opportunity to incorporate the deductions from findings on the ECD to be formulated per county.

1.7 Limitations of the Study

This study was mainly quantitative in design and this has a limitation of collecting narrower and at times superficial data set. Therefore, the results are limited since they offer a numerical description rather than detailed information from the head teachers and preschool teachers. This seemed to have an impact on

the results of the study and future studies should try to incorporate a mixed approach (qualitative interviews and quantitative approach) so as to take care of the weakness of each of the methods of research.

1.8 Delimitations of the Study

The study was conducted among preschool children and their teachers of Atandi Zone in Homabay. The questionnaires were delivered physically by the researcher to the respondents and later on collected by the researcher after being filled in. The preschoolers were observed and varied observations noted down in the observation schedule.

This study solicited data from both public and private schools of Atandi Zone of Homa-bay County. Most of the schools there conformed to the ministry of education guidelines on ECDE and had not extended to other systems like Montessori. The respondents to the study were predominantly pre-school head teachers and teachers as well as the parents.

1.9 Basic Assumptions

The major role of this study was to evaluate the influence of teacher characteristics on the development of socio emotional skills for pre school children. The following assumptions were therefore considered for executing the study. Firstly, the children taught in the area of Atandi had appropriate access to kinds of social interaction experience and environment which supported their health development. In order for teacher characteristics to be described usefully, a description of the resultant typical behaviour in their children was vital. The last assumption was that the teacher characteristics were not assessment of teacher capability to contribute to socio-emotional development of preschool pupils but were meant to assess compliances to guidelines and teaching tools.

1.10 Defining important terms

Pre-school: Formal institution for 3-5 years old children.

Pre-schooler: The 3-5 years old child in the pre-school.

Private Pre-school: Institution of early learning owned and managed by individual and organizations and that receive no government funding.

Public pre-school: Pre-school managed by parents in terms of the provision of finances, physical facilities, staff, and teaching and learning materials without any interventions from the government or any other organization.

Social Emotional: The ability to relate to others in an acceptable manner and further carry out activities together in a group.

Skills: The ability to gain a given level of expertise or ability of doing a task or activity well.

1.11 Organization of the study

This study covers five chapters: Chapter one includes the background of the problem, the statement of the problem, the purpose of the study, the objectives of the study, the research questions, justification of the study, limitations of the study, delimitations of the study, the basic assumptions, definition of the key terms and the organization of the study. Chapter two covers the literature review and includes the introduction followed by the literature review where the contributions of various authors on the topic under study are provided. The chapter also provides the conceptual framework. Chapter three comprises of the methodology used in the study. It includes the research design, the target population and the sampling procedure, the methods of data collection, the research instruments, validity and reliability of the study. Chapter four provides the findings and discussions of the study and finally chapter five has the research summary, conclusions and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviews literature concerned with the social emotional dimension of development as well as other work done on the teachers' professional qualifications, monthly income, age and gender respectively.

2.2 Social-emotional skills of preschool children

According to the Centre for the development of the child (2004), there are major outcomes in the emotional growth and include the ability of identification and understanding the feelings; identification and getting to understand the emotional states in other people; regulation of an individual's behavior; development of empathy for others as well as sustenance of the relationships. These should thus give a guideline to the teacher and society in general on what is expected of pre-schoolers in terms of emotional skills.

Australian Kids Matter Component Early Childhood initiative (2003), states that socio and emotional skills in children is important for the children learning, growth, mental health as well as well-being. This is due to the fact that across the life cycle, learning takes place in and within the relationships. The available literature indicates that having effective social and also emotional skills in the early childhood helps in improving protective factors for the mental health and also well-being, not forgetting the positive relationships with other people, effectiveness in planning and making decisions and good sense of identity. On the other hand, Cortina (1993) states that the socio-emotional skills development in children constitutes experience, expression or management of emotions as well as ability in establishing positive relationships with other people. It includes intra and interpersonal processes.

In a review by Kivuva (1997) on the Healthy and social-emotional development in children unfolds within the interpersonal context such as the positive ongoing relationships with familiar, nurturing adults. They further say that young children are particularly attuned to social and emotional stimulation. Furthermore, the new borns look to be more inclined to stimuli which resemble faces. Anyango (2005) adds that infants also prefer their mothers' voices to the voices of other women. In the same line of thought, Wong and Hiew (2005) argue that by nurturing, the adults offer support to the initial life experience for the adults on emotional regulation.

The National Research Council and Institute of Medicine (2000) state that the responsive caring offer support to the infants in the start of regulating emotions as well as development of a sense of predictability, safety as well as responsiveness within the social environment. The early relationships are quite essential since they develop the infants which the experts have considered to be stable and consistent in the early years of growth and development. On the other hand, Sdorow (1993) assert that the high quality relationships improve the chances of having positive results for the young children. The experience with the members of the family as well as teachers who offer the chances for the preschool children to learn on the social relationships and also emotions by exploring and prediction of the interactions are of importance. The professionals who work for the child care settings offer support to social emotional growth for the infants as well as toddlers in different ways including direct interaction with the young children, communication with the families as well as planning and implementation of the curriculum.

2.3 Academic qualifications of the teacher in relation to development of socio emotional skills of preschool children

David (1997) established that there are various reasons for those who become teachers of pre-school children. These range from a desire for financial security to social status. Whatever the motivation, the teaching of pre-school children requires self-knowledge by the teacher, training and many other demands of this career. Pre-school teachers need to be very caring, dedicated, friendly, helpful, loving, empathic, patient, trusting, highly motivated and kind. These qualities will help teachers to cope with children who come from different homes with different backgrounds.

Yin (2003) asserted that Pre-school teaching requires a high standard of training. This cannot be downplayed. Training is a source of information for the pre-school teacher and it gives him/her ideas about child development. An effective pre-school teacher should be natural, have confidence in self and command self-control. She/he must have a basic liking for children and should strive towards positive actions in order to improve personally as well as professional qualities.

Boyer (1995) points out that the interaction between the teacher and the child is not always common in daily programmes of pre-schools. He further states that dialogue is, in most cases, very minimal. A pre-school teacher is a companion to the children. These children are placed in the care of this teacher who supports them in decision-making without forcing her will on them. The pre-school teacher is expected to have authority without dictatorship as well as being exemplary. David (1997) further stipulates that

Pre-school provides an ideal climate for the emotional and social development of children. It provides an improved quality of life for them, which may pay good dividends in the shape of calculated beneficial attainments in future. The pre-school teacher should, therefore, be trained in order to be tactful in helping the child develop socially and emotionally.

A study by Whitebook (2003) reveals that teachers with the most advanced education were the most effective overall. Eshiwani (1983) in his study found that poorly trained teachers were a serious handicap to a successful teaching and learning situation. According to Munyeki (1997), professional qualifications attained through training helped teachers develop professional attitudes, skills, and knowledge. Kivuva (1997) agrees that professional training influences attitudes and teachers are able to take tasks positively and effectively.

A study by the European Longitudinal study indicated that the settings which have higher qualifications of the staff are associated with increased quality scores as well as the children that have more progress. In instances where the settings consider the educational as well as social growth as being complementary and of equal significance, the children grow being all rounded. Effectiveness in pedagogy constitutes interaction that was traditionally related to teaching, so as to offer instructive learning environment for the learning of children. Hence quality creates a difference on the development of children.

Anderson (1967) reported that lack of teachers who do not have academic and professional teaching qualification would undoubtedly have a negative influence on the provision of education. Given that the social and emotional skills are largely acquired in an educational set up with the teacher is at the center of the child's education, a qualified teacher would thus be well equipped with the required skills to gear the child towards attaining the desired social and emotional skills.

2.4 Monthly Income of the Teacher in relation to development of socio emotional skills of preschool

children

Saadia (2010) in her study carried out in Tarbaj Division, Wajir East District found out that sufficient monthly income determines whether the teacher will give all their time to improving the children's performance and development or whether they will be seeking employment elsewhere where there is better pay. In line with this, Kombo and Tromp (2006) argued that a teacher that is qualified academically and professionally gets to work in conditions which are not favorable for service. This makes them to have less commitment to their work and so less productivity than the teachers who are unqualified but work in good conditions.

Ngesu, Gakunga, Gunga and Kahigi (2013), and Saadia (2010) established that parents and community members were unable to participate in the development of Early Childhood Development Education centers because they were poor and thus lacked the motivation to engage in it actively. In the same manner, the monthly income of the teacher may be a determinant towards motivating the pre-school teacher to take an active role in gearing the child to developing socio-emotional skills. Further, Okango (2012) found out that the high turnover of teachers in prison pre-schools was due to teacher salaries that were unstable and kept fluctuating every month.

Consequently, Newing (2011) states that Scaling up Early Childhood Development, requires reasonable wages as well as the conditions of service for individuals that work with the young children so that they attract and retain the good quality of the workers within the sector. In an area which is mainly owned privately and informal, it is essential to have immediate as well as concerted efforts so as to secure sectoral determination on the minimum wage through Department of Labor (DoL). The fact that in such kind of process, it is underway for the workers within the welfare sector which suggest that such can be achieved.

Concerns that going the route of a sectoral determination might affect mobility into the education sector must be addressed. Mugambi (2013) discovered that due to low salaries, teachers are not willing to be employed in pre-school centers and this affects implementation of the E.C.E. program. For example, the Cheserem Commission on Salaries and Remuneration lacks a salary scale for Early Childhood Development (ECD) teachers (Zakharov, *et al.*, 2016) and so far, the response has been left to the county governments who pay their teachers ununiformly. For instance, Bungoma County pays kshs 10, 000 to Diploma holders and kshs 8,000 to certificate holders. Consequently, the researcher suggests the following as the basic salaries for the ECDE teachers both in the private and public centers: basic course-Ksh.8, 000, certificate-Ksh.10, 000/- and diploma-Ksh.12, 000. The effect of this would be the teacher's will to leave the centers if they are not paid well. This study will, therefore, seek to establish whether the remuneration of early childhood teachers has any impact on the socio-emotional growth and development of children.

2.5 Age of the Teacher in relation to development of socio emotional skills of preschool children

Yin (2003) noted that time management requires experience. For a teacher that has worked for years, management of time is often naturally embedded on their minds even when they do not have instruments to monitor the time. Therefore, when the teacher is older, then they manage time events in

an effective manner. Hence age would be a vital characteristic which plays significant role in management of time. Krejcie and Morgan (1970) confirmed that effective use of school time begins with efficient classroom organization and management. In the United States, teachers have made time management, an integral part of those classroom procedures which they highly value. In that country, at least 27 per cent, the figure climbing beyond 40 per cent, of an elementary school day is spent on such activities as lunch, recess, breaks, down-time between lessons and activities, moving from one classroom to another, interruptions and other periods of non-instructional time. The teachers' aim is therefore to do the very best to catch up on all this lost time. To that end the teachers have developed elaborate techniques that help them achieve this.

