INFLUENCE OF ELECTRONIC MEDIA ON LEARNING SOCIAL SKILLS BY PRE-SCHOOL CHILDREN IN RUIRU DIVISION, KIAMBU COUNTY, KENYA.

BY

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A RESEARCH PROJECT SUBMITTED IN THE DEPARTMENT OF EDUCATIONAL COMMUNICATION AND TECHNOLOGY IN THE UNIVERSITY OF NAIROBI, IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN EARLY CHILDHOOD EDUCATION

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DECLARATION

I ASNATH GATURI hereby declare that this research proposal is my original work and has not been submitted in any other institution for award of diploma or degree.
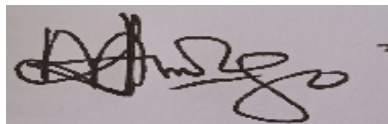
ASNATH GATURI ⸺⸺⸺⸺⸺⸺ Admission no. E57/90012/2016.

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This work is devoted to my husband Peter Muriithi Elisha and my two sons, Emmanuel and Victor.

ACKNOWLEDGEMENT

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ABBREVIATION AND ACRONYMS

CBC -Competence Based Curriculum

CPE -Certificate of Primary Education

ECD -Early Childhood Development

ECDE -Early Childhood Development and Education

FGD -Focus Group Discussions

FPE -Free Primary Education

ICT – Information Communication and Technology

MOE -Ministry of Education

NGO-Non-Governmental Organization

SCEO -Sub County Education Officer

SPSS -Statistical Package for Social Sciences

TV -Television

WWE - World Wrestling Entertainment

ABSTRACT

This study looked into the influence of electronic media on learning social skills by pre-school children in Ruiru Division, Kiambu County. Electronic media connectivity by pre-school children is on the increase in recent years due to increased innovations and the dynamics around it worldwide. The study objectives were; establishing the influence of Television programs on pre-school children while learning social skills, explore the influence of smart phones on learning social skills among pre-school children, examine how computer influences learning of social skills by pre-school children, and to explore how Internet networks affects learning of social skills among pre-schoolchildren. The study presented a solid foundation for carrying out future research. The assumption of the study was that all respondents were truthful in their feedbacks. The study adopted a Null hypothesis that stated that there was a significant difference on learning social skills between the children that accessed electronic media and those that did not. Relevant literature on the development of social skills among pre-school children was reviewed using the social learning theory by Bandura, forming part of the theoretical framework. It was further illustrated in its adoption through the conceptual framework. The study design was through a survey that included the target population for public pre-schools in Ruiru Sub - county. Two hundred and eight-four (284) pupils spread across Ruiru public schools were used in the research. The research made use of eight (8) teachers from the public schools in the study area and one hundred and fifteen (115) pre-school parents. Instruments used included a questionnaire for parents, an interview schedule for both parents and teachers, an observational checklist and focus group discussions for pre-school children. Data analysis was done with the help of the Statistical Package for the Social Science (SPSS) program for statistical analysis and pie charts, frequency tables, and qualitative statements were used. The study found out that majority of the parents felt that electronic media influenced their children while learning social skills. Further findings revealed that most of the parents did not supervise nor co-view what their children accessed while using the electronic media. The study further found out that majority of the pre-school teachers felt incompetent while teaching the social skills, while the children clearly revealed that often times, they downloaded some applications and visited sites of adult content without the knowledge of their parents. The pre-school model their social skills, including sharing, respect, negotiation, and cooperation through electronic media consumed at home. The study recommended conscious monitoring content, and co-view what and how much the pre-school children access while on the electronic devices by parents and other caregivers.

In accordance with the conclusion of the study the report further recommends that the government through the ministry of Education be involved in vetting appropriate content for pre-school children's consumption; and through the ministry of mass and communication to intentionally filter inappropriate content in children programs prior to airing and provide variety of programs with educational themes. Also, the report recommends both the parents and teachers to continually work together and be decent role model to children and raise decent society.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study.

In the 90s, most of the electronic media industry begun targeting young children as prime viewers of now famous Television programs like Teletubbies, and the video series like Baby Einstein. With the rise in children directed media popularity, the American Academy of Pediatrics (AAP 2016) made recommendations that caregivers should supervise their children electronic media consumption for healthy child Development. Despite these recommendations, pre-school children spend many hours on Television and according to the Common-sense media, (2013) these young kids live in homes most of the period where the TV is on. Previous study also reveals evidence of time spent on electronic media at home and in school is on the increase raising great impact on the children development, Konthawongsa, P., and Konthawongs, P. (2013).

