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Factors Affecting Preschool C Sociology-Emotional Development in Bahir Dar City Selected Preschools

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FACTORS AFFECTING PRESCHOOL CHILDREN'S
SOCIO-EMOTIONAL DEVELOPMENT IN BAHIR DAR
CITY SELECTED PRESCHOOLS

By

Rahel Zena

July, 2020

Bahir Dar

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BY

RAHEL ZENA

A thesis submitted to the department of psychology in partial fulfillment of the requirement for the degree of Master of Arts in Early Childhood Care and Education

ADVISOR: DEMEKE WOLIE (PhD)

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July, 2020

Bahir Dar

Declaration

This is to certify that the thesis entitled “Factors Affecting Preschool Children’s Socio-Emotional Development in Bahir Dar City selected Preschools” submitted in partial fulfillment of the requirements for the degree of Masters of Arts in Early Childhood Care and Education of the Department of Psychology, Bahir Dar University, is a record of original work carried out by me and has never been submitted to this or any other institution to get any other degree or certificates. The assistance and help I received during the course of this investigation have been duly acknowledged.

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Approval of Thesis for Defense

I hereby certify that I have supervised, read, and evaluated this thesis titled “Factors Affecting Preschool Children’s Socio- Emotional Development in Bahir Dar City selected Preschools” by Rahel Zena is prepared under my guidance. I recommend the thesis be submitted to oral defense.

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Approval of thesis for defense result

As members of the board of examiners, we examine this thesis entitled “Factors Affecting Preschool Children’s Socio- Emotional Development in Bahir Dar City selected Preschools” by Rahel Zena. We here by certify that the thesis is accepted for fulfilling the requirements for the award of the degree of “Masters of Arts (MA) in Early Childhood Care and Education (ECCE).

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Abbreviations

DTAQ Development of Teacher's Attitude Questionnaire

ECCE Early Childhood Care and Education

MKO More Knowledgeable Other

SECQ Socio-Emotional Competency Questionnaire

SEGQ Socio-Emotional Guiding Questionnaire

SPSS Statistical Package for Social Sciences

SOS Society of Society

TEQ Toronto Empathy Questionnaire

ZPD Zone of Proximal Development

Abstract

The main purpose of this study was to investigate factors affecting socio-emotional development of preschool children in Bahir Dar City. The specific objectives were to identify the extent of teachers' demographic factors affecting socio-emotional development of children, determine the extent of predictor variables to predict socio-emotional development of children after controlling demographic variables, find out the statically significant relationship of factors with children's socio-emotional development and explain teacher- child interactions with indoor and outdoor environment. In order to achieve intended objectives, mixed research approach sequential explanatory design was employed. Ten preschools were selected by stratified sampling technique with 120 participants. Questionnaire was developed from related literature. The questionnaire consisted of 38 closed-ended items and three observational guiding questions to enrich and triangulate the data. A descriptive statistics, Pearson correlation, independent sample t-test, ANOVA and linear hierarchical regression analysis methods were employed. Then data were analyzed by using SPSS version 21 and qualitative thematic analysis technique. The results showed that preschooler teachers' socio-demographic characteristics were highly contributed for a shared variance than other predictors such as teachers' attitude, empathy, classroom weather conditions and availability of play materials. Teachers who were married had a positive effect on children's socio-emotional development as compared to single teachers. Teachers who had a bachelor of degree educational status showed a significant mean difference than a certificate and diploma level. Teaching experience was significantly correlated in a positive way with children's socio-emotional development, although teachers' age was negatively correlated. The qualitative study also revealed that a conducive playground and teacher-child relationship had a great role for children's socio-emotional development. In conclusion, the study revealed that preschool children's socio-emotional development can be extremely predicted by the teachers' demographic factors than other factors. Finally, the researcher recommended for preschool administrator should be employed degree graduate in ECCE and fulfill types of play materials, and teachers should be enhance their relationship with their children to improve children's socio-emotional development.

Keywords: attitude, children, socio-emotional development, play materials and preschool.

CHAPTER ONE

INTRODUCTION

In this chapter, an overview of literature and empirical research which was studied in the title of factors affecting preschool children's socio-emotional development was presented. The statements of the problem with specific research findings were clearly stated and associated research questions and objectives were described. Similarly, significance of the study, delimitations, limitations and operational definitions of terms were explained.

1.1. Background of the Study

Socio-emotional development is the type of human developmental aspect which refers to a way of a person interacting with others, attitude, feeling about themselves and with others. Socio-emotional wellbeing includes the ability to resist challenges and tolerate them within the diversity (Day & Francisco, 2013). It is also the ability to control their feelings, behaviors, and basic skills development such as cooperation, following directions, demonstrating self-control, and paying attention (Miller, 2013). In early childhood, socio-emotional development is essential in the preschool year. Most of the time people focused on academic skills, but they can reject the importance of socio-emotional development. When children are socially and emotionally well-developed, they have a good school achievement that enhances their confidence, improves their relationship; cope with challenging tasks and good communication skills (Pahl & Barrett, 2007).

Globally, preschool teachers used systematic teaching methods to cultivate children's emotional well-being. As many teachers reported that they had taken training in a group to promote children's socio-emotional development. In European countries, responsible teachers are enhancing children's socio-emotional skills. Also, teachers teach their

students about the prevention of conflict among themselves and problem solving with their peers to improve their emotional management and to develop social skills (Pirskanen et al., 2019).

According to Murillo & Hernández (2011), in Latin America, there were much-related research studies about factors that affect children's social and emotional development. Teachers' attitude is one of the main factors that affect children's socio-emotional development. Also the other research conducted by Ladd, Herald, & Kochel (2006), in Washington showed that environmental factors that affects children's socio-emotional development were living in an unsafe community, low-quality child care setting, inadequate nutrition, unsuitable climate condition, low community and governmental support. Other factors were school factors such as class size, classroom arrangement, play materials, and instructional materials affect children socio-emotional development. In other study, the physical environment has a vital role in children's overall development. A safe environment builds a responsible citizen. So that school environment is essential for children's relationships with their peers and adults. Also it had a main role in children's academic outcomes (Denham, Bassett, Zinsser, & Wyatt, 2014).

Teachers and community support are very mandatory to develop children's positive relationships with their peers, families, society and to develop a positive sense for themselves. The teacher should be careful in children's everyday experiences and play in their school and teachers to teach how to manage their feelings. In addition to this, teachers have the responsibility to observe their students during every activity such as, sharing materials by their norms, helping each other, or forming friends. They look at children's tolerance of the way they communicate and exchange information with each other (singapor, 2013).

The relationship between teachers and students is necessary because learners spend their time many hours a day with their teachers. The qualities of the teacher's view are important to assist children's social-emotional development. Teachers create a warm and suitable environment for learners and they are a role model to influence learners'

behaviors (Goldschmidt, 2019). According to Obaki (2017), classroom teachers and parents are the primary contributors to children's social behaviors. When a teacher displays motherly behavior, care, and support for students, they display positive behavior. The teacher uses appropriate teaching-learning materials to enhance children's interest in learning and become cooperative. Additionally, a study showed that teachers were most positive in their attitude and response for children who frequently displayed pro-social behavior and were most negative towards aggressive children (Arbeau & Coplan, 2007). Furthermore, a study conducted by Plourde (2014), showed that teachers' emotion and the environment has directly affected children's emotion.

In Africa, a study conducted by McCoy (2018), indicated the quality of the classroom predicts children's social and emotional skills. They find that improvements in domains of classroom instructional quality are related to positive gains in children's early academic and social-emotional outcomes over the school year. These improvements are generally larger for children and classrooms with higher baseline ability and quality levels.

In Ethiopia, a study conducted by Tadesse (2018), early social and emotional competency determines children's future personality and school success such as high school graduation, college degree attainment, employment, welfare re-recipient status, and involvement with the criminal justice system. Media is also the factor, which affects children's social and emotional development because of low parental supervision. Additionally, the teacher's behavior can affect children's socio-emotional development because of lack of respect from the community, low satisfaction by their payment, instability of teachers in their profession, lack of passion for teaching have changed the teacher's behavior then the teachers may not be a good role model for their students.

The present research intended to find out the factors that affect children's social and emotional development in Ethiopian.

1.2. Statement of the Problem

According to Maughan, & Cicchetti, (2002), socio-emotional development affected preschool children were 80%. This means the highest numbers of the preschoolers were affected because of environmental and school factors. Those children were exposed to stress and depression. The other researcher indicated that, in the early age, socially and emotionally abused children were exposed for frustration or fearfulness in the later personality (Perry, B. D. 2001).

According to Kao (2018), research findings shows educational institutions have their role in children's socialization behavior. The teachers help children's socio-emotional learning through cooperation such as play with the group, sharing materials and the teachers give chance for students to express their feelings. Some teachers also help children to become more confident and to learn how to dissipate their anger. By letting the children express their emotions freely, the teachers know that such an expression is acceptable or not even when it involves a negative emotion like anger.