2.6 The Teacher's Gender in relation to development of socio emotional skills of preschool children

Creswell (2007) in their study established that sex is ascribed by biology and is related to anatomy, hormones, and physiology of an individual. On the other hand, they explain gender as an achieved status which is constructed through psychological, cultural, and social means. However, Kessler (1998) said that the term sex has been used too in fields related to biology and medicine in context with males or females.

Munyeki (1997) and Ashiabi (2007) studies noted that, a child's stereotypes of characteristics related to men (e.g., aggressiveness) and women (e.g., nurturance) often reflect those of adults present around them. Thus, these adults act as agents of gender socialization for a developing child. It is important to note that these stereotypes are not universal and may vary depending on the society and culture the child is in.

Gay (1992) states that different cultures have different norms, values and expectations according to the gender of the child. Since teachers are the products of the societies that they belong to, they reflect the values and expectations of their societies. Numally (1978) moreover states that teachers not only educate, but also transmit the values, norms, and traditions shared in a society.

Teachers may directly influence how, what and how much students learn as well as how they interact with each other and the people around them. Myers (2009) add that each teacher (similar to each parent) will transmit their own gender role expectation to children, reinforcing appropriate behaviours and discouraging inappropriate ones by various means. On the other hand, Orodho and Kombo (2002a) in his assessment of whether teachers give better assessments to children of their race or gender found that teachers give better assessments to children of their race, but not of their gender. This research study will therefore seek to determine whether the gender of the teacher has any influence on the learner's socialization.

2.7 Theoretical Framework

The study was guided by constructivism theory as advanced by Jean Piaget (1970) in early childhood education. Constructivism involves empowering children to interact with the environment so that they can construct knowledge. This theory is related to the topic as understanding about a child as being a rich potential, strong and powerful is connected to the adults as well as other children. On this note, the theory proposes that it is vital for children to be provided with a stimulating environment in order for them to construct the knowledge. Teachers act as a connector to help children develop socio emotional skills by being involved in problem solving from their perspective.

2.8 Conceptual Framework

The study placed an emphasis on the influence the teachers' characteristics have on the socio- emotional development of pre- school children. Where the teacher had good qualifications, sufficient monthly income, was of a reasonable age as well as proper control over gender status, the learners exhibited positive socio- emotional skills and attitude. The interaction between the independent variable, the dependent variable, and the intervening variable is explained in figure 1.

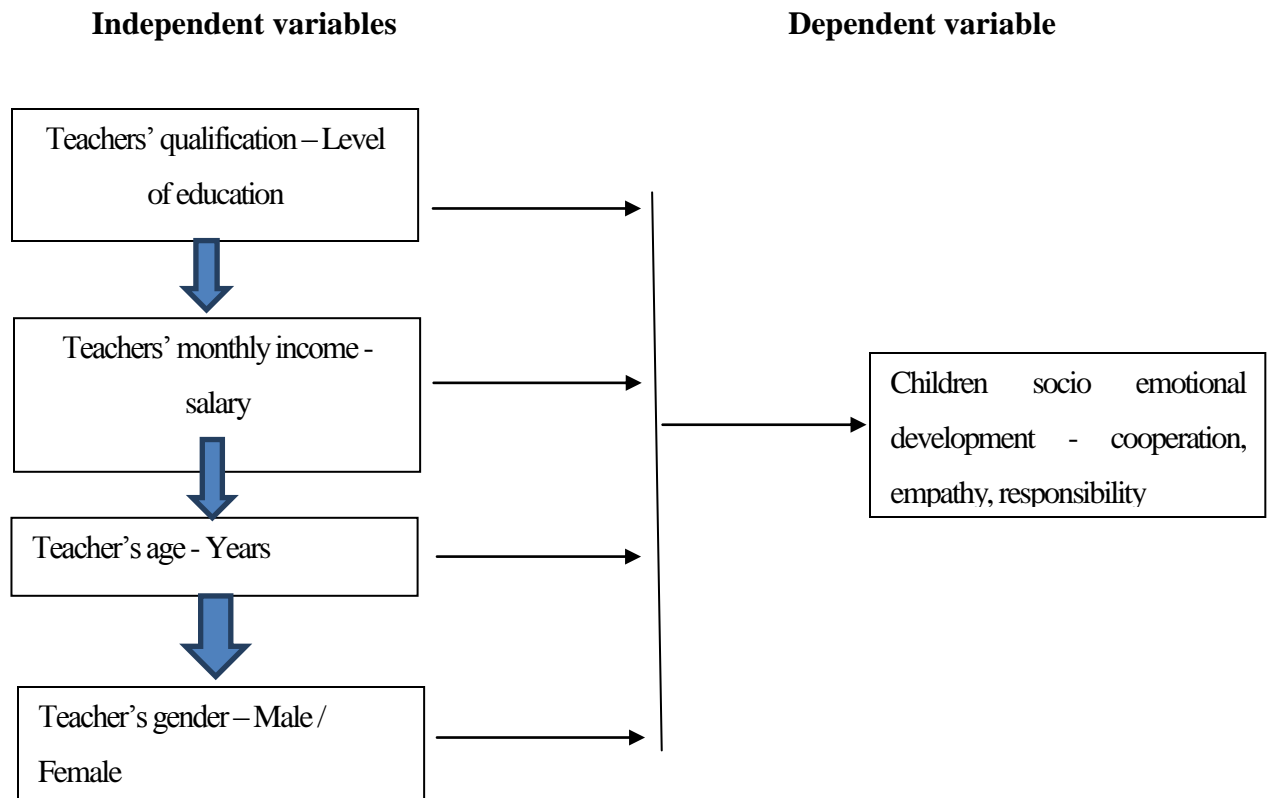


Figure 1: Conceptual Framework on Relationship between Teacher characteristics and children's socio-emotional development

The indicators of socio-emotional development comprise cooperation, empathy and responsibility. Cooperation encompasses ability to relate well with others especially when carrying out an activity as a group as well as working together towards achieving a common goal. Empathy comprises the child's ability to share another child's feelings and emotions as if they were their own. Responsibility entails the child's capacity to take charge of themselves, their property, others and also others property entrusted upon them. The competencies covered by the social-emotional development emphasize the multiple ways in which young children's development which influences their ability to adapt successfully to preschool and, later on, in school.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction

The chapter presents the research methodology. The contents are research design, the target population, the sample size determination, sampling techniques, data collection tool, data analysis, reliability and validity analysis and ethical consideration.

3.2. Research Design

The study used descriptive survey design to find out whether teachers' characteristics had an influence on the development of socio-emotional skills of pre-school children in Atandi Zone of Homa –Bay County. According to Kasomo (2006) a survey is an attempt to collect data from members of a population in order to determine the current status of that population with respect to one or more variables. Survey studies are conducted to collect detailed descriptions of existing phenomena with the intention of employing data to justify current conditions and practises or to make more intelligent plans for improving them (Creswell, 2007). The descriptive research was used to get information concerning the current status of a phenomenon on describing on “what exists” in relation to variables or the conditions in a situation. It offers a description for the data as well as characteristics on the population or phenomenon that is being investigated. Descriptive design is hence a preferred design for the study since the study seeks to get information on teacher characteristics such as their age, gender, monthly income and qualifications which will be got as per they exist at the moment to help to evaluate their effect on social emotional skills development of preschool children.

3.3. Target population

Population is a collection of individuals or objects that are considered to have similar characteristics (Zakharov *et al*, 2016). Mugenda and Mugenda (1999) assert that target population is viewed as the members of the real hypothetical set of people of the objects where a researcher wishes to generalize the

findings of the study. This study targeted 12 public pre-schools and 24 private pre-schools whose enrolment is 1231 children and 90 teachers in Atandi Zone. The study focused on the teachers' academic qualifications, monthly income, age and gender. The teachers had different academic qualifications ranging from short course, proficiency, certificate to diploma . Preschool children aged between 3 – 5 years old also formed part of the population for the study. Empathy, cooperation and responsibility were the indicators for socio emotional skills development in pre-school children.

3.4 Sampling technique and sample size

According to Mugenda and Mugenda (1999), a sample is defined as a small group that is got from an accessible population. Stratified random sampling was used during sampling process in order to choose pre-schools. The method encompasses stratification of segregation of a population within a homogenous group. This is followed by use of random sampling of the subjects from every stratum. The population was first divided into mutually exclusive groups which are relevant and appropriate in the study context.

Based on Mugenda and Mugenda (1999), a population of 30 % is enough, but the larger it is, the better. The respondents in this study were the pre-school children and teachers. The population of the study divided into stratum in which random sampling of the units was undertaken. The strata are units of study and in this study; the strata included both the private and public schools. From this population, 30 % of every stratum was obtained by random sampling where 4 public and 10 private schools were chosen. Systematic random sampling was conducted based on the teacher registration number with the teacher's service commission. This ensured that the study reduced the sampling error since the chosen individuals were considered to be a representative of the population.

3.5 Instruments

The study majorly used primary data collection instruments. For example, questionnaire had a combination of open and closed ended type of questions in which the respondents had a chance to explain their views in detail. Questionnaires were used because they ensure consistency of the questions as per the study objectives during the design and so are the respondents' answers. Questionnaires are considered a faster way in which data is obtained in comparison to other instruments. Semi structured questionnaires were used and sought to address specific objectives of the study. The questionnaires targeted the preschool teachers and head teachers of Atandi Zone in Homa Bay County in Kenya; they were chosen because of their key role in influencing child behavior in school and hence were considered important to meet the objectives on the influence of development of socio emotional skills of preschool children. The questionnaires were divided into sections and sought to target information on the academic qualifications of the teachers, their monthly income, age of the teacher and the gender of the teacher. The questionnaires to the preschool teachers and head teachers were administered through the drop and pick later method.

An observation schedule for the children was filled in by the researcher while teaching and learning went on, as well as at play time where the children were free enough to exhibit their true selves.

3.5.1 Data collection procedure

The drop and pick method was used to collect data. The drop and pick method for this study involved face to face interaction with the pre-school teachers and head teachers where they were informed on the questionnaires and how to fill them, after which they were to be collected at an agreed future date. This ensured an increase on the response rate and eligibility in the study.