According to Vonkenburg M.P et al (2018), there was a relationship between electronic media and social skill development. She revealed that exposer to electronic media affects children's wellbeing and development. Children developed empathy by watching emotional experiences on television. She further stated that electronic media can contribute to children's fear, anxiety, and social development. There was ample proof showing that violent television shows led to destructive actions by pre-school children. An increasing body of work suggests that graphic violence in film, video games and computer games may have adverse effects especially boys according to Sonia L. (2017). However, in Nigeria, Mercendetti D. (2010) said creative, collaborative social skills were essential for next generation to interact in social cultural economic and intellectual careers and life. He further said quality education with use of modern

technology cannot be over emphasized. The Axiom Learning Solutions trained teachers for three days on use of android electronic media as the country was embracing digital literacy in education. The participants where trained on practical use of ICT equipment to enhance instruction delivery, ability to provide education service that would enhance teaching and learning experience by exploring new technologies and applying them to learning contexts as well as technology integration that would stimulate effective pre-school classroom management. Social skills are important for pupils not only in all areas of school life and are lifelong skills that are necessary for their future. According to Marinelli S. (2017) electronic media made an influence on how people were leaving their lives and especially how children were being raised. Early exposure to technology produces both negative and positive influence on their development. She further pointed out that children get disconnected from family members while playing games on these devices. As children get exposed to the electronic devices at an early age, it becomes habitual and part of their lives thus may cause problems in later in their development.

The ministry of education in Kenya however adopted the COMPETENCE-BASED CURRICULLUM [CBC] which highly appreciates the use of electronic media in learning among pre-school children. Competence based education is the flexible personalized self-placed, skill-based education. This CBC supposes development of student ability to solve problems in various spheres and activities based on the use social experience. CBC was introduced in 2018 in Pre-primary one [PP1], Pre-primary two [PP2], grade one, two and three until grade six in the future. The CBC framework in Kenya is 2,2,3,3 meaning two years in pre-primary, two years in lower primary, three years in upper primary and three years in upper secondary. It aimed at providing the learning with the skills to independently solve a task including tasks for personal and professional nature.

Electronic media have greatly transformed communication and the ability people share, store and gain information as well as knowledge. There has been dynamic innovations and progress since the first electronic media was discovered. The study explored various electronic media such as television, smart phones, computers, internet, Games, movies. In the current context, most children have access to the following electronic media in their homes that plays a role in learning social skills.

1.1.1 Television;
According to Mabel L, Rice (1988), some children Television programs offer dialogue that is simplified like a mother's speech to children for example cartoons, Terry Tabbies, Sesame street and Mr. Rodgers neighborhood, Maria [a Kenyan movie] highly captivate the preschool children. The Television stories on most weekends in most Television stations cannot be left behind as children are glued watching for long hours at times. The parents and caregivers should select stories and Television content with moral lessons for children to learn social skills like cooperation, sharing, respect obedience among others. This is because children learn by observation and imitating models according to Bandura A. (1997). When the children are intentionally exposed to Television programs, cartoons, soap operas with characters portraying high levels of negotiation skills, in the end they learn the skills.

1.1.2 Computers;
Young children make up large user group for electronic media from variety of devices like touch screen computers, laptops and tablets. There are many websites and applications that can help children learn cooperation, sharing, respect, and negotiation skills. The computer video games, children stories, drawing applications help children as each wait for their turn. The pre-school children are very good in cooperating and negotiating for their interests when it comes to manipulating the computers add Clements D. H [1994].

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1.1.3 Internet;

There are Educational Applications and websites that enable access of different children programs. Examples include Sesame Street, cartoons, video games, car racing games. They help children learn cooperation, sharing, and respect and Negotiation skills. The care givers can allow children to play games on the internet like racing cars and they learn sharing by giving each other a chance to play. They learn to cooperate and negotiate especially when competing. In case the preschool child has respect issues, a caregiver can withdraw such from playing the games until he or she shows forth respect. According to https://theconversation.com what to teach your preschooler about internet safety.

1.1.4 Smart phones;

Manipulation of smartphones highly excites most preschool children and so they can easily cooperate, negotiate and show high levels of and respect and obedience so that they are allowed the opportunity to have the smartphones. Many parents are guilty of giving their preschool children their smart phones to cool them down in the midst of a temper tantrum. When this device become the main way to calm and distract our young children, then they will have difficulties developing their own internal mechanisms and regulate themselves. Many of these children by four years already know how to manipulate these smart phones and can even google for entertainment of their choice e.g. games, choose their favorite music, or video clips according to R Hosokawa, [2018].