In Africa, a research conducted by Wathu (2016), play materials have a great impact on children's social and emotional wellbeing. The availability of play materials, the time for play in the school and type of play were affected children's social and emotional wellbeing. In Ethiopian, a research conducted on elementary school student's social and emotional skills studied by Tadesse (2018), showed that, the early socio-emotional ability determines the later children's temperament. Similarly, the other research also conducted by Demissie (2015), attachment patterns, psychosocial wellbeing, and academic achievement motivation, on foster children. This study revealed that there was a positive correlation between psychosocial wellbeing with children's academic achievement. Still, the above both researchers did not address the preschool children's socio-emotional development.

However, in the best of my knowledge there is no clearly conducted study in Ethiopia on preschool children's socio-emotional development in relation to teachers and school

factor. Therefore the researcher is interested to fill this gap through conducting a study on preschool children's socio-emotional development.

1.3. Research Questions

1. To what extent teachers' demographic variables predict socio- emotional development of the children?
2. To what extent teachers' attitude, empathy, weather condition and availability of play materials predict socio-emotional development of the children after controlling demographic variables?
3. Is there any statically significant relationship between factors with children's socio-emotional development?
4. How do children's experience as the investigator of the teacher-child relationship, classroom organization, and outdoor environment?

1.4. Objectives of the Study

1.4.1. General Objective

To assess the factors that affect preschool children's socio- emotional development.

1.4.2. Specific Objective

- To identify the extent of teachers' demographic factors affecting socio-emotional development of children.
- To determine the extent of predictor variables to predict socio-emotional development of children after controlling demographic variables.
- To find out the statically significant relationship of factors with children's socio-emotional development.
- To explain teacher- child interactions with indoor and outdoor environment.

1.5. Significance of the Study

This study would be important for:

- ✓ Preschool teachers and school administrators will be able to know and understand the impact and the necessity of children's socio-emotional development as their academic aspects.
- ✓ It was also important for preschools by providing relevant information about the factors that hindering children's socio- emotional development.
- ✓ In addition, it will be used for teachers' training institutions working in the field of ECCE.
- ✓ It will serve as baseline information for further research.
- ✓ Children

1.6. Delimitation of the Study

This study was restricted to the assessment of factors affecting preschool children's socio-emotional development in Bahir Dar City Administration. Bahir Dar city Administration preschools are chosen because of the living places of the researcher which is important to get relevant and realistic information though consistent follow up. The study also tried to investigate the relationship between socio-emotional development and school related and teachers related variables. Methodologically, it was used mixed research approach with sequential explanatory design.

1.7. Operational Definition of Key Terms

- Social development: is preschool children's interaction, relationship, understanding of others, and themselves.
- Emotional development: It refers to children's feelings such as anger, joy, fear, happiness, interest.
- Empathy: is the ability to share and understand the others feeling or emotion as themselves.
- Teacher's attitude towards preschool children socio-emotional development: preschool teachers feeling, belief, perception and perspective towards children's socio-emotional development.
- Conducive playground: it is a safe and secured place for children to spend their time through play without any risk.
- Weather condition of the classroom: is the classroom atmosphere to influence children's socio emotional development either negatively or positively.
- Classroom organization: is the arrangement of the classroom play materials and learning corners.
- Availability of play materials: is the presence of play instruments important for children enjoyment.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

In this section, previous empirical findings and theoretical bases relevant to the problem under investigation, i.e. related literature on preschool children's socio-emotional development factors affecting were reviewed. It begins with socio-emotional development, theories of socio-emotional development, conceptual framework and factors affecting children's socio-emotional development.

2.1. Concept and Dimensions of Socio- Emotional Development of Children

Socio-emotional development of children is an experience, understanding, communication, and control of their emotions. It is also the capacity to create positive relationships with others and inquiry about their smiling and crying which is behavior of all preschool children's in their day to day movement. Children in this period enhance their social development and academic success. Children are interacting with each other to increase their socialization behaviors (McCabe & Altamura, 2011).

Under socio-emotional development there are many dimensions: social interaction, emotional awareness, self-regulation, happiness, sadness, anger, fear and so on. For example, social interaction focused on relationships. Children are socially well developed; they can freely communicate with their friends, play together, and cooperate with others. Emotional awareness includes the ability to know and understand their feelings (Jucan & Simion, 2015). Preschool is an important setting for children's social-emotional development. For most children, the preschool classroom is the first environment outside of the family in which they are asked to demonstrate social-and emotional skills (Dusenbury, Zadrazil, Mart, & Weissberg, 2011).

2.2. Theories Related to Socio-Emotional Development

Gilbert, Allan, & Goss, (1996), showed that naturally based child caregiver attachment determines the children future socio-emotional development. He also stated that children need high support and secured up independently. According to Erikson (1950), theory of personality development, emphasized the relationship between the social and emotional domains. If infant's and caregivers social interactions are approach able and empathetically, they will develop trust. However, the caregivers are not responsive and positively interact with their child the child developed mistrust.

The other famous theorist is Vygotsky (1978), this theory suggested that cognitive functions are related to the social world. He noticed that children are educated by the adult's support and their peers' interaction in the social world. He described that children learn systematically and rationally by social interaction with the assistant of the other within a zone of proximal development (ZPD).

This study was supported by the “social development theory” which stated that children's social interaction and cultural development plays an essential role in cognitive development and socio- emotional development respectively (Vygotsky, 1978). The study conducted by Maria Montessori also supported the present study. This theory showed that the play materials, the teacher's roles during children play activities, and the play environment (playground) had important role on children's socio emotional development (Montessori, 2004). Furthermore according to Kim (2017), teacher's empathy is necessary for creating a positive learning environment for children. Empathic teachers successfully communicate with their students, and also to create supportively learning environments.

2.3. Factors Affecting Preschool Children's Socio-Emotional Development

2.3.1. Socio-Demographic Factors and Children's Socio-Emotional Development

A research conducted by Baker, & Rimm-Kaufman, (2014), showed in hierarchical regression analysis the demographic characteristics highly contributed to children's socio-emotional development. Age of the teachers, educational status, and marital status of the teachers are frequently described as the predictors of social and emotional development.

The elder preschool teachers have better teacher-child relationships. They can educate children on how to familiarize the school environment, to solve social problems and teach social and emotional skills, which can improve the development of social skills. Therefore, older teachers have greater skills in the education of social development and they are appropriate role models for children (Zhang & Nurmi, 2012). According to Nano (2018), the research result showed preschool teachers holding degrees display positive behavior for children. Besides, teachers have taken early childhood education courses provide greater knowledge and interaction skills for their preschool children (LaFerney, 2006). Furthermore, a study conducted by Stein-Balock (2007), indicated that a high level of teacher's formal education in the area of early childhood development is strongly correlated with high-quality teacher-child interaction and better process quality in the classroom environment. Teachers have no degree and early childhood course training has an impact on the quality of class room and children's socio emotional development (Heisner & Lederberg, 2011). Findings suggest that married teachers have more positive impact on children's behavior (Katz & Gottman, 1993).

2.3.2. Teacher's Attitude and Children's Socio-Emotional Development

Teachers' attitude is the personality, beliefs, values, behaviors, motivations of teachers towards children's socio-emotional development. Teacher's attitude has major components that are effective means of emotions or feelings of teachers for children's socio-emotional development (Ajzen, 1989). Preschool teachers give more negative thought for aggressive children as compared to social withdrawal children. In addition to this, there are clear differences and evidenced among subtypes of both aggression and social withdrawal, and also the implications of teachers' distinctions among different types of children's peer-group behaviors at preschool (Liu et al., 2015). Teacher's attitudes positively influence students' socio-emotional development indirectly. Teacher's socio-emotional development significantly influences the quality of student-teacher relationships. Their capacity to organize and manage the classroom and the way that students observe and learn socio-emotional skills (Nurmi, 2012).

The study conducted by Uluğ, Özden, & Eryılmaz, (2011) showed that positive attitudes of the teachers have a positive impact on students' social development. Teacher's attitudes directly affect children's empathetic, helpful, friendly and attentiveness, collaborating, being honest and tolerant, supporting, inspiring, and encouraging. Preschool teacher's attitudes directly affect children's behavior. The teachers explore unwanted behavior, beliefs, and emotional reactions towards children then children also displaying different types of potentially problematic classroom behaviors. In addition to this teacher's attitudes also have implications on children's peer group behavior (Coplan, Bullock, Archbell, & Bosacki, 2015).

2.3.3. Teacher's Empathy and Children's Socio-Emotional Development

Teacher's empathy is the ability of working extremely to know their students individual and social conditions, to give answer for students positive and negative emotions, and to respond empathetically without losing the focus on student education (Buyuk, Rizalar, Güdek, & Güney, 2015). According to Strayer & Roberts (2004), teacher's empathy strongly predicted the prosocial behaviors of children. Empathy was associated with

direct observations of children's anger and aggression in the peer play groups. It was negatively and positively associated with aggression.