The observation checklist are important in improving the data collection and so offer more insight into the study findings. The observation checklist in this study was filled by the researcher during the learning experience. Further, during play time and games so as to understand the social development of the children as this is the time in which they exhibit their true selves.

3.5.2 Validity and reliability of study instruments

Reliability and validity determines the extent in which data is accurate and representativeness of the results respectively and replicability indicates repeating the study using a similar methodology can achieve similar outcome. In this study, the research instruments were designed in a way to minimize errors. The questionnaires were made simple, precise and in accordance with the objectives of the study. This helped in avoiding unnecessary ambiguities. The research assistants who helped in data collection were trained prior to the exercise and this made it possible to ensure accuracy and objectivity. The instruments of the study were pre-tested and adjusted accordingly and this ensured improvement of the accuracy of data.

In order to check for reliability, the study made use of the test retest in which evaluation or analysis was done twice and the correlation between the first and the second score was determined. This ensured improved accuracy in the study. However, the validity of the study was tested by using the content validity evidence. This technique established a way to inspect the questionnaires to see if they correspond with the objectives of the study and the expectations of the researcher on whether they address the issues in the study.

3.6. Data Analysis

The collected data was edited, coded and then entered in the Statistical Package for Social Sciences (SPSS) program for the purpose of analysis. The resulting data was both qualitative (observation data) and quantitative (questionnaires) in nature. Observation data was analysed through themes that informed the study aims.

Analysis of data was done using descriptive form of analysis in the SPSS software and the findings presented in tables, charts and graphs. Objective One of determining whether the teachers' professional qualification influences the development of socio-emotional skills of pre-school children involved making custom tables that enabled the researcher to present the degree of agreement of the respondents in a scale of 1-5 and the findings presented in a table. Objective Two on examining whether the teachers' monthly income influences the development of socio-emotional skills of pre-school children similarly was analysed using the custom tables which enabled the researcher to present the degree of agreement of

the various measures on development of socio-emotional skills in pre-school in a scale of 1-5 and presented in tables. Objective Three was meant to establish whether the teachers' age has an influence on the development of socio-emotional skills of pre-school children was analysed using custom tables which enabled the researcher to present the degree of agreement of the various measures on development of socio-emotional skills in pre-school in a scale of 1-5 and presented in tables. The findings of the study were compared to the available literature on teacher characteristics and socio-emotional growth in children to find out whether the study had addressed the research gaps.

3.7 Ethical Concerns

The researcher ensured that the research tools were used solely for the purpose of this research and the respondents' identities were concealed. The researcher obtained a letter permitting her to carry out the research in Atandi Zone from the Director of Education's office in Rachuonyo South Sub- County as well as verbal permission from the respective heads of the private and public preschools.

Ethics are norms governing human conducts which have a significant impact on human welfare. It includes judgement on the right and wrong behavior. Saunders *et al* (2009) asserts that it is the role of a researcher to evaluate well the possibility of harm on the research participants as well as the level to which such is possible; such possibility of harm need to be reduced. The researcher recognized this issue in the study as being more sensitive involving the relationship of the teacher and the preschool children. This is because the study involved interaction of the head teachers, teachers and the children which would result to emotional feelings from this group and some would not be comfortable giving their personal details. Hence, there was need to protect the identity of the respondents as much as possible. This implies that the questionnaires and the observation checklist did not have the name of the respondent so as to hide their identity. This ensured confidentiality.

In order to get the research permit, the researcher obtained a letter from the University of Nairobi which allowed me to undertake the study; in addition, I also got an introductory letter explaining the role of the study on the questionnaires.

CHAPTER FOUR

FINDINGS AND DISCUSSION

4.1. Introduction

This chapter is an analysis and interpretation of the data that was collected investigating the influence of teacher characteristics on the socio- emotional development of preschool children in Atandi Zone, Homa -Bay County in Kenya.

4.2. Response Rate

The study targeted 90 respondents. However, 64 respondents responded and returned their questionnaires contributing to 71 % response rate. According to Mugenda and Mugenda (1999), a response rate of 70% and over is excellent and adequate for analysis and reporting.

4.3. Demographic information of respondents

The study sought to establish information on the respondents of Atandi Zone in Homabay County that were used in the study with regards to their age, gender, professional qualification and monthly income. This was done so as to understand the background of the respondents and their work ability to give relevant data useful for the study. Table 1 shows the findings.

Table 1: Demographic characteristic of respondents

Teacher Characteristics		Frequency (No.)	Frequency (%)
Professional Qualification	Diploma	29	41.4
	Certificate	32	45.7
	Proficiency	5	7.1
	Short course	4	5.7
Monthly Income	>12,500	12	17.1
	10001-12500	8	11.4
	7501 – 10000	2	2.9
	5001 – 7500	3	4.3
	2501 – 5000	43	61.4
	0 – 2500	2	2.9
Age	41 – 50	10	14.3
	31 – 40	26	37.1
	18 – 30	34	48.6
Gender	Male	11	16.2
	Female	57	83.8

Table 1 show that the teachers had diverse trainings on Early Childhood Development (ECD). The teachers with short courses were 5.7 % (n = 4), those who just did proficiency tests on ECD were 7.1 % (n = 5), those who had certificate were 45.7 % (n = 32) while those with diploma qualification were 41.4 % (n = 29). From Table 1 the professional qualification profile of the study participants' show that most of the ECE teachers have a certificate qualification standing at 45.7% (n = 32) , while the teachers with short courses were the least represented at 5.7 % (n = 4) . These results mirror what Munyeki (1997) found that professional qualifications attained through training helped teachers develop professional attitudes, skills and knowledge. Kivuva (1997) agrees that professional training influences attitudes and teachers are able to take tasks positively and effectively.

Adeyemi (1998) also reported that lack of teachers who do not have academic and professional teacher qualification would undoubtedly have a negative influence on provision of education. Given that the social and emotional skills are largely acquired in an educational set up with the teacher being at the centre of the child's education, a qualified teacher would thus be well equipped with the required skills to influence the child towards attaining the desired social and emotional skills.

Table 1 shows that 2.9% (n = 2) of the ECE teachers earn kshs 2,500 and below, 61.4 % (n= 43) earn between kshs 2,501 and 5,000, 4.3 % (n = 3) earn between Kshs 5,001 – 7,500, another 2.9 % (n=2) earn kshs 7,501 – 10,000 whereas only 11.4 % (n= 8) earn between kshs 10,001 to 12, 000. The highest paid were those who earned above 12,500 and they were represented by 17.1 % (n=12).The overall implication is that the ECD teachers are poorly paid, with majority of the study respondents at 61.4 % (n = 43) earning between Kshs 2,501 and 5,000 while just 17.1 % (n= 12) earning above kshs 12,500.

Saadia (2010) in her study carried out in Tarbaj Division, Wajir East District found out that sufficient monthly income determines whether the teacher will give all their time to improving the children's

performance and development or whether they will be seeking employment elsewhere where there is better pay. Ngesu, Gakunga, Gunga and Kahigi (2013), established that parents and community members were unable to participate in development of E.C.D.E. centres because they were poor and thus lacked the motivation to engage in it actively. In the same manner, the monthly income of the teacher may be a determinant towards motivating the pre-school teacher to take an active role in influencing the child to developing socio- emotional skills. Further, Lockesh (1984) found out that the high turnover of teachers in prison pre-schools was due to teacher salaries that was unstable and kept fluctuating every month.

With regard to these findings, it would be important to study the monthly income of a preschool teacher and examine whether it influences the development of socio –emotional skills of pre-school children.

From table 4.1 findings show 48.6 % (n= 34) of the respondent pre-school teachers fall in 18 – 30 age bracket while 37.1 % (n= 26) of the pre-school teachers fall in 31 – 40 age group. The results also reveal that only 14.3 % (n= 10) of teachers fall in the 41 – 50 years' age bracket. The demographic age profile of the study participants' show that the 18 – 30 age brackets is dominant among the preschool teachers. The least represented were those in the bracket of 41 – 50 years old. This implies that most ECE centre managers prefer younger teachers to their older counterparts when it comes to handling preschool children.

According to Berk (2007), experience is essential in ensuring that time has been managed well. A teacher that has worked for years, ensuring that they keep time well is embedded naturally on their minds even when such a teacher does not have the instruments in managing the time. Therefore, when the teacher is older, they have better skills to manage time since they have been involved in such for long. Age is hence a feature which plays a crucial role in management of time. The study findings from

table 4.1 however indicate that younger teachers are preferred to their older counterparts since they are represented by the highest frequency of 48.6 % (n= 34).

Findings of the study as seen in table 4.1 also indicate that female teachers were predominant at 83.8 % (n = 57) while males were represented by 16.2 % (n= 11). Thompson (2008) states that; different cultures have different norms, values and expectations according to the gender of the child. Since teachers are the products of the societies that they belong to, they reflect the values and expectations of their societies. Yin (2003) moreover states that teachers not only educate, but also transmit the values, norms, and traditions shared in a society.

Teachers may directly influence how, what and how much students learn as well as how they interact with each other and the people around them. Whitebook (2003) adds that each teacher (similar to each parent) will transmit their own gender role expectation to children, reinforcing appropriate behaviours and discouraging inappropriate ones by various means. Table 4.1 gives a clear indication that most preschools have female teachers being that they are represented by 83.8 % (n = 57).

4.4 Teachers' Professional Qualifications and the Development of Social Emotional Skills of Preschool

Children

Table 2 shows teachers' professional qualification in Atandi zone. Different aspects of socio emotional development of preschool children were investigated using seven statements. The teachers were asked to state the extent to which they agreed with the different seven statements.

Table 1: Professional Qualifications and socio- emotional skills of pre-school children

Qualification	F	Cooperation			Responsibility		Empathy	
		NA/DA	A	SA	A	SA	A	SA
Diploma	29	5.7%	54.3%	40.0%	41.4%	58.6%	45.7%	54.3%
Certificate	32	6.3%	59.4%	34.4%	37.9%	62.1%	31.0%	69.0%
Proficiency	5	6.9%	58.6%	34.5%	50.0%	50.0%	56.3%	43.8%
Short course	4	0.0%	40.0%	60.0%	40.0%	60.0%	20.0%	80.0%

KEY: f-frequency; NA/DA- Neither Agreed nor disagreed; A- Agreed; SA- Strongly Agreed; DA- Disagreed.