1.2 Statement of the problem

The pre-school children are not mature cognitively and they do not relate what they see with reality, for example, when it comes to gun shooting, they cannot relate it with the pain it comes with or the loss of life involved in these actions. On the other hand, the role of media is to give information and mostly this information is new to pre-school children and it seems exciting hence due to their formative developmental stages they always try out what they see, hear or read. This immensely ruins the child's social skills thus therefore calling for their need to be

protected and guided from unhealthy exposure to the electronic media. This was according to the American Academy of Pediatrics [AAP] 2016 which revealed the need to promote a healthy electronic media use for all children. Previous studies have shown that there is a relationship between electronic media and social skills development as shown by Laver, (2013) who noted that prolonged technology use by preschool children is associated with the children's aggression, attention, and social skill development. He said it was a challenge to school managers when maintaining discipline. Consequently, this study intended to investigate the influence of electronic media in social skills. Children in their early years learn fast and are influenced by what they see and hear. Today's children are very intelligent especially when manipulating electronic devices. However, this study was done particularly in Kiambu County, Ruiru Sub County and it sought to investigate the influence of electronic media on learning social skills by pre-school children where pre-school children were experiencing similar challenges yet some caregivers were ignorant of, or did nothing to protect the children.

1.3 The purpose of the study

The study sought to determine the influence of electronic media on learning social skills by pre-school children in Ruiru sub county, Kiambu County. This is because electronic media has become a very influential teacher in our day among the preschool children and there lies a timebomb if the pre-school children are left unprotected from the influences of the electronic media.

1.4 Objectives of the study

This study intended to achieve the following objectives:

- To establish the influence of television programs for preschool children on learning of social skills in Ruiru Sub county in Kiambu county.

- To explore the influence of smartphones on learning social skills among preschool children in Ruiru Sub county, Kiambu county.

- To examine how computer, influence learning of social skills by preschool children in Ruiru Sub County, Kiambu County.

- To establish how internet network influenced learning of social skills among preschool children in Ruiru Sub County, Kiambu County.

1.5 Research questions

- How much do Television programs influence learning of social skills among pre-school children in Ruiru Sub county Kiambu County?

- In which ways do smartphones influence pre-school children learning social skills in Ruiru Sub County Kiambu County?

- How do computers influence pre-school children learn social skills in Ruiru Sub County Kiambu County?

- To what extent does the internet influence pre-school children in learning social skills in Ruiru Sub County Kiambu County?

1.6 Significance of the study

This study was important because it aimed at helping in public policy guidelines. Teachers will gain more understanding on how the electronic media determine learning social skills by pre-school children. The findings will help educate families about the dangers of electronic media and Policy makers so as to create appropriate media policies for lasting positive influences. The Head teachers will also understand clearly some causes of children delinquency and advice parents accordingly. The Non-Governmental and the governmental organizations will benefit from this study as it seeks for various intervention measures to stop the access of electronic media that cause negative influence on our preschool children social skill development. The study will also help in daily parenting practices e.g. encourage co-viewing programs with parents to scalp fold children's limited experiences.

1.7 Limitations of the study

The study experienced some inconveniences in data collection process. This was because some parents were not comfortable to disclose the different electronic gadgets they had at home. Another challenge was that in the public schools most Teachers were still being trained in the new Competence based curriculum (CBC) and on infusing Digital Literacy in all subjects hence getting data was not an easy task.

The study focused on public schools which were very far from each other hence a lot of time was taken connecting to the schools and also financial constraints were immensely felt because the study did not have a donor.

1.8 Delimitations of the study

The study was in Ruiru sub county Kiambu County. The research only targeted public preschool children aged 4 years to 6 years, public pre-school Teachers, parents and Sub-county County Government Education Officer from Kiambu County.

1.9 Assumption of the study

The study assumed that all the respondent we truthful with the information they gave. It was also assumed that one parent had at least two pre-school children

1.10 Definition of terms and Concepts

PP1—Pre-primary one-Pre-primary is the initial stage of organized instruction, designed primarily to introduce very young children to a school-type environment, that is to provide a bridge between home and a school-based atmosphere. In Kenya we have two levels pre-primary one, and pre-primary two.

PP2—Pre-primary two- This is the second level of the pre-primary.

ICT – Information Communication Technology- This is the mode of education that use information and communications technology to support, enhance, and optimize the delivery of information.

CBC – Competence Based Curriculum-This is a curriculum that emphasizes the complex outcomes of a learning process. (that is knowledge, skills and attitudes to be applied by learners) rather than mainly focusing on what learners are expected to learn about in terms of traditionally defined subject content.

Influence – Power or ability of changing thinking or behavior of a person

Electronic Media-Broadcast or storage media that take advantage of electronic technology. E.g. television, smart phones, computers, radio, internet, CD ROMS, DVD.

ECDE- Early Childhood Development and Education-This is the education that consists of activities and experiences that are intended to effect developmental changes in children prior to their entry into elementary school.

Technology- These are tools and machines that may be used to solve real-world problems for example; print media, T.V programs, internet, electronic media, videos.

Media- This refers to communication outlets or tools used to store and deliver **information** or data.

Pre-school children - children aged between three to six (3-6) years.