The other researchers indicated that teacher's empathy is strongly associated with children's sociability. Therefore an important component of the individual differences in the quality of interpersonal behavior during adolescence is the ability to respond appropriately to others' emotions. However, teacher's empathy was not related to the emotional stability of children (Barrio, Aluja, & García, 2004). In addition to these empathic teachers were found to have a higher level of morality to communicate more effectively with their students, and to successfully motivate their students (Goroshit & Hen, 2014).

2.3.4. Teacher- Child Relationship and Children's Socio-Emotional Development

Teacher –child interaction is positively correlated with children's socialization behaviors. Teachers support children's socio-emotional learning through collaborations such as play with the group, sharing materials and giving chance for students to express their feelings (Howes, Hamilton, & Matheson, 1994). Other findings also studied by Wetzel, K (1996), indicated that teacher-child relationships have a significant association with children's socio-emotional development. Furthermore, a research conducted by Obaki (2017) showed that teacher –child interaction has greatly influence on children's socio - emotional development.

2.3.5. Conducive Playground and Children's Socio-Emotional Development

According to Harvey, Heames, Richey, & Leonard (2006), a conducive playground is an outdoor setting free from any hazard or exposing children to different risks. This setting is also important for children to promote social interaction and children's emotional development.

The physical environment or playground can influence child development directly and environmental qualities have a vital role on child development. More work is needed on underlying mechanisms to account for the developmental impacts of the physical environment. Prime candidates include parent-child interaction and other interpersonal processes, self-regulation, physiological adaptations, and control beliefs. This work should investigate how the intensity, predictability and continuity of such mechanisms are altered by the physical environment (Evans, 2006).

According to Dowdell, Gray, & Malone (2011), revealed that stimulating natural environments had a positive effect not only on a play but also on the social behavior of children. They stated that such environments encouraged children to play imaginary games, helped children to have a positive relationship with both their peers and teachers and provided children with a different learning environment. A study conducted by Zamani (2016), showed that a favorable outdoor environment is mandatory for children's social interaction skills, expressing their feelings, and making decisions without support. The outdoor environment has a main role on children's socio-emotional development. Similarly, according to Metin (2003), the result indicated that playground has an influence on children's socialization. For example, sharing, cooperating, and communicating with each other. In addition to this, the finding also showed that playground is available and fairly unrestricted environment that has a direct main role on children's social collaboration with their peers.

The physical setup of chairs, tables, and play materials in the classroom can significantly influence children's social interaction and their feeling. Seating arrangements also influence teacher-child communication (Audley-Piotrowski, Singer, & Patterson, 2015).

2.3.6. Classroom Condition of the and Children's Socio-Emotional Development

Weather condition is a classroom atmosphere. It affect children's social and emotional development (Saarni, Campos, Camras, & Witherington, 2007).Studies showed by Ciucci et al. (2013), weather conditions directly affect children's level of activity, attention focusing, frustration, and aggression. In addition to this it has different impact on children's behavior across the seasons. The other related study showed positive climate or weather conditions create positive teacher-child interaction. Whereas, negative climates exposed to teachers and children become irritability, anger, or aggression (Curby, Brock, & Hamre, 2013).

2.3.7. Availability of Play Materials and Children's Socio-Emotional Development

According to Wathu, Mwanja, & Mwinzi (2017), indicated that there is positive association between the availability of play materials and children's social skills. The availability of play materials influences preschool children socio-emotional development. The other related study result showed play materials have a positive impact on a child to learn and discover their world and the availability of play materials in their classroom influenced children's social and emotional development(Oncu & Unluer, 2010).According to Nano, T (2018), the availability of outdoor equipment enhances the physical, social, and emotional development of young children. They interact with their peers during the play activity. Age appropriate preschool play materials to develop both physical and emotional development.

The research studied by Waweru (2013), the study showed that the presence of play materials has a positive effect on preschool children's socio-emotional development. This is important to promote children's self-expression, sharing, interaction, teamwork, and

socialization, making learning real, and creating friendliness among children. Furthermore, the other researcher also showed merry-go-round and slide are important play materials those equipment is essential for enhancing children's social development. Particularly merry-go-round play material is needed for more cooperation (Metin, 2003).

2.4. Conceptual Framework of Factors Affecting Children's Socio-Emotional Development

The conceptual framework in this study showed that the level of factors affecting children's socio-emotional development. These variables are socio-demographic characteristics, teacher's empathy, and weather condition of the classroom, conducive playground and availability of play materials which incorporate children's socio-emotional development. Here below the diagram shows the relationship of the study variables.

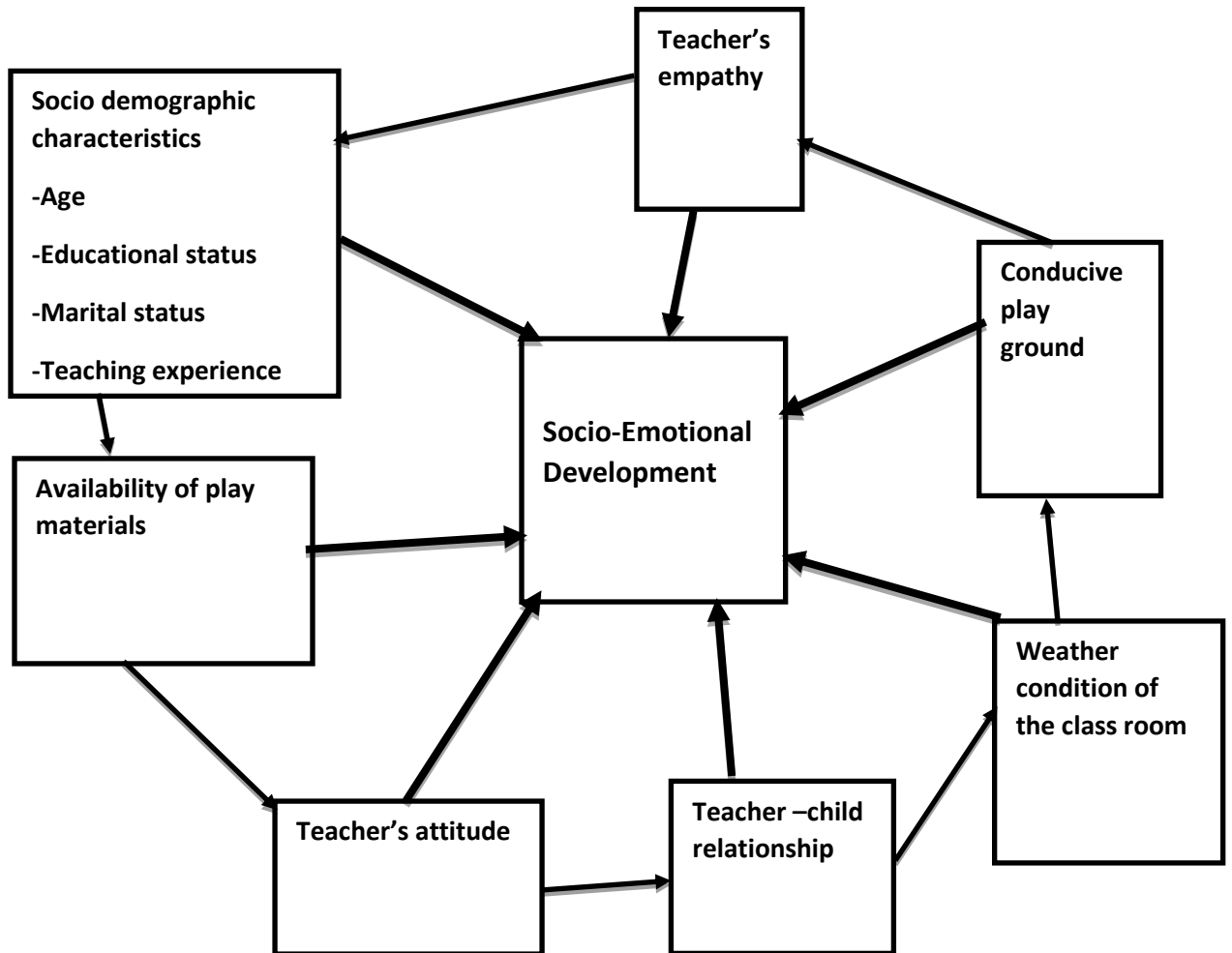


Figure 1: diagram of conceptual framework on factors affecting preschool children's socio- emotional development

CHAPTER THREE

MATERIALS AND METHODS

In this section, the research methods such as the research approach, study design, study area, population and sample, sampling techniques and procedure, data collection instruments presented. In addition to these, variables of the study, ethical considerations and data analysis methods and validity and reliability are explained.