From Table 2, 5.7 % (n = 2) of the teachers who had diploma neither agreed nor disagreed with the statements targeting their contribution to pre-school children's development of cooperation as a socio-emotional skill. However, 54.3% (n= 16) of the teachers with similar qualification agreed with the statements while 40.0% (n= 11) strongly agreed with the statements. Concerning responsibility, 41.4% (n=12) of the respondents with diploma agreed while 58.6 % (n=17) of them strongly agreed with the statements. In the same line, 45.7% (n=13) of the teachers with diploma qualification

agreed with the given statements pointing towards development of empathy, whereas 54.3 % (n=16) strongly agreed with the similar statements.

Table 2 shows that responsibility as a social emotional skill ranked highest among the pre-school teachers with diploma qualification where 58.6% (n= 17) of them strongly agreed with the statements. This was closely followed by empathy with 54.3% (n=16) and lastly cooperation with 40.0 % (n= 11) strongly agreeing with the statements. The findings lead us to assume that the teachers with Diploma to a large extent influence the development of the social emotional skills of responsibility, empathy and cooperation among pre- school children.

Subsequently, 6.3 % (n=2) of the teachers with certificate qualification neither agreed nor disagreed, 59.4 % (n=19) agreed and 34.4 % (n=11) strongly agreed with the statements pertaining to the development of cooperation as a social emotional skill. When it came to responsibility, 37.9 % (n=12) of the teachers agreed while 62.1 % (n=20) strongly agreed with the statements. In the same level of education, 31.0 % (n=10) of the respondents agreed while 69.0 % (n= 22) strongly agreed with the statements.

From Table 2 findings indicate that empathy was the highest ranked socio emotional skill having 69.0% (n= 22) of the pre-school teachers with certificate qualification strongly agreeing with the statements pertaining to its development. Responsibility closely follows with 62.1 % (n=20) and lastly cooperation having 34.4 % (n=11) strongly agreeing with the given statements. The findings lead the study to assume that teachers with certificate qualification to a large extent influence the development of the

social emotional skills of empathy, responsibility and cooperation among pre- school children.

Table 2 also shows that 6.9 %(n= 1) of the teachers who had done proficiency tests neither agreed nor disagreed, 58.6 %(n=3) agreed, and 34.5 %(n=2) strongly agreed with the statements pointing towards development of cooperation as a social – emotional skill. An equal number of respondents with proficiency both agreed and strongly agreed with statements pointing towards development of responsibility whereas 56.3 %(n=3) agreed and 43.8 %(n=2) strongly agreed with statements pertaining development of empathy.

Among the pre-school teachers with proficiency qualification, cooperation ranked highest with 58.6 % (n=3) agreeing with the statements pointing towards its development. Empathy came second with 56.3% (n= 3) and then responsibility last with 50.0 % (n=2) agreeing with the given statements. From the findings in table 2, we can assume that the pre- school teachers with proficiency qualification influence the development of socio emotional skills of cooperation, empathy and responsibility among pre- school children.

The respondents who had short course qualification were the least represented. They registered 40.0 %(n=1) agreement with statements pertaining development of cooperation and responsibility as well as 60.0 %(n=3) strong agreement. However, a remarkable disparity was noted when it came to empathy, where only 20.0 %(n=1) of the respondents agreed and 80.0 %(n=3) strongly agreed with the statements.

Findings from Table 2 show that among the pre- school teachers with short course qualification empathy ranked highest having registered a remarkable 80.0 % (n = 3)

strong agreement with the statements pertaining to its development. It is important to note that cooperation and responsibility had an equal share of the respondents who strongly agreed with the statements – 60.0 % (n=3). Based on these findings, we can thus assume that preschool teachers with proficiency qualification influence the development of socio emotional skills of pre- school children.

From the findings in this study, it can be seen that all the teachers interviewed had some academic qualification. Across all the educational levels: short course, proficiency, certificate and diploma, the teachers agreed to a large extent with the statements. This implies that professional training and qualification is essential for all pre-school teachers and influences how they contribute to the socio emotional development of the children. This implication is in line with what Stott and Bowman (1996) found in his study that poorly trained teachers were a serious handicap to a successful teaching and learning situation. In addition, Munyeki (1997) found that professional qualifications attained through training helped teachers develop professional attitudes, skills and knowledge. Kivuva (1997) also agrees that professional training influences attitudes and teachers are able to take tasks positively and effectively.

Further, this study wanted to understand the way in which the teachers ensured that the children socially participate in class to acquire the concepts that the teacher is instructing. The findings are as presented in table 3. It is clear that the teachers engaged the children sing as others sing; engaged them in play activities with others; introduce a song which would involve everyone participating through dancing, clapping and jumping; introduction of activities that involve turn taking; introducing them together with fellow children who easily socialize and probably assign them responsibilities like being group leaders of that particular group and introducing a song which would involve everyone participating through dancing. It is can be deduced that pre-school teachers who have proficiency on their qualifications

influence social participation of the children in class through these activities and concepts to develop their socio-emotional skills of the children.

Table 2: Social Participation

	Frequency	Percent
Valid Engage them in play activities with others	3	16.7
Engaging them sing as others sing	3	16.7
Introduce a song which will involve everyone participating through dancing,	3	16.7
Introduce a song which will involve everyone participation through dancing, clapping and jumping	3	16.7
Introduce activities that involve turn taking	3	16.7
Introducing them together with fellow children who easily socialize and probably assign them responsibilities like being group leaders of that particular group	3	16.7
Total	18	100.0

On the other hand, the study wanted to examine how teacher behaviour and distribution of class activity influences the development of socio-emotional skills of pre-school children. The findings showed that teachers with proficiency in qualification engaged in positive engagement with a mean of 4.9 %; highly

engaged in teacher communication with a mean of 4.7 % and peer sociability with a mean of 4.8 % (Table 4). However, teacher conflict with a mean of 1.2 % and peer conflict with a mean of 1.1 % do not contribute to socio-emotional skills of pre-school children. It is important for pre-school children to have positive engagement' communicate; show peer sociability and be assertive so as to create socio-emotional skills development among pre-school children. The findings of this study are similar to the study conducted by Charles (2010) on the teacher professional qualification and their influence on socio-emotional development of young children which stated that pre-school teachers required self-knowledge of the student and training; the teachers need to be caring, dedicated, friendly, helpful, loving, empathic, patient and highly motivational and being exemplary. This study adds to the previous findings by showing that pre-school teachers need to be trained as a source of information which gives them the ideas about child development and their needs.

Table 3: Teacher behaviour and distribution of class activity

		Column N %	Mean
positive engagement	very low extent	0.0%	
	low extent	0.0%	
	moderate extent	0.0%	
	great extent	5.3%	
	very great extent	94.7%	
	Total		(4.9%)
teacher communication	very low extent	0.0%	
	low extent	0.0%	
	moderate extent	0.0%	
	great extent	26.3%	
	very great extent	73.7%	
	Total		(4.7%)
peer sociability	very low extent	0.0%	
	low extent	0.0%	
	moderate extent	0.0%	
	great extent	15.8%	
	very great extent	84.2%	
	Total		(4.8%)
peer assertiveness	very low extent	0.0%	

	low extent	0.0%
	moderate extent	0.0%
	great extent	5.3%
	very great extent	94.7%
	Total	(4.9%)
teacher conflict	very low extent	84.2%
	low extent	15.8%
	moderate extent	0.0%
	great extent	0.0%
	very great extent	0.0%
	Total	(1.2%)
peer conflict	very low extent	89.5%
	low extent	10.5%
	moderate extent	0.0%
	great extent	0.0%
	very great extent	0.0%
	Total	(1.1%)

From an observation of pre-schoolers, it was clear that the socio-emotional activities are well matched with the needs of the children; availing the resources and aids by the management; efficient teacher interaction with the children; children interacted among them (cooperation); self-reliance of the children (taught on being responsible); engaging the children with the activities/ tasks; empathy; teacher presence and provision of directions. In order to further motivate the child by the teacher during the social activities, proficient teachers called the children by their names, clapping, offering presents such as stars or birthday cards; use of praising words such as well-done and using encouraging words such as well done. These activities have an impact of improving the socio-emotional skills of preschool children.

4.5 Teacher's Monthly Income and the Development of Socio – Emotional Skills of Pre- School Children

Table 5 shows the monthly income of teachers and its influence on the development of socio-emotional skills of pre-school children.

Table 4: Results on the impact of Teachers' Monthly Income on Development of Social – Emotional Skills of pre-school children

<u>Monthly</u> <u>income</u>	<u>F</u>	<u>Co-operation</u>			<u>Responsibility</u>			<u>Empathy</u>		
		<u>NA/DA</u>	<u>A</u>	<u>SA</u>	<u>A</u>	<u>SA</u>	<u>DA</u>	<u>NA/DA</u>	<u>A</u>	<u>SA</u>
>12500	12	5.7%	54.3%	40.0%	41.7%	58.3%	0.0%	0.0%	75.0%	25.0%
10000-12500	8	0.0%	66.7%	33.3%	25.0%	75.0%	0.0%	0.0%	50.0%	50.0%
7501 – 10000	2	0.0%	100.0%	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%
5001 – 7500	3	0.0%	25.0%	75.0%	0.0%	100.0%	0.0%	0.0%	66.7%	33.3%
2501 -5000	43	0.0%	66.7%	33.3%	46.5%	53.5%	4.7%	4.7%	69.8%	20.9%
0 ≤ 2500	2	9.3%	55.8%	34.9%	0.0%	100.0%	–	–	–	–

KEY: f-frequency; NA/DA- Neither agreed nor disagreed; A- Agreed; SA- Strongly Agreed; DA- Disagreed.

From Table 5 regarding the development of cooperation among pre-school children, 5.7 % (n=1) of respondents earning kshs 12,501 and over neither agreed nor disagreed, 54.3 % (n= 6) agreed and 40.0 % (n=5) strongly agreed with the given statements. Those earning kshs 10,001 – 12,500 had none neither agreeing nor disagreeing with the statements, 66.7 % (n= 6) agreeing and 33.3 % (n= 2) strongly agreeing. The respondents earning kshs 7,501 – 10,000 registered 100.0 % (n=2) agreement with the statements. In addition, those earning kshs 5,001- 7,500 had none neither agreeing nor

disagreeing, 25.0 % (n=1) agreeing and 75.0 % (n= 2) strongly agreeing. Further, for those earning between kshs 2,501 – 5,000 none neither agreed nor disagreed, 66.7% (n= 29) agreed and 33.3% (n= 14) strongly agreed. Lastly under cooperation, there were 9.3 % (n= 1) of the respondents neither agreeing nor disagreeing, 55.8 % (n= 2) agreeing and 34.9 % (n= 1) strongly agreeing with the given statements.