Social Skills - Social ability is all about the capacity of a child to communicate in a socially appropriate manner with their colleagues. Being able to converse, pay attention and feel empathy with others effectively forms the basis for interpersonal relations and the ability to fit into public interactions both now and in the long term skillfully.

1.11 Organizations of the study

The study was organized into three chapters. The first chapter was the Background of the study which provided the relationship between electronic media and the social skills of pre-scholars.

The statement of the problem, the purpose of the study, research objectives, research questions, significance of the study, limitations and delimitations, definitions of key terms and acronyms.

Chapter two highlighted the literature review of the electronic media influence on learning social skills of preschool children based on four aspects: Cooperation, Sharing, Respect and Negotiation.

The theoretical framework provided was based on Albert Banduras Social Learning Theory, after which a conceptual framework showed the relationship there is between electronic media and the social skills that preschool children acquire. Then came the summary of literature review followed by research methodology which was discussed under the key sections namely: research design, population, sampling and sample size, research instruments, validity of the research, data collection procedure, data analysis, and ethical concerns.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

Digital Technology helps kids to encounter interactive tours and they get chances to see real-world scenarios that they may not have had an opportunity to see. Innovative strategies, teamwork and knowledge building were experienced by the learners, which in turn contributed to improved learning performance as evidenced by

Ondundo P. (2017). Further studies by Plowman, M. C Pake & Stephen (2008; 2010), Plowman, Stevenson, Stephen, & M. C Pake (2012) confirmed that young children aged three to four (3-4 years) were able to access broad range of digital technologies. Additional studies by Nikopoloulou, Gialamas & Batsouta (2010) in Greece revealed that children between four to six (4-6 years) are able to access a wide range of Technologies at home and later they come to school with a wealth of experiences This is due to recent rapid adoption of touch screen devices explains Smahelova et al, (2017).

This chapter endeavored to review related literature on the impact of Internet Media on learning social skills under the following subheadings;

1. Influence of computers on cooperation, Respect, Sharing, and Negotiation skills.

2. Influence of Television on cooperation, Respect, Sharing, and Negotiation

3. Influence of Smart phones on Cooperation, Respect, Sharing and Negotiation,

4. Influence of Internet on Cooperation, Respect, Sharing and Negotiation skills.

It has been concluded with a summary of related literature review. This is followed by theoretical frame work, conceptual framework and summary of literature review.

2.1 Influence of computers on co-operation, Respect, Sharing and Negotiation skills

Past study has revealed that every caregiver should monitor what program their children are accessing while online since not all programs are suitable. Consequently, the American Academy of Pediatrics (AAP) (2016) made recommendations about the use of technology by young children: specifically outlining both positive and negative effects on development. The plan, referred as The Family Media Use Plan (American Academy of Pediatrics, 2016), was intended to assist primary care providers for young children a healthy balance between technology use, and traditional learning experiences, taking into account the health, education and entertainment needs of each child (American Academy of Pediatrics, 2016). the primary recommendation was that caregivers need to prioritize times off the Technological devices, encourage, and introduce children to socialized activities to promote Healthy holistic development. According to Danielle (2010) the term cooperative learning is heard within school buildings however it needs to be taken seriously and used appropriately.

2.2 Influence of Television on Cooperation, Respect, Sharing and Negotiation

Recent experimental studies argue that the presence of Television directly reduces the quality of children's play behaviors and attention according to Courage, Murphy, Goulding & Settiff, (2010). However, the quantity and quality of each parent's interaction with their children seems to be reduced by the presence of Television adds Courage et al, (2010), Pempek, Demers, Hanson, Kirkorian &Anderson,2011. They further explain this is the reason why when the Television is on most parents tend to be less responsive, attentive and engaged with their pre-school children. Common sense media also said that majority of the children live in households where Television is on most of the times.

Television is an important part of every child's life. From witnessing the magic of superheroes to tuning into horror weekends, children go through an immersive experience through television and live in the bubble of their own world. Sometimes, this bubble becomes a cause for concern, depending on the types of shows being watched.

Electronic media, particularly television, have long been criticized for their potential influenced on children. One area for concern is how early media exposure influences cognitive development and academic achievement. Heather A. (2014) summarizes the relevant research and provide suggestions for maximizing the positive effects of media and minimizing the negative effects. Although evidence clearly indicates that well-designed, age-appropriate, instructional media can support elementary school students, studies on toddlers indicate that these small kids can better explore and appreciate from real-life experiences than they do from film. In addition, some evidence indicates that television viewing within the first few years of life could be related to poorer cognitive performance. Cognitive and academic progress is associated with early adherence to maturity level programming built around an educational curriculum, while exposure to sheer escapism, and offensive material in particular, is associated with lower mental function and underachievement. To create a significant impact of educational media, parents should choose possibly the best, age-appropriate programming and watch the content with their kids.