3.1. Research Approach

This study used mixed research approach specifically sequential explanatory design from pragmatist paradigm was employed. This approach was selected based on Creswell's and Terrel's (2012), assumption of using mixed approach for the purpose of triangulation; comprehensive understanding of a problem and it gives the researcher freedom to choose methods, techniques and procedures by recognizing the nature of the problem. In addition, a mixed approach was utilized to balance the weakness of one method with the strength of another method through overcoming the limitation of using a single approach.

Hence, using mixed sequential explanatory research design the researcher collected and analyzed quantitative data first and then qualitative data in two consecutive phases for breadth and depth understanding of the problem. Moreover, the problem under investigation has more of a quantitative aspect i.e., data collection and analysis of the tasks was done mostly in terms of quantitative approach and the qualitative approach was used to triangulate, validate and strengthen the quantitative information.

3.2. Design of the Study

Cross-sectional design was used for both approaches. This design is important to study in different study area in a short period of time.

3.3. Study Area

The study was conducted in selected preschools in Bahir Dar City administration Amhara Regional state. Bahir Dar is the capital city of Amhara Regional State which is one of the nine Regional states of Ethiopia. It is located approximately 578 Km far from the North - west of Addis Ababa. Economic situation of Bahir Dar City is horticulture, agro industrial processing and tourism is other sources of economy of the city. In Bahir Dar city there are 750,991 populations in (2016) counting. In Bahir Dar City, there are 50 kindergartens among those based on theMugenda & Mugenda(1999), recommendation 20% study area is recommended. From this, the researcher was taken 20% from the total area.

3.4. Population

Preschools teachers 1283 in Bahir Dar city administration were the source population for this study.

3.4.1. Study Population

Study populations for this study were 283 teachers in the selected preschool.

3.4.2. Study Participants

The participants of the study were 120 preschool teachers in selected preschools.

3.5. Sample Size Determination and Sampling Technique

3.5.1. Sample Size Determination

The researcher determines the sample size by using a rule of thumb, this rule suggests that one variable should be taken 10-20 observations by Stoltzfus, (2011). The study had 12 variables, then for each variable, were taken a minimum of 10 of observations, therefore, this study has 120 participants.

3.5.2. Sampling Technique and Procedure

The researcher employed both probability and non- probability sampling techniques. According to Bahir Dar City Administration education office (2018) and each preschools record Office total of 50 preschools are found in Bahir Dar. Stratification sampling technique was used to get more sufficient and representative study sites as shown in Figure 2 below. Among 50 preschools, 10 preschools were selected by stratified random sampling technique. Numbers of schools were proportional allocated using the formula $n_i = \frac{n}{N} * N_i$. Therefore, the final study site is assigned as indicated in figure 2.

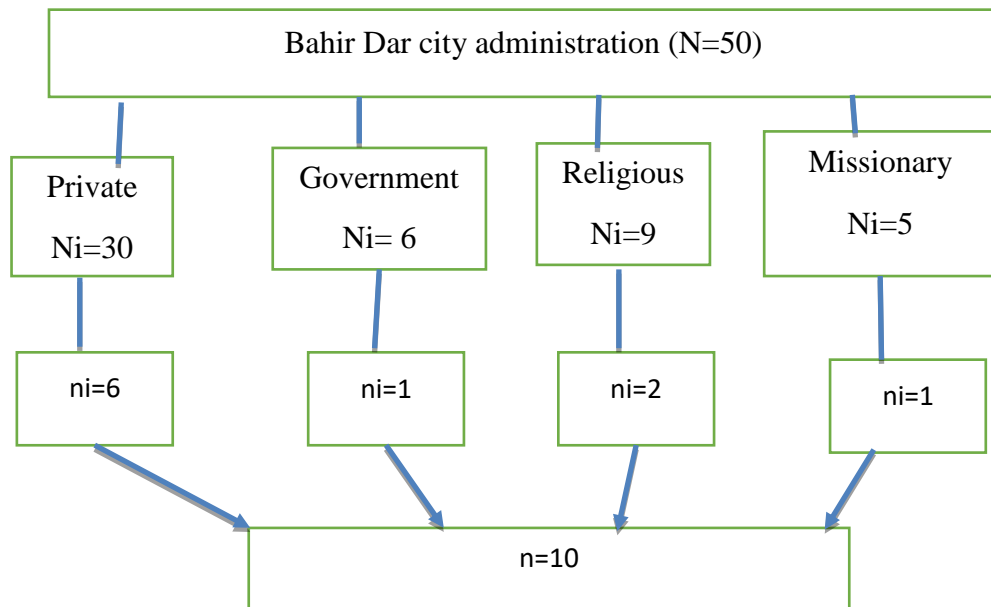


Figure 2: Schematic presentation of study sites using proportional allocation

$$n_i = \frac{n}{N} * N_i, \text{ where}$$

n_i = total selected schools in each category

n = total selected schools included in this study ($n=10$)

N_i = total number of schools in each category

N = total number of preschools found in Bahir Dar City administration ($N=50$)

In addition, the number of teachers involved in this study were allocated using proportional allocation (Pandey & Verma, 2008). A total of 120 preschool teachers were selected by using stratified random sampling participants to be selected. Additionally, four indoor and outdoor classrooms were purposively selected for observation.

$$n_i = \frac{n}{N} * N_i$$

Where

n_i = total teachers allocated in each selected school

n = total sample size included in this study ($n=120$)

N_i = total number of teachers in each selected preschool

N = total preschool teachers in the ten selected schools ($N=283$)

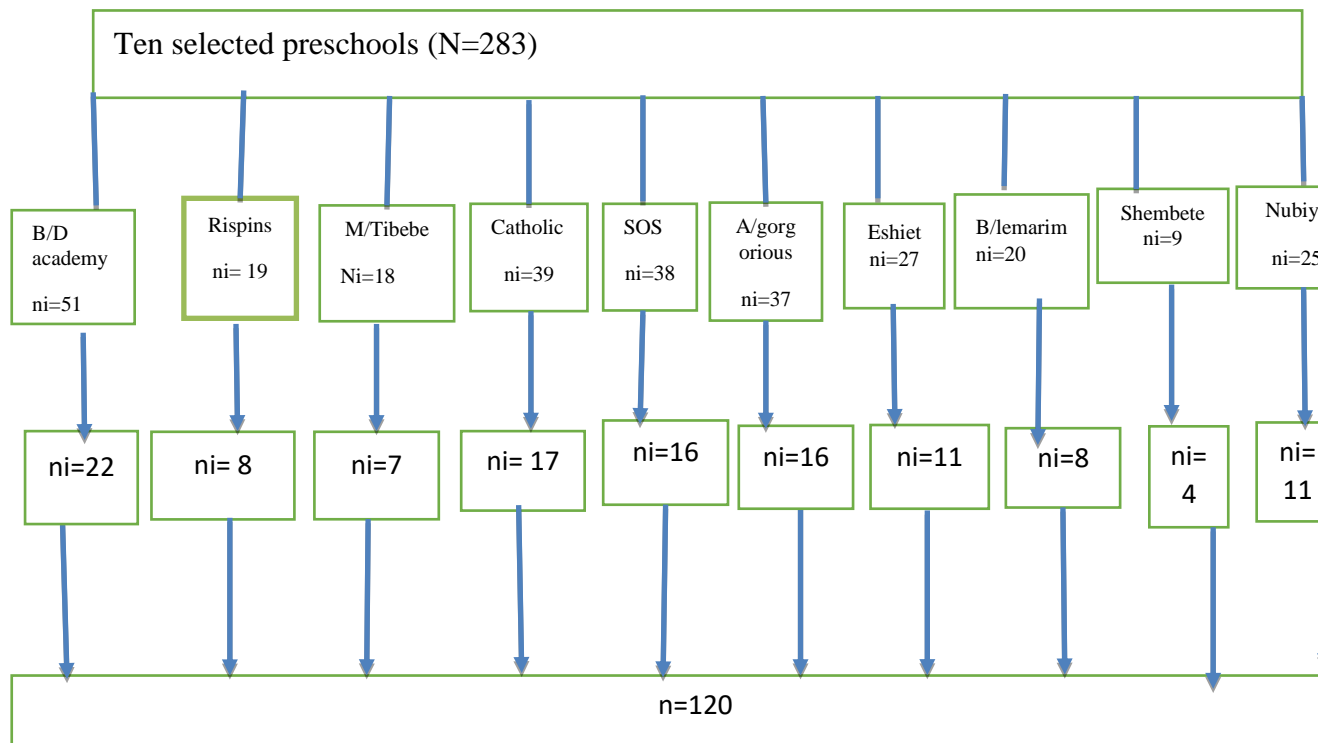


Figure 3: Schematic presentation of study population using proportional allocation technique.