When it came to the development of responsibility as a social emotional skill, table 5 shows that 41.7%(n= 5) of the respondents earning Kshs 12,501 and over agreed, 58.3% (n= 7)strongly agreed and none disagreed, those earning Kshs 10,001 – 12500 had 25.0% (n=2) agreeing, 75.0%(n= 6) agreeing and none disagreeing whereas those earning Kshs 7,501 – 10,000 registered 100%(n= 2) agreement with the statements. Further, 100.0% (n= 3) of the respondents earning Kshs 5,001 – 7,500 strongly agreed with the statements, those earning Kshs 2,501- 5,000 had 46.5%(n=19) agreeing, 53.5% (n=23) strongly agreeing and only 4.7%(n=1) disagreeing. Lastly, those earning Kshs 2,500 and below all (n= 2) strongly agreed with the given statements.

On the development of empathy as a social emotional skill, table 5 indicates that none of the respondents earning Kshs 12,501 and over neither agreed nor disagreed with the given statements, 75.0%(n= 9) agreed while 25.0%(n=3) strongly agreed. Those earning Kshs 10,001- 12,500 had none neither agreeing nor disagreeing but registered an equal share of respondents agreeing and strongly agreeing at 50.0% (n= 4) respectively whereas those in the bracket of Kshs 7,501 – 10,000 registered 100% (n= 2) agreement with the given statements. Further, those earning Kshs 5,001- 7,500 had none neither agreeing nor disagreeing, 66.7%(n=2) agreeing and 33.3%(n=1) strongly agreeing, contrary to the ones earning Kshs 2,501 – 5,000, who had just 4.7%(n=3) neither agreeing nor disagreeing, 69.8%(n=31) agreeing and 20.9% (n= 9) strongly agreeing.

Looking at the social emotional skills across the varied monthly incomes of the pre-school teachers, empathy was ranked highest by the teachers earning more than Kshs 12,500 at 75.0 % (n= 9) agreement with the statements. This was closely followed by cooperation at 54.3% (n= 6) and lastly responsibility with 41.7% (n= 5) agreement. For the teachers earning Kshs 10,001 – 12,500, responsibility was ranked highest with 75.0 % (n=6) strongly agreeing with the statements followed by empathy at 50.0% (n= 4) and lastly cooperation registering 33.3% (n= 2) strong agreement with the statements.

Table 5 further shows that the teachers who were earning Kshs 7,501- 10,000 registered 100.0% (n=2) agreement with the statements pointing towards the development of the three socio emotional skills under study. However, a disparity was noted among their counterparts who were earning Kshs 5,001 – 7,500. These registered 100.0 % (n= 3) strong agreement with statements pertaining to the development of responsibility followed by 75.0% (n=2) on cooperation and a low number of 33.3 % (n=1) on empathy.

Table 5 also shows that among the teachers earning Kshs 2,501 – 5,000, empathy ranked highest with 69.8% (n= 31) agreeing with the statements, followed by cooperation with 66.7 % (n= 29) and lastly responsibility with 46.5% (n= 19). The lowest paid teachers who were earning Kshs 2,500 and below registered 100.0 % (n=2) strong agreement with statements pointing towards development of responsibility, followed by cooperation at 34.9% (n=1).

From the findings in table 5, it can be seen that all the teachers interviewed were paid differently. The teachers, despite a great variation in their remuneration, agreed to a large extent with the statements. Agreeing with the statement implies that teachers, to a great extent, contributed to the socio emotional

development of the pre-school children despite salary levels. This implies that the monthly income of the teachers did not have a significant influence on the teachers' contribution to the socio emotional development of the pre-school children. This implication is contrary to what Saadia (2010) found out, that sufficient monthly income determined whether the teacher would give all her time to improving the children's performance and development or whether she/ he would be seeking employment elsewhere where there was better pay. Mwaura (2010) also established that due to low salaries, teachers were not willing to be employed in the Pre-school centres and this affected implementation of the E.C.E. program. For example, the Cheserem Commission on Salaries and Remuneration lacks a salary scale for Early Childhood Development (ECD) teachers (Zakharov *et al.*, 2016) and so far, the responsibility has been left to the county governments who pay their teachers un uniformly such as Bungoma County pays kshs 10, 000 to Diploma holders and kshs 8,000 to certificate holders. This is a challenge in the sector. The effect of this is the teachers' will to leave the centres if they are not paid well. Okango (2012) also found out that the high turnover of teachers in prison pre-schools was due to teacher salaries that was unstable and kept fluctuating every month.

From an observation in one of the pre-schools, there was a five-year-old girl who was left in charge of her class as their teacher attended a staff briefing. The child was capable of controlling the pre unit class for the 15 minutes during which their teacher was away. She distributed the workbooks to each and every pupil in her class as the teacher had instructed and ensured each and every one concentrated on the assignment which had been issued out. None moved up and down since she commanded them to be quiet and do their work. This pointed towards a great level of responsibility on the child's part. The teacher to this child was earning between kshs 2,501 – 5,000. In comparison, there was another observation in a different pre-school in which a child of similar age was capable of ensuring that all his classmates had a chance to use the swings at the school's playground. He instructed his peers to line up one after the other in order to give each one of them an equal opportunity of having fun. By doing this,

all his classmates had fun and the few who tried to be uncooperative were given a time out from the on-going play activity. This observation implies that the child had developed the socio – emotional skills of responsibility and cooperation. He was capable of mobilising the rest of his classmates to be cooperative too. The teacher to this child fell in the monthly income of 12,501 above. These two observations imply that any teacher contributes to the development of socio - emotional skills of pre-school children regardless of the amount of salary they earn.

Further observation from the preschool teachers showed that teachers are rewarded in terms of improved socio-emotional skills for the children by being thanked but they believed that favourable working conditions of service improve their dedication and commitment to addressing the needs of the children. Sufficient monthly income determines whether they will give their all-time to improving the children performance and development. The pre-school teachers who were thanked were motivated to improving the socio-emotional skills of pre-school children and they conducted social learning activities such as play-date, role learning, drill and practice, free exploration, colourful nature collages and mad face / scary face in order to ensure socio-emotional learning of the pre-schoolers.

4.6 Teacher's Age and Development of Social Emotional Skills

An enquiry was made on the extent of agreement on the influence of age of a teacher on socio-emotional development of pre-school children. The findings are as shown in table 6.

Table 5: Age of teacher and preschool children's socio-emotional skills

		Column N %	Mean
An older teacher is likely to "time" events better	very low extent	0.0%	
	low extent	0.0%	
	moderate extent	0.0%	
	great extent	0.0%	
	very great extent	100.0%	
	Total		(5.0)
Age plays a positive role in management	very low extent	0.0%	
	low extent	0.0%	
	moderate extent	0.0%	
	great extent	0.0%	
	very great extent	100.0%	
	Total		(5.0)
Teacher's aim is to catch up with all the time lost	very low extent	0.0%	
	low extent	0.0%	
	moderate extent	0.0%	
	great extent	0.0%	
	very great extent	100.0%	
	Total		(5.0)

The findings show that to a very great extent (shown by the mean score of 5 in Table 6 as the statements were measured in a likert scale of 1-5), the respondents believed that an older teacher is likely to time events better; age plays a positive role in management and the teachers aim is to catch up with all the time lost. This is because older teachers are considered as being responsible and hence children interact freely with them and as a result growth on the socio-emotional skills.

Table 7 shows the influence of the teachers’ age on the development of socio – emotional skills of pre-school children.

Table 6: Teachers’ Age and pre-school children’s Development of Social- Emotional Skills

Age	F	Cooperation			Responsibility			Empathy		
		NA/DA	A	SA	DA	NA/DA	A	SA	A	SA
41-50	14.3%	0.0%	2.9%	11.4%	0.0%	0.0%	11.8%	2.9%	5.7%	8.6%
31-40	37.1%	2.9%	22.9%	11.4%	0.0%	0.0%	19.1%	19.1%	12.9%	24.3%
18-30	48.6%	2.9%	28.6%	17.1%	2.9%	2.9%	38.2%	2.9%	22.9%	25.7%

KEY: f-frequency; NA/DA- Neither Agreed nor Disagreed; A- Agreed; SA- Strongly Agreed; DA- Disagreed.

Table 7 shows that the teachers aged 41- 50 were represented by 14.3% (n=10). While none of these neither agreed nor disagreed with the statements on the development of cooperation as a social emotional skill, 2.9 %(n= 2) agreed and 11.4 %(n= 8) strongly agreed. Those aged 31-40 were represented by 37.1 %(n=26) of which 2.9% (n= 2) neither agreed nor disagreed, 22.9 %(n=16) agreed and 11.4 %(n=8) strongly agreed. Further, respondents aged 18-30 were represented by 48.6 %(n= 34) of which 2.9% (n=2) neither agreed nor disagreed with the statements, 28.6 %(n=20) agreed, 17.1% (n= 12) strongly agreed .and only 2.9 %(n= 2) disagreed.

Concerning responsibility, table 7 shows that none of the teachers aged 41-50 neither agreed nor disagreed, 11.8 %(n= 8) agreed and 2.9 %(n=2) strongly agreed. Similarly, those aged 31-40 had none neither agreeing nor disagreeing with the statements but registered an equal share of those agreeing and strongly agreeing at 19.1%(n= 13) respectively. Eventually, the respondents aged 18-30 registered a low percentage of 2.9

%(n= 2) disagreeing, another 2.9 %(n= 2) neither agreeing nor disagreeing with the given statements, a high number represented by 38.2 %(n= 28) agreeing, while only 2.9 strongly agreeing (n= 2).

Regarding the development of empathy as a social emotional skill, table 4.4 indicates that none of the respondents across the age brackets under study disagreed with the given statements. Those aged 41-50 registered 5.7% (n= 4) agreeing and 8.6% (n= 6) strongly agreeing. Teachers aged 31-40 had 12.9% (n= 9) agreeing and 24.3% (n= 17) strongly agreeing. Lastly, the ones aged 18-30 had 22.9% (n=16) agreeing and 25.7% (n= 18) strongly agreeing with the given statements.

Looking at the social emotional skills across the pre-school teachers' ages, responsibility ranked highest among the teachers aged between 41- 50 years old, with a total frequency of 11.8 % (n=8) agreeing with the statements. Empathy came second with 8.6% (n=6) agreeing with the statements and lastly cooperation with only 2.9 %(n=2) agreeing with the statements. From this, we can say that the elderly preschool teachers highly regard responsibility and it could be because of the fact that they have lived long enough to expect a certain level of responsibility among the preschoolers.