Given the proliferation of new interactive media targeting very young children, little is understood about the media accessible to children and whether or how children communicate with them. Earlier study by Anderson, D.R and Hanson K.G (2017), revealed that (1) children six and under spend an average of 2 hours daily with screen media, mostly TV and videos; (2) TV watching begins at very early ages, well before the medical community recommends;(3) a high proportion of very young children are using new digital media, including 50 percent of 4- to 6-year-olds who have played video games and 70 percent who have used computers;(4) two

out of three 6-year-olds and under live in homes where the TV is left on at least half the time, even without viewers present, and one-third live in homes where the TV is on" almost all" or" most" of the time--children in the latter group appear to read less than other children and to be slower to learn to read; (5) Many families see television as a significant teaching resource that benefits the academic growth of their children, and the perceptions of parents on this topic seem to be linked to the amount of time their kids spend using each platform; and (6) parents clearly believe that watching TV from their children has a direct effect on their actions and are more likely to see constructive rather than destructive emotions. The study further said that child to child relationship improves when children watch programs together and encourages parents to co-view programs with their children to support learning.

Age 4--6 years, the experts agree that kids in this age group shouldn't be using smartphones (or other mobile devices). When it comes to screen time in general, the Canadian Pediatric Society (CPS) recommends limiting it to less than one hour a day for children ages two to five years old (screen time for children younger than two years old is not recommended at all), while the American Academy of Pediatrics advises placing consistent limits on media consumption for children ages six and older. Smartphone use at a very young age is damaging to developing brains, according to Cheng M. (2018), a child and family psychiatrist at Ottawa's Children's Hospital of Eastern Ontario. He describes that from a young age, smart phones cause the brain to become programmed to desire easy dopamine, referring to the "feel-good" substance that the brain releases. The brain hits of serotonin (and adrenaline) are provided by continuous sensory overload from monitors, which is why they are so destructive.

Cheng says it's not the technology itself that's bad for kids but the way it's being used that disconnects them from basic needs (such as sleep, nutrition, fresh air and physical activity), as well as higher needs (such as a sense of belonging and meaning in life). Social skills are also

learned in person as one interacts face to face, looking into the eyes of another human being, so that they can learn to develop empathy and read facial expressions according to Cheng.

If you are going to allow screen time and smartphones at this age, he cautions against letting young kids watch ostensibly harmless videos on YouTube unmonitored because children can end up being redirected to inappropriate content without parents' knowledge. There is great danger when parents are not monitoring what their kids see, and allow the smart phones to act as babysitters Cheng added.

According to the American Academy of Pediatrics, (2016), throughout studies show that aggression shown on media by children can lead to violent actions, violence hypersensitivity, anxiety, and paranoia of being harmed. Watching violent content can also lead some to display or show less compassion for others. It seems like no matter what station you put on TV these days, you're expected to see some kind of aggression and the abuse you see is sensationalized and unremarked some of the time. Such programs are something children do not need to see because of aggression itself, but because of the message that these programs send about violence. Violent television programming can contribute to aggressive actions, and that can have negative effects on the growth and classwork of a child. That's because kids are copycats and those watching extremely harmful are more likely to exhibit inappropriate behaviors. When kids watch tv, they don't do activities that allow their eyes and minds to grow, such as experimenting, exercising, and talking. The National Center of Parents as Teachers said that as they study, most kids can discover, travel, control, smell, touch and repeat. Even more research has found that screen time does not improve focus, encourage interpersonal skills, or facilitate Graham's imaginative play (2019). In small kids, the lack of these abilities can drastically impact social behavior, causing them to become introverted. The speech of a child may result from severe viewing of tv which can contribute to the inability of the child to interact and converse successfully, which can then contribute to behavioral discomfort.

Significant progress has been made in the quality content of children, limiting the media exposure of a child can help prevent issues such as violence, culture, psychological, emotional and Television influences every child's life from witnessing the magic of superheroes to turning into horror weekends. Children go through great experiences through television and live in their own world depending on shows being watched according to Romita, P. (2019). Television carton programs, advertisements, and videos are some key Television components. Television is a medium for information transmission and what counts is not the television but the information that counts. Experiments have shown kids who watch age appropriate educational programs, like Blue's Clues show immediate improvement in the way they recall information and solving problems modelled in the shows. Also sustained exposer to Television affects children sleep, attention and aggression behavior said Kibali et al (2015). Television robs many children who are always glued to the screen quality time to play as they sit and watch some programs passively. Some of these children don't develop imaginative and problem-solving skills they would have learnt were they playing physically. At the same time Television is a very effective Educational tool, it is through Television that children get exposed to other parts of the world, cultures and entertainment among other issues. The preschool children will cooperate at all costs so that they are allowed to watch their favorite program, or game.