3.6. Data Gathering Instrument

The quantitative data were collected by using a self-report instrument. The questionnaire was adapted from related literature socio-emotional competency questionnaire (SECQ) by (Coelho, Sousa, & Marchante, 2015) and socio-emotional guiding questionnaire (SEGQ) (Jacobs, Struyf, & De Maeyer, 2013), the empathy questionnaire (TEQ) was also adapted from (Spreng, McKinnon, Mar, & Levine, 2009) the development of teachers attitude questionnaire (DTAQ) was adapted by (Ambike, 2008).

Empathy scale; designed to investigate preschool teachers about children's socio-emotional development with closed ended items rating from 1=strongly disagree, 2=disagree, 3=agree and 4=strongly agree with possible scores range from 5 (5 x1) to 20 (5 x4). The questionnaire contained 5 items with a Cronbach alpha value of 0.70.

Attitude scale; designed to examine preschool teachers attitude towards children's socio-emotional development with closed ended statements rating from 1=strongly disagree, 2=disagree, 3=agree and 4=strongly agree with possible scores rating from 7 (7x1) to 28 (7x4). The questionnaire contained 7 items with a Cronbach alpha value of 0.799.

Weather condition scale; designed to explore preschool children's socio-emotional development with close ended statements ranging from 1=strongly disagree, 2=disagree, 3=agree and 4=strongly agree with possible scores rating from 6 (6x1) to 24 (6x4). The questionnaire contained 6 items with a Cronbach alpha value of 0.79.

Availability of play materials designed to look at preschool children's socio-emotional development with closed ended statements ranging from 1=yes, 2=no with possible scores range from 6 (6x1) to 12 (6x2). The questionnaire contained 6 items with a Cronbach alpha value of 0.109. Children's socio-emotional development perceived by teacher scale: with close ended statements rating from 1=strongly disagree, 2=disagree,

3=agree and 4=strongly agree with possible scores range from 10 (10x1) to 40 (10x4). The questionnaire contained 10 items with a Cronbach alpha value of 0.89.

The qualitative data were collected by using participatory observation because this type of observation hidden the researcher herself or act as participant in order to get realistic information. The observation schedule was used to collect data on teacher-child interaction and peer interaction and classroom arrangement. This observation involves what people do or what events take place during a particular situation.

3.7. Variables

3.7.1. Predictor Variables: - teachers age, teaching experience, teacher's attitude towards children, teachers' empathy, conducive playground, classroom arrangement, weather condition of preschool, and availability of play materials were considered as continuous predictor (independent) variables and under demographic characteristics teachers marital status and educational status of participants as categorical independent variables.

3.7.2. Dependent (Criterion) Variables

Social and emotional development is considered as a criterion (dependent) variable.

3.8. Data Collection Procedure

In order to collect the necessary data, the researcher used the following procedures step by step. First, the researcher identified preschools where participants are possibly available by receiving official permission letters from Bahir Dar University, college of Education and Behavioral Science, Psychology department to Bahir Dar city administration Education Office. Then, the researcher received a cooperation letter then to get informed consent from selected preschools. After adapting and developing data gathering tools and preparing for administration, the researcher contacted the participants and explained the purpose of the study.

After that, the purpose, objective and actual benefit of the research was described to various bodies. This helps the researcher to get support from all the concerned bodies to conduct the research and make it easy to obtain the required data. Then the questionnaire was distributed and collected on the same day that helps to get an accurate and maximum return rate. Finally, all necessary data was administered in person for one month and collected through questionnaire, and observation. Accordingly, the collected data through different instruments was analyzed i.e., the collected data through questionnaire was entered into SPSS version 21, whereas the collected data through observation was thematically arranged before the actual analysis.

3.9. Method of Data Analysis

To analyze the collected data using different instruments, both quantitative and qualitative data analysis methods were employed and the results of the findings were interpreted. The quantitative data obtained through questionnaires was analyzed using descriptive and inferential Statistical techniques. Both the rated and non- rated scaled responses of participants were sorted, coded and scored in order to be analyzed through the SPSS program in the preliminary process and procedures have been undertaken before, during and after the data analysis. Among descriptive Statistics methods; Means, standard deviations, frequencies and percentages were used to analyze the data obtained from questionnaires and from inferential statistics methods; independent sample t- test, Pearson's product moment correlation, one way ANOVA and hierarchical linear regression were used in this study.

More specifically, independent sample t-test was utilized in order to examine the mean difference of teachers' marital status about children's socio-emotional development. Similarly one way ANOVA was used to determine the extent of a teacher's educational status on children's socio- emotional development. Furthermore, Pearson's product moment correlation was used to determine the existence of statistically significant relationships between teacher's age, teaching experience, teacher's attitude, teachers' empathy, classroom weather condition and availability of play materials and children's

socio-emotional development. In addition to this, hierarchical linear regression was used to determine the contribution of demographic variables before regressed the other variables. The significance tests were examined at alpha .05 or 95% confidence interval level and p value less than .05. Data were analyzed by thematic analysis was used by categories of a similar idea in one group or theme.

3.10. Instrument of Validity and Reliability

Validity and reliability are important issues to be considered in conducting research to ensure high standards of the questionnaire. So, the data collection instruments adapted from other related literature. The questionnaire was tested and evaluated by the advisor and other experts in the area of ECCE and related fields. The instruments were translated into Amharic language with the consultation of language and subject area experts who have better knowledge of the subject area they are postgraduate literature students, commented on both the Amharic and English language version questionnaires. After translation of the instrument, the questionnaire are tested on members of study population taken 10% from all selected preschools those ten preschools are not included in the main study, to evaluate the reliability and validity of the instruments prior to their final distribution of the questionnaire.

3.11. Ethical Consideration

The permission letter was written from the Department of Psychology and the letter is granted by the relevant authority to carry out this research. The researcher ensures that confidentiality was honored and the information used only for this study. Informed consent was sought in acquiring participants for the study and all the participants expect to participate willingly. Individuals have the right to withdraw from participation at any stage of the research. The dignity, privacy and interest of the participants were respected and protected. Data obtained remains confidential and all participants anonymous. Appropriate credit was given to all those who participate in the study.

CHAPTER FOUR

RESULTS

The study findings are presented beginning with the participants' demographic characteristics description followed by the respondents' perceived towards children's socio-emotional development independent sample t-test comparison and the participants' view of preschool children socio-emotional development against respondents' educational status one way ANOVA result. Moreover, the respondents' response regarding the availability of play materials for preschoolers was evaluated and the hierarchical regression analysis results were presented. Finally, the qualitative descriptions of the observation results were described.

4.1 Demographic Characteristics of Participants

In the present study, 120 preschool teachers working in preschools of Bahir Dar city have participated. As indicated in Table 2, the proportion of married teachers 68 (56.7%) was greater than that of single teachers 52 (43.3%). Regarding the level of education of teachers, while 24 (20 %) and 50 (41 %) were certificate and diploma holders respectively, 46 (38 %) were first degree holders. The mean age of the study participants was 28.23 with a standard deviation of 4.018 and the mean of the teacher's experience of the participant was 7.53 with a standard deviation of 3.9

Table 1: Participants' demographic characteristics (N =120)

Variable	Marital status	N	Percentage
	Married	68	56.7
	Single	52	43.3
	Total	120	100
	Level of Education		
	Certificate	24	20
	Diploma	50	41.7
	Degree	46	38.3
	Total	120	100
	Age		
	Mean		
	±SD(28.23±4.018)		
	Experience		
	Mean ±SD(7.53±3.93)		

4.2. Comparison of Respondents' Perception towards Children's Socio - Emotional Development with their Marital Status

This study was aimed to examine if there is a statistically significant difference in preschoolers socio- emotional development across their teachers marital status. To determine this difference, participant preschool teachers were grouped as married and single. Then, Independent samples t-test was conducted by using the marital status of teachers as independent variable and children's socio-emotional development scores as dependent variable. The results are indicated in Table 2.

Table 2: Participants' perception towards children's socio- emotional development across marital status independent t-test (n = 120)

<i>Group</i>	<i>Mean</i>	<i>SD</i>	<i>T</i>	<i>Df</i>
Married	29.92	2.389	9.017	118
Single	25.10	1.136		

* $p < .05$

The summary response of the participants is presented on table 2, demonstrating that there was statistically significant difference in children's socio emotional development mean scores, $t_{(118)} = 9.017$, $p < .001$ between married and single respondents. The descriptive statistics results also revealed that married participants had significantly higher mean than single participants. See table 2

4.3. Comparison of Respondents' Perception towards Preschoolers- Socio-Emotional Development across their Level of Education

One of the objectives of this study was to examine the possible differences in teachers' perceived towards preschooler's socio emotional development due to their level of education. To answer this question, teachers were grouped based on the level of education they had. The level of education categories under which teachers were grouped are certificate, diploma and first degree. Teachers who had certificate, diploma and first degree had teachers perceived on children's socio- emotional development mean scores of 25.06 (SD = 1.626), 29.23 (SD = 2.301) and 30.39 (SD = 2.465) respectively. Then, one way ANOVA where teachers' level of education served as independent variables and children's socio- emotional development scores as dependent variables was computed. The results are presented in Table 3.