Among the teachers aged 31-40, empathy ranked highest with 24.3% (n=17) strongly agreeing with the given statements. This was followed by responsibility 19.1 %(n=13) and then cooperation came last with 11.4% (n=8) strongly agreeing with the given statements. From this finding, we can say that for the middle aged preschool teachers, the child's ability to comprehend others' feelings came out as the most important social emotional skill.

The last age category comprised the teachers aged 18 – 30 years old. They were the highest in number being represented by 48.6% (n= 34) which was almost half the sampled teachers. Out of these, 38.2% (n=28) agreed with the statements pointing towards development of responsibility as a social emotional skill. Responsibility thus emerged the first, followed by cooperation with 28.6% (n=20) agreeing with the statements and lastly empathy but with a close margin having 22.9 % (n=16) strongly agreeing with the statements. These young teachers share in the elderly teachers' agreement that responsibility is an important social emotional skill. This can be attributed to the fact that society expects the young people to grow into responsible adults and so the teachers could be preparing the preschoolers for their duties as responsible members of the society.

Table 7 shows that the teachers were of different ages. The teachers, despite a great variation in their age, agreed to a large extent with the statements. Agreeing with the statement implies that teachers, to a great extent, contributed to the socio emotional development of the pre-school children despite their age. This implies that the age of the teachers did not have a significant influence on the teachers' contribution to the socio emotional development of the pre-school children. Owino (2010) realized that experience is quite essential in managing time and for a teacher that has enough experience, time keeping gets naturally embedded on their minds. The findings in this study do not, however, imply that a person of a more mature age may have an upper hand in contributing to the socio emotional development of pre-school children.

This is further emphasized by observations in two different pre-schools which had teachers of different ages but made it possible for children to freely interact with each other as well as carry out an exercise as a class which pointed towards the development of empathy as a socio – emotional skill. Child Q aged 5 from pre-school R fell ill and missed school for three days. The teacher informed her classmates that she

was unwell and thus would not be with them for another two days. The teacher prompted them to give suggestions on what they could do as a class to make child Q feel loved and appreciated by her classmates. One child from the class suggested that they make her a card bearing beautiful drawings of flowers of varied colours and that each and every one of them to write their names in the card after which they were to take it to child Q as a class. In this manner, the teacher whose age fell in the bracket of 18 - 30 assisted the children in developing the skill of empathy.

In another observation, child W from pre-school V could not find her pencil on a particular day. She thus could not write and as a result felt distressed. Child L who was sitting next to her took it upon herself to inform the teacher of child W's predicament and went ahead to offer her an extra pencil which she had brought from home. In doing this, child L empathised with her classmate who had a problem and helped her out of it by enabling her to write the day's learning activities. The teacher in pre-school V fell in the age bracket of 41 – 50 yet she encouraged the children to empathise with each other.

The findings are further supported by constructivists as they advocate for children's interaction with the environment to broaden their perspective of the world. We can clearly see the role of the teacher as he avails himself for interaction with the pre-schoolers which in the long run helps in the development of social emotional skills. The observations also indicate that a teacher influences the development of socio-emotional skills of pre-school children regardless of their age.

4.7 Teacher's Gender and Development of Social Emotional Skills

An enquiry was made on the extent of agreement of the statements about teacher gender and its impact on the development of socio-emotional skills of preschool children. The findings are as shown in table 8.

Table 7: Gender and socio-emotional skills of pre-school children

		Column N %	Mean
Gender as an achieved status is constructed through psychological, cultural and social means	very low extent	0.0%	
	low extent	16.7%	
	moderate extent	16.7%	
	great extent	44.4%	
	very great extent	22.2%	
	Total		(3.7%)
Adults act as agents of gender socialization for a developing child	very low extent	0.0%	
	low extent	0.0%	
	moderate extent	11.1%	
	great extent	66.7%	
	very great extent	22.2%	
	Total		(4.1%)
Different cultures have different norms, values and expectations according to the gender of the child	very low extent	0.0%	
	low extent	0.0%	
	moderate extent	11.1%	
	great extent	77.8%	
	very great extent	11.1%	
	Total		(4.0%)
Teacher (similar to each parent) will transmit their own gender role expectation to children, reinforcing appropriate behaviors and discouraging inappropriate ones by various means	very low extent	0.0%	
	low extent	5.6%	
	moderate extent	16.7%	
	great extent	44.4%	
	very great extent	33.3%	
	Total		(4.1%)

The findings indicate that gender as an achieved status is constructed through psychological, cultural or social means with a mean of 3.7; adults act as agents of gender socialization for a developing child with a mean of 4.1; different cultures have different norms, values and expectations according to gender of

the child with a mean of 4.0 while teacher (similar to each parent) will transmit own gender role expectation to children, reinforcing appropriate behaviors and discouraging inappropriate ones with a mean of 4.1. It is clear that gender has an essential role to play in the socio-emotional development of preschool children. The findings of this study are similar to the study of Tsigra (2010) who argued that gender contributes to a child's understanding of gender in a direct, active and experiential manner by teaching practices which they use either direct or indirect way through exposing the children to various versions of masculinity or femininity.

Further, Table 9 indicates the influence of the teacher's gender on the development of social emotional skills of pre-school children in Atandi zone. The study had both male and female respondents.

Table 8: Teacher's gender and pre-school children's Development of Social Emotional Skills

Gender	F	Cooperation			Responsibility			Empathy		
		NA/DA	A	SA	DA	NA/DA	A	SA	A	SA
Male	16.2%	0.0%	11.8%	4.4%	0.0%	0.0%	12.1%	4.5%	5.9%	10.3%
Female	83.8%	5.9%	44.1%	33.8%	3.0%	3.0%	67.3%	21.2%	36.8%	47.1%

KEY: f-frequency; NA/DA- Neither Agreed nor Disagreed; A- Agreed; SA- Strongly Agreed; DA- Disagreed.

Table 9 indicates that the study had more females than males, being represented by 83.8 % (n= 57) and 16.2 % (n= 11) respectively. On the development of cooperation as a social emotional skill, none of the males neither agreed nor disagreed, 11.8 % (n=8) agreed and only 4.4 % (n= 3) strongly agreed with the statements. On the other hand, 5.9% (n= 4) of the females neither agreed nor disagreed, 44.1% (n= 30) agreed and 33.8% (23) strongly agreed with the statements.

Table 9 also shows that when it came to the development of responsibility as a social emotional skill, none of the males disagreed, none neither agreed nor disagreed, 12.1% (n= 8) agreed and just 4.5% (n= 3) strongly agreed with the statements. The female also registered low percentages of 3.0 % (n=3) disagreeing, 3.0 % (n= 3) neither agreed nor disagreed, a high percentage of 56.1% (n= 37) agreeing and 21.2% (n= 14) strongly agreeing with the statements.

Finally, on the development of empathy as a social emotional skill, table 5 shows that all the respondents from both genders were in agreement with the statements. While 5.9 % (n=4) of the males agreed, 10.3 % (n= 7) strongly agreed. On the other hand, 36.8 % (n= 25) of the female agreed while a slightly higher percentage of 47.1 % (n= 32) strongly agreed with the statements.

Findings also indicate that among the female respondents who were 83.8% (n= 57), 56.1 % (n=37) agreed with the statements pertaining to the development of responsibility as a socio emotional skill. This was the highest ranked skill among the female respondents. It was followed by cooperation which had 44.1 % (n=30) of the respondents in agreement with the statements. Surprisingly, empathy was ranked at the third and last position among the female respondents. It had 36.8 % (n=25) agreeing with the statements pertaining to its development in the preschool children. This is in contrary to the societal notion that female is more emotional than men and so it was expected that the skill of empathy would be ranked highest by the females. It however, shows that in the educational set up, the teachers would be keen on nurturing responsible citizens who are capable of controlling their own feelings and behavior.

Among the male respondents who were represented by 16.2 % (n= 11), responsibility was ranked highest with 12.1% (n =8) agreeing with the statements pointing towards its development as a social emotional skill. Cooperation came second with 11.8% (n= 7) agreeing with the statements and eventually, empathy was ranked third and last with just 5.9 % (n=4) agreeing with the statements pertaining to its development.

From table 9 it is clear that both the male and female respondents had similar regard for the three targeted socio emotional skills. This can be seen in the fact that they both ranked responsibility first, cooperation second and empathy third and last. However, Munroe and Munroe, (1984, 1986), West and Zimmerman (1987), Williams and Best, (1990) in their studies noted that, a child's stereotypes of characteristics related to men (e.g., aggressiveness) and women (e.g., nurturance) often reflect those of adults present around them. Thus, these adults act as agents of gender socialization for a developing child. It is important to note that these stereotypes are not universal and may vary depending on the society and culture the child is in. For instance, this is not the case as found out from this study.

From the findings in Table 9, it can be seen that the teachers in the study were of both male and female gender. The teachers, despite their gender, agreed to a large extent with the statements. Agreeing with the statement shows that teachers to a great extent contributed to the socio emotional development of the pre-school children despite their gender.

From one of the observations of the children, there was a child H who was domineering in nature and wanted to take the lead in all class activities. He found it difficult working together with others and he would rather shift to another activity in case he was not the one in charge. In helping him learn the importance of cooperation, the teacher, who was

a male, gave the children a coloring activity during creative arts lesson. He grouped the children in fives and gave each one of them two crayons of different colors for the purpose of coloring a ten petal flower. Child H rebelled and was left alone to his work but on noticing that it took him longer to color his work alone, requested to be allowed back into his initial group. The teacher clearly stated to him that he would only be accepted back if he was willing to work with the others. He promised to be cooperative and afterwards, emerged to be a great team leader who ensured that all his group mates colored their petals to their best knowledge.

From another observation, child K constantly messed up her exercise books and thus never presented her homework as neatly as it was expected by her teacher. The female teacher took it upon herself to praise the rest of the classmates whose books were neat on a daily basis and simply ignored child K's messy books. This went a long way in encouraging child K to be careful and responsible as she strived on a daily basis to present her books in a neater state than before. Whenever child K made an attempt to present some neat work, the teacher praised her and invited the rest of the class to applaud child K. The latter got motivated and thenceforth learnt to take personal responsibility for her books which she strove to keep neater each passing day.

Observations were carried out in classrooms with teachers of different gender and in both; the teacher had a role to play in influencing the child towards the development of socio-emotional skills. This thus implies that a teacher of any gender can help a child develop socio-emotional skills. This is in agreement with what Edge, Fisher, Martin and Morris (1997) state that different cultures have different norms, values and expectations according to the gender of the child. Since teachers are the products of the societies that they belong to, they reflect the values and expectations of their societies. Korkmaz

(2007) moreover states that teachers not only educate, but also transmit the values, norms, and traditions shared in a society.