According to DiProperzio (2013), associative play begins at the age of three, and the child will start to look for other kids. It's important at this stage to give the child plenty of opportunities to spend time with peers, he advises. He further says these children make friends based on mutual interests and willingness. But these children will need help in navigating these social situations. The concept of sharing is a challenge but they understand compromise and respect for others. They are more likely to solve conflicts with friends in order to maintain their play and show positive behaviours to one another.

These kids display enthusiasm and a deep desire to be part of a group. They enjoy playing with others and becoming more involved with their peers. Experts claim that this is a reasonable age to register children for a sports team, such as soccer or T-ball. Pick activities where not too many rules or restrictions are available. If not, it would build disappointment for them and they'll never want to play again.

2.3 Influence of Smartphones on Cooperation, Sharing, Respect and Negotiation skills.

According to Daily Express, independent national newspaper of east Malaysia (2019), Some of the children of the newer social activities play on phones or tablets, causing sensational behavioral changes. A generation without morals has been established by smartphones. Children need to develop their skills in language, feelings, innovation and interpersonal skills. Kids need sufficient time to play creatively and to interact with others in the nation. Children are great simulates, so parents at home need to control their own social media, mobile device and media use.

Enjoying with others enables kids, in a dynamic way, to assess and create a positive environment. As part of a team or society, they learn how to make friends, play with others, take turns, strike a deal and operate. Young kids consistently learn how to cope with sentiments, talk to them about how they feel and ask them to think about the feelings of other people or what 'common courtesy is, help guide the emotional management of your child and help attain enlightenment according to

https://www.earlyyearscount.earlychildhood.qld.gov.au (2016).

We live in a civilized nation with many cultures, languages, races, and histories that are different. Such a diversity will make our lives even more enjoyable and fascinating, but only if

we coexist peacefully. And we have to value one another to do that. Here are several ways we should value individuals who are unique from us in response to the post above.

The current generations of children have shown great changes in growth and development due to media influences. Ndakwe (2005) says that "many people think that they are not behaviourally influenced by movies, music and television programs but that is false. The fact that TV advertisers spend billions of dollars each year in advertising during prime time. According to https//wwwcune.education academics effects of smartphones these pre-school children gain skills that help them self-regulate the time they spend on the phones and gain research skills earlier than previous generations. These children are prepared to engage with future technologies and develop great knowledge to navigate resources online through smartphones and in case of emergencies these children can access emergency services easily.

2.4 Influence of Internet on Cooperation, Sharing, Respect and Negotiation skills.
The internet has connected people all over the world and turned the world into a global village. According to Journal of American science (2014); there is a great problem for parents in finding out whether their children use internet safely. Never the less, there are very educative sites and programs that pre-school children access through the fiber networks and internet. According to http;//www.jofamericanscience.org parental supervision is mandatory when young children are using internet. The educators, Teachers and parents should be concerned and think of ways to reduce the time spend online and at the same time monitor what websites children frequent in the internet. Taking active role is a responsibility of every parent to ensure internet activities benefit children without being exposed to the potential dangers says https//www.internet matters.org.ad kids health.org

According to http;//www.education.com.2013 making a smart net citizen, the Internet has immense potential to improve quality of education which is a pillar of sustainable development. Access to internet is fundamental to achieving this vision especially for the future. Teachers

can use the online materials when preparing lessons, and pupils can use it to extend their range of learning, and interactive teaching methods as they share the electronic media devices.

2.5 Theoretical framework

The study used social learning theory by Albert Bandura, (1997). The principle of the theory emphasizes the importance of observation, modeling and imitation as he says people learn from one another.

Bandura believed All kinds of learning could not be accounted for by that immediate strengthening. His theory added a cultural aspect, arguing that by watching other individuals, individuals can learn relevant info and attitudes. It is possible to use this knowledge acquisition (modeling) to explain a broad range of behaviors. He showed that children referred to standards they have witnessed in other individuals and imitate them.

An adult behaving aggressively towards a bobo doll was witnessed by the kids in Bandura's research. When the kids were able to play with the variety of toys in a room, they started to mimic the violent behavior they had seen previously. Three basic models were defined by Bandura.

A live model which involves an actual individual demonstrating or acting out a behavior, verbal instructional model which involves descriptions and explanations of behavior, symbolic model which involves real or fictional characters displaying behaviors in books, films, television programs or online media.

Bandura noted that external environment reinforced was not the only factor that influences learning and behavior.

The modeling processes

Bandura demonstrated that children learn and imitate behaviors they have observed in other people. A good example is a symbolic model involving real or fictional characters displaying

behaviors in books, films, television, or online media. Using Banduras theory in the classroom it can help pupils reach their potential. Often Pre-school pupils do not only imitate each other but also imitate the teachers. If there is a good pupil who is motivated, responsible and another who is not interested with school in the same class, then according to Bandura they will imitate each other. The pre-school teachers should be good role models and display the values, morals and skills they want their pupils to display too. Group work among pre-school pupils helps where all the group members are made to actively participate in the activities and when teamwork is encouraged. Teachers should reward desired behaviors and skills in class so as to motivate the other pupils. For example, clapping and singing [well done well done] to a pupil who has showed respect, cooperation, sharing or able to negotiate appropriately in class or in school. This will arouse the other pupils to copy the skills.