Table 3: Respondents' perception towards preschoolers socio emotional development across educational status ANOVA result (n = 120)

<i>Source</i>	<i>Sum of Squares</i>	<i>Df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
Between	376.465	2	188.232	35.994*	.001
Within	611.860	117	5.230		
Total	988.325	119			

* $p < .01$

Since, the F ratio was found significant at a 0.01 level, to determine which of the pairs of groups differed among themselves, Post Hoc pair wise comparison was computed. The results are shown in Table 4.

Table 4: Participants' perception towards children's socio-emotional development Scheffe Post Hoc result across educational status (n = 120)

<i>Level of education</i>		
<i>Level of education</i>	Diploma	Degree
Certificate	-4.171*	-5.332*
Diploma		-1.161*
Degree		

* $p < .01$

As it is indicated in Table 4 there was a statistically significant difference in teachers perceived towards children's socio-emotional development mean scores across the level of education they had ($F_{(2,118)} = 35.994$; $p < .01$). Further, Post Hoc test results (Table 4) indicated a statistically significant educational status mean differences of all the three pairs of comparisons made was found. For example, a statistically significant mean difference in children's socio emotional development between those who had a certificate and those who had first degree ($MD = 5.332$, $p = .001$) was found.

4.4. Hierarchical Regression Analysis of Predictor Variables for Criterion Variables

To see demographic variables, predictors variables and children's socio- emotional development interaction effect, hierarchical multiple regression analyses were made. Participants' age, teaching experience, marital and educational status were entered in the first step and the main effects of teacher's attitude, empathy, classroom weather condition and availability of play materials were entered in the second step.

Table 5: Hierarchical regression analysis among demographic variables with criterion variable (N = 120)

Variables	Model 1	Model 2
	Standardized Coefficients Beta	Standardized Coefficients Beta
Age	-0.27	-0.012
Experience	0.321**	0.290**
Educational status	0.373**	0.168
Marital status	0.278**	0.120
Availability of play materials		0.228**
Classroom weather condition		0.230**
Empathy		0.009
Attitude		-0.074
	R ² =.713	R ² = .771
	R ² change =.713	R ² change= .058

Dependent variable: children's socio-emotional development

Independent variables: teacher's age, experience, educational status, marital status, attitude, empathy, classroom weather condition and availability of play materials

Note. Data are standardized regression coefficients (betas).

*p < .05. **p < .01.

Hierarchical multiple regression analyses summary result presented on table 5, revealed that there was statistically significant participants' socio-demographic characteristics contributed 71.3% variance shared to children's socio-emotional development. The

respondents' attitude, empathy, classroom weather condition and availability of play materials accounted for 5.8% shared variance on the socio-emotional development of children. Generally, the predictor variables contributed 77.1% which is the highest amount on children's socio-emotional development at availability of play materials ($\beta = 0.228$, $t = 3.125$, $p = 0.002$), classroom weather condition ($\beta = 0.230$, $t = 3.537$, $p = 0.001$), empathy ($\beta = 0.009$, $t = 0.188$, $p = 0.851$) and attitude ($\beta = -0.074$, $t = -1.458$, $p = 0.148$). The availability of play materials and weather conditions significantly predict children's socio-emotional development. Whereas, respondents' empathy and teachers is insignificant.

4.5. The Relationships between the Respondents' Demographic and Study Variables

Pearson Correlation analysis was performed to determine the relationships among the variables including participants' age, experience, empathy, attitude, classroom weather condition and the availability of play materials.

Table 6: Correlations among demographic variables and study variables (N=120)

Variables	Sig	Age	Experiences	empathy	Classroom weather condition	Attitude	Availability of play materials	Children's socio-emotional development
Age		1						
Teacher experiences	0.001	.024	1					
Teachers empathy		-.067	-.016	1				
Classroom weather condition	0.001	-.040	.477**	-.016	1			
Attitude	0.001	.153	-.209*	-.139	-.257**	1		
Availability of play materials	0.001	-.019	.453**	-.151	.568**	-.347**	1	
Children's socio-emotional development								1

Statistically significant at **p < 0.05

The summary result present on table 6, revealed that there was statistically significant negative correlation between respondents' experience and attitude at (r= -0.209, p<0.05) while

experience classroom weather conditions were positively correlated at ($r=0.447$, $p < 0.05$). Similarly, experience and availability of play materials were positively correlated at ($r=0.453$, $p < 0.05$) whereas empathy was negatively and in significant correlation with all variables. Likewise, Classroom weather condition and experience were positively correlated at ($r=0.477$, $p < 0.05$). In contrast attitude and experience were negatively and significantly correlated, teachers at ($r = -0.257$, $p < 0.05$). Availability of play materials and classroom weather were positively and significantly correlated at ($r=0.568$, $p < 0.05$) but attitude and availability of play materials were negatively correlated at ($r=-0.347$, $p < 0.05$). There was significant intra and inter correlation among the investigated variables of the study. It is possible to conclude that age was not significantly correlated with other variable which implies that the older the respondent the higher the affecting factors of the children's socio-emotional development. See table 6

4.6. Respondents' Response regarding the Availability of Play Materials for Children's Socio -Emotional Development

A number of social and environmental factors can promote or impede the social and emotional development of preschool children. The socio-emotional development of preschoolers may be hindered or promoted by the availability of play materials in preschools. The present study was thus aimed to assess the availability of play materials for preschoolers as it is one of the most important factors that affect preschooler's socio-emotional development. The results on the availability of play materials are present in the following table.

Table 7: Results on the assessment of the presence of play materials in preschools

List of Materials		Frequency	Percentage
Availability of balls	Yes	41	34.2
	No	79	65.8
Availability of sewing	Yes	83	69.2
	No	37	30.8
Availability of slides	Yes	87	72.5
	No	33	27.5
Availability of balance beam	Yes	89	74.2
	No	31	25.8
availability of toys	Yes	69	57.5
	No	51	42.5
Availability of merry go round play materials	Yes	66	55.0
	No	54	45.0

As it is displayed in Table 7, the results indicated that 41 (34.2%) of the participant teachers reported the availability of balls in their respective preschools. But the majority 79(65.8%) of teachers responded that balls are not available for preschoolers in their preschools. Regarding the availability of sewing, the majority of participant teachers 83 (69.2%) agreed on the presence of sewing while 37 (30.8%) of participants confirmed the non-availability of sewing in their respective preschools.

Concerning the availability of slides and balance beams in preschools, while, the vast majority of the participants 87(72.5%) and 89 (74.2%) respectively confirmed the presence of these materials in their preschools, 33(27.5%) and 31(25.8%) of the participants reported the absence of slides and balance beams respectively. In relation to the availability of toys and merry go round play materials, the majority of participants 69 (57.5%) and 66 (55%) respondents respectively indicated that toys and merry go round play materials are available in their respective schools. However, a considerable number of participants 51(42.5%) and 54 (45%) reported that toys and merry go round play materials are absent in their preschools. The results

indicated that availability of play materials for preschoolers are available in the preschools sampled in the present study.

4.7. Result Obtained from Observation

The researcher employed a total of four classrooms and out-of-classroom observations and each observation is presented as follows.

Observation One

As observed in the classroom by the researcher, while children were aggressive and disturbed in the classroom, the teacher showed no annoyed facial expression. She was patient and had a smiley face which indicates that the teacher loved the student. She has tried to make the children relaxed and happy; especially when the children come to school in the morning and the classroom child relationships are promising for future socio-emotional developments. The learning materials and toys were neat and arranged orderly and easy for children to play or move around in the classroom. The children play with their friends and exchange love and affection with each other but when children play outside in the playground, there was a conflict with each other because play materials were not enough to play together.

Observation Two

The teachers were treating the students as fathers and mothers of the children did in the classroom as well as outside the classroom. The children are like a sheet of white paper that they impressed with their teachers' instructions. Teachers strive to relax and delight the children as much as possible.

The children played together and exchanged their toys and during the conflict, they asked forgiveness and continued to play together with the help of teacher's guidance and assistance. These play materials were spin, swing, and balance beam and these might be important for children's' socio- emotional developments.

Observation Three

During observation three, the teachers were observed that they were too reluctant to manage and communicate with their students. The children who played together when their teacher was annoyed and angry at the children and they did not play together. They cried, whined, and whimpered at teachers' anger. There was a conflict among the children in the classroom and the children did not play together. They refuse to give the toys to their peers so that they are repeatedly molested and tortured and learning materials and toys were not easily accessible and children were crying, to get the play materials.

Observation Four

During observation four, the researcher observed that students were more destructive, disobey, and not willing to listen to their teacher. However, the teacher looks experienced in the way she has managed the students' behaviors. She was so polite and understood early childhood development. She smiled and enjoyed throughout my stay in the classroom. She was treated by all students with a smile on her face. She was advising and teaching her students in plain language easy to understand by students.