The constructivists advocate for the empowerment of children to interact with the environment so as to construct knowledge. They uphold children's interaction with others to broaden their perspective of the world. This study is in agreement that a teacher, regardless of their gender can help a child develop social and emotional skills. It follows from the findings that there is no particular gender that specializes in influencing the development of socio emotional skills of pre-school children.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

This chapter presents the summary of the study, conclusions drawn from the findings and recommendations from the study and recommendations for further research.

5.2. Summary

The purpose of this study was to explore the influence of teacher characteristics on the socio-emotional development of pre-school children. The motivation for the study was the perspective of not viewing socio-emotional development as an event but rather as process that requires to be inculcated into the class work. The specific objectives as evaluated were to determine whether the teacher's professional qualification influences the development of socio-emotional skills of pre-school children, examine whether the teacher's monthly income influences the development of socio-emotional skills of pre-school children, establish whether a teacher's age has an influence on the development of socio-emotional skills of pre-school children as well as examine whether a teacher's gender influences the development of socio-emotional skills of pre-school children. The teachers' professional qualifications were viewed through four professional levels thus; short course, proficiency, certificate and diploma. The monthly income of the teacher of the teacher was indicated by the amount of money earned, whereas the teachers' age was determined by the number of years of a teacher. Finally, the teachers' gender was either male or female.

The study was guided by constructivism theory as advanced by Jean Piaget (1970) in early childhood education. Constructivism involves empowering children to interact with the environment so that they can construct knowledge. The study had a conceptual framework that drew the independent variables of teacher characteristics and the indicators of socio-emotional development of responsibility, empathy and co-operation. The research design was a descriptive survey. This included drawing a sample from an

estimated population of pre-school teachers from both public and private schools in Atandi zone, which was 90, as well as some pre-school children who were observed during the study. The research tools were a semi-structured questionnaire which was administered one-on-one to the targeted preschool teachers and an observation schedule which was administered on the pre-schoolers to measure aspects of the children's socio-emotional development.

The first research objective that focused on the professional qualification of teachers and its influence on the development of social-emotional skills had the following result: all the teachers who filled in the questionnaires had some professional qualification. Across all the professional qualifications: short course, proficiency, certificate and diploma, the teachers agreed to a large extent with the statements. This implies that professional training and qualification is essential for all pre-school teachers and influences how they contribute to the socio emotional development of the children. However, the findings in this study did not indicate that a person with a higher professional qualification may have an upper hand in contributing to the socio emotional development of pre-school children. The findings do not bring out that comparison.

The second objective was on the teacher's monthly income and it had the following results: the teachers who filled in the questionnaires were paid differently. All the teachers, despite a great variation in their monthly income, agreed to a large extent with the statements. Agreeing with the statements implies that teachers, to a great extent, contributed to the socio emotional development of the pre-school children despite salary levels. This implies that the monthly income of the teachers did not have a significant influence on the teachers' contribution to the socio emotional development of the pre-school children. The findings in this study do not, therefore, imply that a person with a higher salary may have an upper hand in contributing to the socio emotional development of pre-school children.

The third objective that dealt with the age of the teachers had the following results: the teachers subjected to the research questions were of different ages. All the teachers, despite a great variation in their age, agreed to a large extent with the statements. Agreeing with the statement implies that teachers, to a great extent, contributed to the socio emotional development of the pre-school children despite their age. This implies that the age of the teachers did not have a significant influence on the teachers' contribution to the socio emotional development of the pre-school children. The findings in this study do not, therefore, imply that a person of a more mature age may have an upper hand in contributing to the socio emotional development of pre-school children.

The fourth objective was on the teachers' gender and it had the following result: the respondents (teachers) were of both male and female gender. All the teachers, despite their gender, agreed to a large extent with the statements. Agreeing with the statement shows that teachers to a great extent contributed to the socio emotional development of the pre-school children despite their gender. This implies that the gender of the teachers did not have a significant influence on the teachers' contribution to the socio emotional development of the pre-school children. The findings in this study do not, therefore, imply that a person of any gender may have an upper hand in contributing to the socio emotional development of pre-school children.

5.3. Conclusions

The study objectives focused on teacher characteristics that could largely influence the socio-emotional development of the children. Professional training is essential for the success of teachers, as indicated by the study. The skills learnt in class assist the teachers in knowing how they should handle the young children. Effort should be made by every ECD teacher to advance in knowledge and professional training. This can help the teachers in better understanding their work. A greater positive influence of teachers on the socio emotional development of pre-school children could be realized if every teacher strived to gain more professional knowledge.

The living standards of the teachers are directly determined by what they earn from their work. The money that they are paid is great incentive to their work. Teachers may accept to be paid poorly for a short while, may be out of desperation for work. But as time goes and needs increase, the situation may change. It is evident from the research that most pre-school teachers are paid poorly. Even though poor payment may not have a direct impact on the development of socio emotional development of pre-school children at the present time, the future may not reflect the same results. It is, therefore, important that the remuneration of the teachers be revised accordingly to avert such a turn of events in the future.

The age of a teacher determines how mature the teacher is in handling the students. For any teacher that has reached adult hood, handling children may not be a problem. This is because the teacher in the course of his or her growth has come into contact with and cared for children. Such skills that come with age are invaluable for any one that deals with pre-school children. Maturity in terms of age should be a requirement for any one that wants to handle pre-school children.

Pre-school children need both a father and a mother figure during their growth. While most ECD teachers are female, there is a considerable increase in the number of male pre-school teachers. This could be a good sign for the growth of the pre-school children in their formative years. Having both male and female teachers in a school could assist in creating a balance in the development and mentorship of the pre-school children. For this reason, more male teachers should be encouraged to take up the responsibility of training and caring for pre-school children.

5.4. Recommendations

The study shows that professional qualification is essential for any teacher whose aim is to impart knowledge, attitudes and skills to the learners. All those teachers who aspire to bring the best out of a child should thus endeavor to further their education in order to be up to the noble task of teaching.

From the research, it is evident that there is a great disparity in the salaries paid to the ECDE teachers. The difference between the highest paid and the lowest paid is averagely 10,000/- in Atandi zone. This

reflects, more or less, the general trend in the country. To bring uniformity, there is need for the government to place guidelines on how the salaries of ECDE teachers are determined both in the private and public sector. Currently, the ECDE teachers are employed by different entities: county governments, Teachers Service Commission as well as private owners of ECDE schools. Such guidelines will bring equity across the board and ensure that no teacher is disadvantaged for the service they offer. It will also help in ensuring quality education by rooting out any entity or individual that is not in a position to reach the high ideals set up for the running of ECDE schools. The salaries should be determined, primarily, with regard to the professional qualifications of the teachers.

5.5 Suggestions for Further Study

The study has not dealt with all the teacher characteristics and particularly the management of the pre-schools. The positive environment is considered for learning yet it is clear that the environment is multifaceted and encompasses many other exogenous dimensions. The recommendation is that future studies be focused in the process of setting up learning environment and how it influences socio-emotional development.

Secondly, the study has been set in a rural county of Homabay, it must be appreciated that the pre-school centers in urban set ups would perhaps offer different and significant findings. Therefore, the study recommends that a cross sectional study be done to create a comparison on the influence of teacher characteristics on the socio-emotional development of the pre-school children.

REFERENCES

- Aleishe, M. (2010). *The Link between Social and Emotional Learning and Academic Achievement*. Health Promotion Research Center: National University of Ireland Galway.
- Anderson, J. (1967). *Sociological factors in demand of education*. Paris. OECD
- Anyango, P.O (2005). *A Study of the relationship between principals management of curriculum and kcse performance in selected secondary schools in Migori District*. (Unpublished MED Research Proposal) University of Nairobi, Nairobi.
- Ashiabi, G.S (2007). *Play in the Pre-school classroom: its socio – emotional significance and the teacher’s role in play*. Early childhood Educational Journal, 35, 199 -207
- Assel, M. A., Landry, S. H., Swank, P. R., & Gunnewig, S. (2007). *An Evaluation of Curriculum, setting and Mentoring on the performance of children enrolled in pre-kindergarten. Reading and Writing*.
- Brehm, S. (1996). *Social Psychology*. New York: Houghton Mifflin Company.
- Barnett, J. B., Leong, D. J., & Gomby, D. (2005). *Promoting Children's Social and Emotional Development Through Pre-school Education*. New Jersey: The State University of New Jersey.
- Berk, L. E. (2007). *Child Development* (7th ed.). Boston: Pearson.
- Boyer, E. I. (1995). *Character in the basic school: Making a commitment to character*, New Jersey: Princeton
- Cabrera, N. J., & Garcia-Coll, C. (2004). Latino Fathers: Uncharted Territory in Need of Much Exploration. In M. Lamb, *The Role of the Father in Child Development*. New Jersey: Wiley.
- Cortina, J. M. (1993). *What is a Coefficient Alpha? An Experimentation Theory and Application*.
- Creswell, J. W. (2007). *Research Design: Choosing among five approaches*. Thousand Oaks, California: Sage Publication.
- David, W. (1997) *Teaching and Learning in Early years*, Routledge, New York
- Diamond, A., Barnett, S., Thomas, J., & Munro, S. (2007). *Pre-school Program Improves Cognitive Control*. Science.