2.6 Conceptual Framework

Figure 1. Conceptual framework

Relationship between electronic media and social skills Development.

Independent variables

Television
Components: Animated Cartoons, soap operas, Advertisements and videos

Computer

Components: video games, drain applications and stories

Dependent variables

Social Skills

(Cooperation

Sharing

Respect

Negotiation)

Smartphones

Components: video clips, games and music

Internet

Components: animated cartoon programs
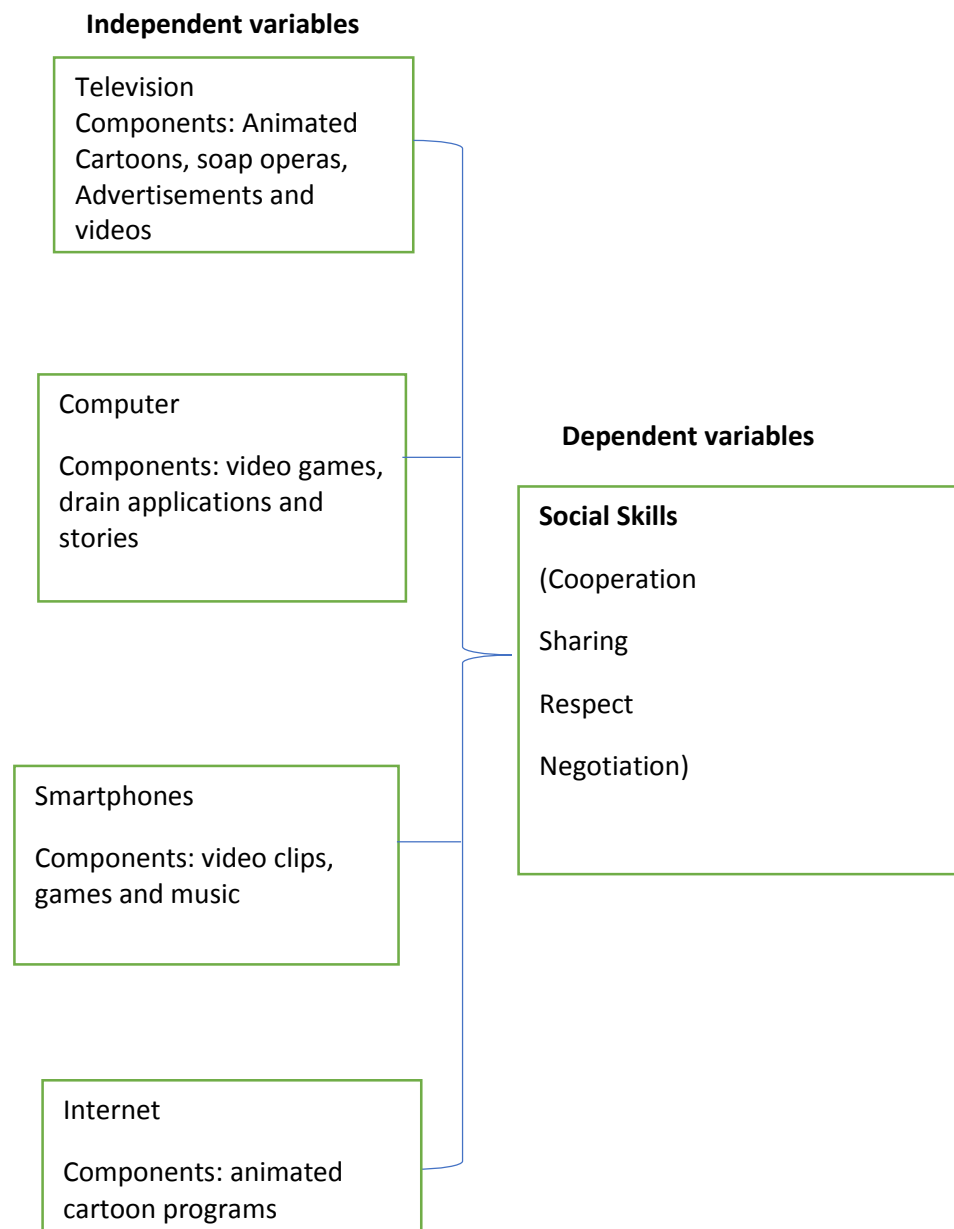
Kids who are regular viewers of offensive shows understand that violence is sequential and appropriate way to accomplish goals and solve problems. They are less positioned to gain from spontaneous artistic play as the adaptive way to resolve frustration and achieve self-control by voicing emotions. When in social play they imitate those characters, who are their heroes in the programs they watch e.g. bullying after watching Tom and Jerry.