Concerning classroom child relationships, the children were playing together, exchanging opposing forces but Playgrounds were not adequate, the children dropped off because most toys were not enough to play together, and even there was a conflict between the children. Besides, the layouts of classroom learning materials were not easily accessible. Therefore, most Kids were crying to get the play materials which might cause the children to develop aggressive behaviors.

CHAPTER FIVE

DISCUSSION OF THE RESULTS

This section presents discussion of the results focusing on three major findings along with the sub findings identified through the process of the analysis. The findings of the study as per research objectives were discussed integrated and synthesized in line with related literature reviews.

5.1. The Extent and Relationship between Respondents' Demographic Variables and Socio- Emotional Development of Children

This study showed that the age of the participants' and child's socio-emotional development had a negative association. This finding is contradicted with Zhang & Nurmi(2012),finding which explains there is a positive association between a teachers' age and children's socio- emotional development means the age of the teachers increased children's socio-emotional development also increased and older preschool teachers have better teacher-child interactions. In the view of researcher the present finding different from this finding because of cultural difference.

This study revealed that teachers had degree educational status had a positive relationship with children's socio- emotional development and it has statistically significant mean difference in children's socio- emotional development as compared with teacher's diploma and certificate educational level. Similarly, the study conducted by Heisner & Lederberg (2011), supports this finding because the researchers found that there was positive correlation between teachers' educational status and children's socio- emotional development (Heisner & Lederberg, 2011). Likewise, Stein-Balock (2007), found that high levels of teachers' education status in the area of early childhood development was positively correlated with teacher-child interaction. Furthermore Nano (2018), showed that degree holder teachers showed more positive behaviors such as empathy, love, and care to their children.

This study found that married teachers have a significant positive relationship with socio-emotional development of children than unmarried teachers. The researcher believed that married teachers have the ability to understand children's feelings easily because married teachers have the probability of having their own children. The finding is in line with the

findings by Katz, & Gottman (1993), which revealed that married teachers have the ability to solving children's disagreement may contribute differentially to the presence of externalizing and internalizing behavioral patterns in children.

5.2. The Relationship and Extent between Predictive Variables and Socio-Emotional Development of Children

Different literatures disclosed that preschool teacher's positive attitude inspired significantly the quality of children's socio-emotional development. The ability of teachers to shape and manage the classroom, and the way that students perceive and learn socio-emotional skills (Nurmi, 2012). In This study the researcher found reliable results regarding the teachers' attitude towards children's socio-emotional development means teachers' attitude increases the children socio-emotional development also increased. Teachers have a positive thought for aggressive children which enhances the teacher-child interaction. Similarly, the study conducted by Uluğ, Özden, & Eryılmaz (2011), indicated that teachers' positive attitudes have a positive impact on children's social development, empathetic, and their relationship but the conducted by Liu et al., (2015), showed that Preschool teachers have negative thought for aggressive children which restricts the children's socio-emotional development. Likewise the finding of this study indicated that teachers' empathy positively associated with children's socio-emotional development. Similarly Goroshit & Hen(2014), noted that there was a positive relationship between teachers' empathy and children's sociability means that empathetic teachers effectively communicate and motivate their children and Strayer & Roberts (2004), obtained that teacher's empathy strongly predicted the pro social behaviors of the children.

This study revealed that classroom weather conditions significantly associated with children's socio-emotional development which is in line with the finding by Ciucci et al. (2013), weather conditions directly affect children's emotions and behaviors and positive weather conditions build positive teacher-child relationships. Whereas undesirable classroom weather conditions influence the children to display unwanted behaviors such as aggression, irritability and anger. Similarly, this study indicated that the availability of adequate play materials is positively correlated with children's socio-emotional development means that play materials promote the children's socio-emotional development. Likewise a research by Wathu et al. (2017), indicated

that there is a strong connection between the availability of play materials with social skills development of children. Similarly a study conducted by Nano, T (2018), showed the availability of outdoor equipment are improve socio-emotional development of young children as they interact with their peers during the play activity and age-appropriate preschool play materials to develop both socially and emotionally and research studied by Waweru (2013), revealed that the availability of play materials has a positive effect on preschool children's socio-emotional development. Furthermore, an investigation by Metin (2003), also showed on his observational study merry-go-round and slide play material is need for children relationship but the observation result in this study showed that most of the preschool play materials were not sufficient to access for all children because of this there is no positive peer interaction. Furthermore after controlling the demographic variables the other all variables contributed 5.8% shared variance for the socio- emotional development of preschool children.

5.3. The Teacher-Child Relationship, Classroom Organization and Outdoor Environment

In this study the observational finding revealed that, the majority of the preschool outdoor playground is exposed to children for different hazards and to create violence among children. This undesirable environment has a negative impact on children's socio-emotional development. This is supported by Dowdell, Gray, & Malone (2011), finding which explained conducive natural environments had a positive effect on children's social behavior. Additional study, conducted by Zamani (2016), showed that a positive outdoor environment is mandatory for children's social interaction skills, expressing their feeling, and making decisions without any support meaning the outdoor environment has a main role in children's socio-emotional development. Similarly, Metin (2003), noted that the playground influences the children's socialization, for example, sharing, cooperating, and communicating with each other. In addition to this, this finding also showed that the playground is the available and fairly unrestricted environment that has a direct role on children's social collaboration with their peers. The observation of this study indicated that, in a teacher-child relationship most of the teachers are positively communicated with children. The literature also shows the teacher –child interaction has positively correlated with children's socio-emotional development (Kao, 2018).

CHAPTER SIX

Conclusions and Recommendations

This chapter provides conclusions drawn from the results and recommendations of the study.

6.1. Conclusion of the Study

This result is important by giving more recognition on building intervention program in the factors of affecting children's socio-emotional development. In addition to this it give also solution for socially and emotionally affected children by crating awareness for teachers and other concerned bodies. The results of the present research may contribute for further research leading to enhance children's socio-emotional development. If the teachers and the school administrators has not understand about the factors of affecting children socio-emotional development the children may exposed to emotional disturbance, socially withdrawn and academically poor. Married teachers are cultivate children's socio- emotional development than single teachers because most of the time married teachers have child in their home so that, they can easily understand children's emotion and felling. Teachers have a degree educational status is increased children's socio-emotional.

6.2. Limitation of the Study

The limitation of this study was:

- Lack of relevant and updated studies in the area of preschool child's socio- emotional development.
- Presence of corona virus (COVID-19) is the other challenge for the researcher because it is difficult to collect data in the limited time.

6.3. Recommendation

Based on the findings, the researcher forwarded the following recommendations:

- i. The preschools administrators should employ degree holder teachers by considering their experiences to improve children's social and emotional development.
- ii. Teachers should have a positive attitude and empathy for children's socio-emotional development.
- iii. The preschools should employed married teachers to cultivate the children's socio-emotional development.
- iv. The preschool teachers need to create positive teacher- child relationship and a well-organized classroom environment to increase the children's socio-emotional development.

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Appendices: A

የስነ-ትምህርት እና ስነ-ባህሪ ኮሌጅ

የሳይኮሎጂ ትምህርት ክፍል

የዚህ መጠይቅ ዋና አላማ የልጆችን ማህበራዊና ስሜታዊ (social and emotional) እድገት ሊጎዱ የሚችሉ ሁኔታዎችን ለመለካት የተዘጋጀ መረጃ መሰብሰቢያ ነው። መጠይቁ ሶስት ዋና ዋና ክፍሎች አሉት። የመጀመሪያው ክፍል አጠቃላይ በጥናቱ ተሳታፊዎች የግል መረጃን የሚመለከቱ ጥያቄዎች ናቸው። ሁለተኛው ክፍል ማህበራዊና ስሜታዊ ደህንነት በተመለከተ ሶስተኛው ክፍል ስሜትንና ማህበራዊ ዕድገትን በተመለከተ ከመምህራን ጋር የሚያዙ ማብራሪያን የሚጠይቁ ጥያቄዎች ናቸው። የሚሰጡት መረጃ ለጥናቱ አቅጣጫ የሚሠጡና ለጥናቱ መጠናቀቅ የሚረዱ ስለሆነ በጥናቱ ውስጥ ትልቅ ግብአት መሆኑን ተገንዝበው በጥንቃቄና በታማኝነት እንዲሞሉ በትህትና እጠይቃለሁ።

በምትሰጡት መልስ ይዘት የማትገመገሙ መሆኑን የሚረጋገጥላችሁ ሲሆን የእርሶዎ መረጃ ሚስጥራዊነት መጠበቅ ያስችል ዘንድ ስምዎንና አድራሻዎን መጥቀስ አያስፈልገዎትም። መረጃው ለጥናቱ አላማ ብቻ የሚውል መሆኑን በተጨማሪም የምትሠጡት መረጃ ሚስጥራዊና ማን እንደሞላው ሊታወቅ የሚችልባቸው ሁኔታዎች አለመኖራቸውን ለምሳሌ፡- ስም የምትሠሩበት ት/ቤት እና የምትኖሩበት አድራሻ አለመጠቀሱን ልገልፅ እወዳለሁ።