- Dweck, C. S. (2002). *The Development of Ability Conceptions In Development of Achievement Motivation*. San Diego, California: Academic Press.
- Eshiwani, G. (1993). *Education in Kenya since independence*. Nairobi, Kenya: East African Education Publishers.
- Eshiwani, G.S. (1983). *Private Secondary School in Kenya: A study of some aspects quality Education*. Nairobi: Bureau of Educational Research.
- Fitzgerald, H., & Al, e. (2003). Diversity in Caregiving Contexts in Hand book of Psychology. (I. B. Weiner, & e. al, Eds.) *Developmental Psychology*.
- Gay, L.R (1992). *Educational Research Competencies for Analysis and Application*. Ohio: Charles E. Merrill Publishing Co.
- Greenberg, M., Weissberg, R., O'Brien, M., Zing, J., Fredericks, L., & Resnik, H. (2003). *Enhancing School based learning/: Guidelines for Educators*. Alexandria: Association of Supervision and Curriculum Development.
- Hughes, Diane, & et. al, (2006). Parents' Ethnic-Racial Socialization Practices: A Review of Research and Directions for Future Studies. *Development Psychology*, 747-70.
- Kasomo, D. (2010). *Research Methods for College and University Students*. Nairobi: Lambert Academic Publishing.
- Kasomo, D. (2006). *Research Methods*. Egerton. Egerton University Press.
- Kivuva, L.A. (1997). *Professional qualities of teachers in early childhood education. A comparative study of urban preschools* (unpublished M.ED Thesis) Kenyatta University, Nairobi.
- Kombo, D. K., & Tromp, D. L. (2006). *Proposal and Thesis Writing: An Introduction*. Nairobi: Paulines Publication Africa.
- Krejcie, R. V., & Morgan, D. W. (1970). *Educational and Psychological Measurement*.
- Lockesh, K. (1984) Methodology of Educational Research, New Delhi: Vani educational on Property Values. *Journal of Productivity Analysis*. 26 (2), 220 - 250
- Massey, S. L., Pence, K. L., Justice, L. M., & Bowles, R. P. (2008). *Educators' use of cognitively challenging questions in economically disadvantaged pre-school classroom contexts*. Early Education Development.
- Ministry of Education (1987). *Evaluation of NACECE- DICECE Programme. (Research findings and recommendations)*. Nairobi: Government Printer.
- MOE (2008). *Handbook for Early Childhood Development Education Syllabus*. Nairobi: KIE

- Mugambi, M.M (2013). *Teacher's Perceptions on how selected school factors affect learning in pre-schools in Meru South District, Tharaka Nithi County, Kenya.* (Unpublished Research Project)
- Mugenda, M.O. & Mugenda, G. A. (1999). *Research Methods; Quantitative & Qualitative approaches.* Nairobi, Kenya: ACTS press.
- Mugenda, C., & Mugenda, M. (2008). *Research Methods: Quantitative and Qualitative Approaches (Revised Edition)* (Revised Edition ed.). Nairobi: Acts.
- Munyeki, L.W. (1997). *A Survey of perceptions and utilization of selected factors on mother tongue teaching in Nursery Schools in Githunguri Division, Kiambu District* (Unpublished M.ED Thesis) Kenyatta University
- Myers, M. D. (2009). *Qualitative Research in Business and Management.* London: Sage Publications.
- Newing, H. (2011). *Conducting Research on Conservation: A Social Science Perspective.* Routledge.
- Ngesu L, Gakunga A, Gunga S. & Kahigi C. (2013) Factors hindering *Community Participation in the development of ECDE Centres*, International Journal of Education and research vol 1, July 2013
- Nunnally, J. C. (1978). *Psychometric Theory.* New York: McGraw Hill.
- Orodho, J.A & Kombo D.K. (2002a). *Research Methods.* Nairobi. Kenyatta University, Institute of Open Learning
- Orodho, J.A & Kombo (2002b). *Techniques of Writing Research Proposals and Reports in educational and social sciences.* Nairobi; Masola Publishers
- Payton, J., Weissberg, R. P., Durlak, J. A., Taylor, R. D., & Schellinger, K. B. (2008). *The Postive Impact of Social and Emotional Learning for Kindergarten to Eight-Grade Students: Findings from three scientific reviews.* Chicago, IL: Collaborative for Academic, Social, and Emotional Learning.
- Saadia A.K (2010) *Parents Characteristics and their effects on retention of girls in ECD centres in Tarbaj Division, Wajir East District, Kenya.* (Unpublished Med Thesis), UoN
- Saunders, M., Lewis, P., & Thornhill, A. (2009). *Research Methods for Business Students* (5th ed.). London: Prentice Hall.
- Sdorow, L. M. (1993) *Psychology.* Iowa: WCD Brown and Benchmark.

- Shore, R. (1997). *Rethinking the brain: New insights into early development*. New York: Families and Work Institute.
- Stott, F. & Bowman, B. (1996). Child development knowledge; A slippery base for practice. *Early Childhood Research Quarterly*, 11, 169–183.
- Thompson, R. A. (2008). "Early Social Attachment and Its Consequences: The Dynamics of a Developing Relationship" in *Attachment and Bonding: A New Synthesis*. Cambridge: The MIT Press.
- Weichers, E. (1987). *The loneliness of the Pre-school Immigrant Child* (Vol. 16). Educare.
- Whitebook, M. (2003). *Early Education Quality: Higher Teacher Qualifications for Better Learning Environments*. Berkeley: University of California.
- Wong C.C. and Hiew, P.L. (2005), "Diffusion of mobile entertainment in Malaysia: drivers & barriers", *Enformatika*, 5 (11), pp. 263-6.
- Yin, R. K. (2003). *Case Study Research Design and Method* (3rd ed.). California: Sage Publications.
- Zakharov, A., Tshoko, G., & Carnoy, M. (2016). Do "better" teachers and classroom resources improve student achievement? A causal comparative approach in Kenya, South Africa, and Swaziland. *International Journal Of Educational Development*, 50108-124. doi:10.1016/j.ijedudev.2016.07.001
- Zing, J., Weissberg, R., Wang, M., & Walberg, H. (2004). *Building Academic Success on Social and Emotional Learning: What does the Research Say*:. Teacher College Pr.

APPENDIX I: LETTER OF INTRODUCTION

OTIENO PHELISTERS AWUOR

P O BOX 7488- 00200

NAIROBI

11th July, 2017

+ 254 725 311 953

Dear Sir/Madam,

**RE: A STUDY ON THE TEACHER CHARACTERISTICS AND THE SOCIAL
EMOTIONAL DEVELOPMENT OF PRE SCHOOL CHILDREN IN ATANDI ZONE,
HOMA-BAY COUNTY**

I am a post - graduate student at University of Nairobi, Master of Education. As part of academic requirement for an award of the degree I am undertaking a research study on “Teacher characteristics and the social-emotional development of pre-school children in Atandi zone, Rachuonyo South District, Homa - Bay County.

This questionnaire voluntarily seeks the information pertaining to the study and will be treated with the highest standards of research ethics and confidentiality. The information obtained will not be distributed to any un-authorized person.

Kindly take a few minutes of your time to fill the questionnaire to the best of your knowledge and in the event you may seek further clarification I will be available to address your concern and feel free to contact me via my cell phone above. Your assistance will be highly appreciated.

Thank you

Yours faithfully,

OTIENO PHELISTERS AWUOR

APPENDIX II: QUESTIONNAIRE (TARGETING PRE SCHOOL TEACHERS AND HEADTEACHERS)

Age of respondent

The type of school

Please tick (*) inside the appropriate box.

SECTION A: DEMOGRAPHICS

1. Educational background

- Primary school (C.P.E/ K.C.P.E)
- Secondary school (K.C.S.E / K.C.E/ K.J.S.E)
- College
- Others specify....

2. Highest training level

- Untrained
- Certificate
- Diploma
- Undergraduate
- Others specify

3. Work experience

- 0-2 years
- 2-4 years
- 4-6 years
- Above 6 years

SECTION B: TEACHER PROFESSIONAL QUALIFICATION

4. To what extent do you agree with the following statements in regard to teacher professional qualification and its influence on the development of socio- emotional skills of the pre-school children?

Use 1- Very low extent, 2-Low extent, 3-Moderate extent, 4- Great extent, 5- Very great extent

No.	Statement	1	2	3	4	5
1.	Teaching of pre-school children requires self-knowledge by the teacher, training and many other demands of this career					
2.	Pre-school teachers need to be very caring, dedicated, friendly, helpful, loving, empathic, patient, trusting, highly motivated and kind					
3.	Training is a source of information for the pre-school teacher and it gives him/her ideas about child development					
4.	Pre-school teacher is expected to have authority without dictatorship as well as being exemplary					

SECTION C: MONTHLY INCOME OF THE TEACHER

5. In your opinion, does sufficient monthly income determine whether a teacher will give all their time to improving children performance and development?

- () Strongly agree
- () Agree
- () Neutral
- () Disagree
- () Strongly disagree

6. Do favourable working conditions of service improve dedication and productivity of an academically and professionally qualified teacher?

Yes

No

Not sure

SECTION D: AGE OF THE TEACHER

7. Does age have an impact on management of time?

Yes

No

Not sure

8. To what extent do you agree with the following statements on the influence of the age of a teacher on socio emotional development of pre-school children?

Use 1- Very low extent, 2-Low extent, 3-Moderate extent, 4- Great extent, 5- Very great extent

No	Statement	1	2	3	4	5
1.	An older teacher is likely to “time” events better					
2.	Age plays a positive role in management					
3.	Teacher’s aim is to catch up with all the time lost					

SECTION E: TEACHER'S GENDER

9. To what extent do you agree with the following statements in regard to teacher gender and its influence on the socio development skills of the pre-school children?

Use 1- Very low extent, 2-Low extent, 3-Moderate extent, 4- Great extent, 5- Very great extent

No	Statement	1	2	3	4	5
1.	Gender as an achieved status is constructed through psychological, cultural, and social means					
2.	Adults act as agents of gender socialization for a developing child.					
3.	Different cultures have different norms, values and expectations according to the gender of the child					
4.	Teacher (similar to each parent) will transmit their own gender role expectation to children, reinforcing appropriate behaviours and discouraging inappropriate ones by various means					

APPENDIX III: OBSERVATION SCHEDULE

Name of school: -----

Observer: -----

Date: -----

The scheme of work has clear and suitable goals as well as objectives. YES () NO () N/A ()

There are planned social activities with clear objectives. YES () NO () N/A ()

The social learning activities are appropriate. YES () NO () N/A ()

Comments

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

Socio-emotional needs are well matched to children's needs

Resources and aids are used **YES () NO () N/A ()**

Teacher interacts with the children **YES () NO () N/A ()**

Children interact well among themselves **YES () NO () N/A ()**

Children are self-reliant **YES () NO () N/A ()**

Children are engaged with the given tasks / activities **YES () NO () N/A ()**

Children empathize with each other **YES () NO () N/A ()**

Teacher present in class **YES () NO () N/A ()**

Teacher issues directions YES () NO () N/A ()

Comments

.....

.....

.....

.....

Observer to tick appropriately on the motivation of a child by the teacher during social activities

Aspects of motivation on social activities	Observed	Comments
Call child by their name		
Clapping		
Offering presents such as stars, birthday cards etc.		
Use of praising words such as good girl! , good boy!		
Use of encouraging words such as well done!		

Please fill in the table the various activities that are used by teachers geared towards development of socio-emotional skills of pre school children.

Social Learning Activity	Observed	Comment
Play – date		
Role learning		
Drill and practice		
Free exploration		
Colorful nature collages		
Clap a name		
Mad face / Scary face		
Others (specify)		

	Observed	Comments