ይህንን መጠይቅ በመሙላት ለምትሰጡኝ መረጃና ለምታደርጉልኝ ትብብር በቅድሚያ ከልብ አመሰግናለሁ።

ክፍል አንድ

ጠቅላላ መረጃ

መምሪያ መልሳችሁ በሰጥን ውስጥ የ(-) ምልክት ያስቀምጡ። በተጨማሪም በሚገኙት ቦታዎች ላይ መልሶዎትን ይፃፉ።

1. እድሜ

2. የትምህርት ደረጃ

ሰርተፍ ኪት

ዲፕሎማ

ዲግሪ

3. የጋብቻ ሁኔታ

ያገባ

ያላገባ

የፈታ

4. የመምህራን የስራ ልምድ

ክፍል ሁለት

የመምህራ እይታ በልጆች ማህበራዊ ና ስሜታዊ እድገትን ለመለካት የተዘጋጁ መጠይቆች

ቁጥር	አረፍተ ነገር	በጣም አልስማማም	አልስማማም	እስማማለሁ	በጣም እስማማለሁ
1	ልጆች አብረው በሚጫወቱበት ሰአት ይጣላሉ				
2	ልጆች የመጫወቻ እቃዎቻቸውን ለመለዋወጥ ፈቃደኛ አይደሉም				
3	ልጆች የመማሪያ ክፍሉ ሲሞቅ መጥፎ ስሜት ይሰማቸዋል				
4	ልጆች አብረው በሚጫወቱበት ሰአት ደስታ ይሰማቸዋል				
5	ልጆች በቀላሉ ያለቅሳሉ				
6	ልጆች በቡድን ጫዋታ ላይ ይሳተፋሉ				
7	ልጆች ለመግባባት ብዙ ጊዜ ይፈጂባቸዋል				
8	ልጆች እንግዳ ሲያዩ ያፍራሉ				
9	ልጆች ብቻቸውን መጫወት ይመርጣሉ				
10	አብዛኛውን ጊዜ ልጆች ተግባቢ ናቸው				

2. የክፍል ዉስጥ ያየር ሁኔታ የተመለከቱ ጥያቄዎች

ቁጥር	አ.ነገር	በጣም አልስማማም	አልስማማም	እስማማለሁ	በጣም እስማማለሁ
1	የመማሪያ ክፍሉ በሚሞቅ ሰዓት ልጆቻቸው ግንኙነታቸው ይቀንሳል				
2	የክፍሉ የአር ሁኔታ ሲሞቅ ልጆች ይነጫነጫሉ				
3	ክፍሉ ሲሞቅ ልጆቹ እርስ በርስ ይጣላሉ				
4	ክፍሉ በሚሞቅበት ሰዓት ልጆች ጭንቀት ይሠማቸዋል				
5	የመማሪያ ክፍሉ ሲሞቅ የልጆቹ ትኩረት ይቀንሳል				

3. የመምህራንን ርህራሄ የሚለኩ ጥያቄዎች

ቁጥር	አ.ነገር	በጣም አልስማማም	አልስማማም	እስማማለሁ	በጣም እስማማለሁ
1	ልጆች ሲያለቅሱ እረብሻለሁ				
2	ልጆቼ ጥሩ ስሜት ሲሰማቸው እኔ ደስተኛ እሆናለሁ				
3	ልጆቼ ሲያለቅሱ እንጨነጫለሁ				
4	የልጆቼን ስሜት እንደነሱ ሁኝ መረዳት አልቻልኩም				
5	ልጆቼ ተገቢ ባልሆነ ሁኔታ ሲያዙ የሀላፊነት ስሜት አይሰማኝም				

4. የመምህራን ለልጆች ያላቸው አመለካከት የሚለኩ ጥያቄዎች

ቁጥር	አ.ነገር	በጣም አልስማማም	አልስማማም	እስማማለሁ	በጣም እስማማለሁ
1	ረባሽ ለሆኑ ልጆች ጥሩ አመለካከት አለኝ				
2	በመሀበራዊ ግንኙነት የተገለሉ ልጆችን ለማገዝ እጥራለሁ				
3	ለልጆች ማህበራዊና ስሜታዊ እንክብካቤ ለመስጠት ተፈጥሮአዊ ተሰጥኦ አለኝ				
4	ልጆችን ከነ ደካማ ጎናቸው ተቀብቶ ለሁሉም እኩል ፍቅር እሰጣለሁ				
5	የኔ ስሜትና ማህበራዊ ችሎታ በልጆች ስሜትና ማህበራዊ ችሎታ ተፅኖ ያሳድራል ብዬ አስባለሁ				
6	የመምህራን ስሜታዊ አለመረጋጋት በልጆች ስሜት ላይ ጭና አለው ብዬ አስባለሁ				
7	ሁሉም ልጆች የእኔ እንደሆኑ አስቦ ለሁሉም ልጆች ስሜት እጨነቃለሁ				

3. ከዚህ በታች ከተዘረዘሩት መጫወቻ አይነቶች ውስጥ በትምህርት ቤታችሁ ውስጥ ያሉትን መጫወቻዎች (-) አድርጉ

አይነት	አለ	የለም
ኪስ		
ቸዋቸዋይ		
ሽክርክሪት		
አሻንጉሊት		
ሚዛን መጠበቂያ		
ሸርተቴ		

ክፍል ሶስት

የምልከታ ጥያቄዎች

1. የመምህራን ና የልጆቻችን ግንኙነትን ግንኙነት ምን ይመስላል?
2. ከክፍል ውጭ ያለው የመጫወቻ ቦታ ምን ይመስላል?
3. የክፍል ውስጥ አቀማመጥ ምን ይመስላል?

Appendices: B

Bahir Dar University

College of Education Behavioral Sciences

Department of psychology

The purposes of the following questionnaire is to gather information regarding to factors that affect preschool children's social and emotional development. The information you provide has a very important input in the direction and completion of this study. So please try to be honest and careful. There is no one to judge you because of your right or wrong answer for the questions.

The information will be kept confidential and be only applied for the study. Your correct information helps to reach the goals of the study.

Thank you for investigating your time and honestly completing this questionnaire.

Direction: Please indicate your answer by making (√) in the box that corresponds to your answer or to write the correct answer on blank space.

I. Part one : Background Information Direction

1. Your current age

2. Your Current educational qualification?

Certificate

Diploma

Degree

3. Your Marital Status:

Married

Single

Divorced

4. Teacher's experience

II. Part two

1. Questionnaires prepared for teachers socio-emotional development of children perceived by teachers

NO.	Items	strongly disagree	Disagree	agree	strongly agree
1	Children fight other children during playing together				
2	Children are not interested to share their materials				
3	Children are showing bad feeling when the weather condition is hot				
4	Children feel happy during play together				
5	Children are crying easily				
6	Children involved in a group play				
7	Children take a lot of time for interaction				
8	Children show shy fullness when they see stranger people				
9	Children prefer to play alone				
10	Majority of children are sociable				

2. Questionnaire prepared for teacher to assess classroom weather condition

No	Item	Strongly disagree	Disagree	agree	Strongly agree
1	If the classroom weather condition is hot children are less interactive				
2	If the weather condition is hot children are irritable				
3	Children fight when the weather condition is hot				
4	Children feel stress when the weather condition is warm				
5	When the classroom weather condition is warm children are less attentive				
6	when the weather condition of the class room is hot children became aggressive				

3. Questionnaire prepared for Teachers to assess empathy

No	Item	Strongly disagree	disagree	Agree	strongly agree
1.	I' m disturbed when children are crying				
2	I enjoy making other children feel better				
3	I become irritated when children are cry				
4	I get a strong desire to help when I see children are distressed				
5	When I see children are treated unfairly, I do not feel responsibility				

4. questionnaire for teachers to assess their attitude about children's socio emotional development

No	Items	Strongly disagree	disagree	agree	Strongly agree
1	I feel I have a positive thought for aggressive children				
2	I try to support socially withdrawn children				
3	I believe that I'm naturally gifted to provide care for children social and emotional needs				
4	I try to accept each child as it is and give affection equally				
5	I believe that my socio emotional skill directly affect children socio emotional skills				
6	I think teachers emotional stability influence children's emotion				
7	I thought all children are mine and I worried for every child feeling				

5. The following play materials are available in your school

Item	Yes	No
Balls		
Swings		
Slides		
Balance beam		
Toys		
Marry-go round		

Part three

Observation guiding questions

1. How do teachers interact with their children?
2. What seems like the conduciveness of the playground?
3. What looks like a classroom arrangement?