A 4-year old child who always watches 'Spiderman' cartoon program once was caught having picked a spider when playing. And because he wanted to have the special powers like Mr. Spider, he allowed the spider to bite him. He ended up in a hospital ward. Another boy four-year-old, from Good News School Kahawa Wendani village in Ruiru Sub-County, Kiambu County caused havoc for a whole week in his class with strange behavior. During free time, the boy would be caught chasing after other pupils wearing a scaring face screaming, 'I am Mr. lion, I will eat all of you today, I have super powers.' After the school authority carried out investigations from the boy and his parents, it was revealed that the boy watched violent Television movies with his father often. This is one among many effects of exposure to electronic media by pre-school children in Ruiru Sub-County, Kiambu County.

Children who are always in cyber cafes using internet and video games tend to play alone and are not very active in social play. They are lazy since they participate little in physical activity and don't develop in imaginative skills or problem-solving skills. This is because to them everything seems to have quick fix with no pain as portrayed in the cartoons they watch.

On the other hand, children who always follow up the video stories e.g. the story of Moses develop well in their communication skills and they learn good values. They are good in self-expression and in imagination. Preschoolers' language is sometimes affected negatively especially when they use words that are abusive without their knowledge. Their dressing is

highly affected as they want to dress like some actors in the program example, they want skin tight, sleeveless tops or sag trousers.

A large proportion of what is contained in the electronic media smart phones is greatly affecting the pre-school children negatively. The children access pornography right from the parent's/care givers phone in pretense of watching cartoons or play games. The government of Kenya recently banned program which was promoting homosexuality. The ban was on the National television station by The Kenya Film Classification Board Head Ezekiel Mutua. Those cartoons included Lord House, The Legend of the kora and Hey Armload which were animated on children's television program available on Nickelodeon (DSTV) and clearance, Steven universe and Adventure time all available on cartoon Network.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter comprises of research design, location of study, sampling techniques, sample size, research instruments and data analysis. Research method used were qualitative and quantitative in nature.

3.1 Research Design

It is a plan of all the activities a researcher undertakes while carrying out the study. It is the plan and the structure that the researcher uses to investigate and get answers to his \her research question Kothari C.R, (2004). As per Ngau and Kumssa [2004], it is the way study is conducted and planned techniques as well as procedure used to answer all research questions. The study adopted survey research design. This enabled the researcher to get people's perception and opinions. This helped in understanding a particular social context. The researcher collected primary data from parents and Teachers of preschoolers by administering interviews. Focus group Discussions and Observation checklists were also used on pre-school children.

3.2 Target Population

According to Zehnalova J. et al (2019) Target population is the group of people to whom we want our research results to apply. The target population for the study consists of pre-school teachers, parents, pre-school children from public schools in Ruiru sub-county and County Education Officer in charge of Early Childhood Department in Ruiru Sub County. The pre-school teachers were considered because they spent a lot of time with the pre-school children at school while the pre-school parents have a lot of influence on their children's social skills development at home and they have a high influence on what electronic media children have access to.

3.3 Sample size and Sampling Procedures

Simple Random sampling refers to a variety of selection techniques in which sample members are selected by chance, but with a known probability of selection Ilker Etikan and Kabiru B. (2017). The study used Simple random sampling; this was obtained when each member of the target population was assigned a consecutive number and then one at a time selected randomly according to the assigned number. There were eighteen schools in the whole of the Ruiru Subcounty out of which according to Mugenda and Mugenda [2003] method of calculating sample size, twenty percent [20%] was calculated and the study settled on three schools. The names of the three schools were assigned numbers on papers that were folded, put in a jar and shaken and picked at random. The Sub county Education officer (SCEO) was purposively selected because they were two in the office and only one was available since the other was on her annual leave. Also, the study used convenience sampling method which consisted of units that were convenient to the study. This is where selected schools which were easy to reach and willing to take part in the study were selected. Out of the three schools selected they all had more than one Early Childhood classes and the total number of teachers in the three schools were eight [8].

The total number of pre-school pupils in Ruiru Sub County were one thousand four hundred and twenty-four [1424]. Using Mugenda and Mugenda (2003) method of calculating sample size, 20 % of the above number of pupils was two hundred and eighty-four [284].

The study assumed that each parent had two pupils in the pre-school classes hence total number of pupils [1424] divided by two gives us seven hundred and twelve [712] parents. There after using Mugenda and Mugenda (2003) and Ilker Etikan et al (2017), method where 20% of these parents gives us one hundred and forty-two [142] parents but only one hundred and fifteen [115] parents responded and participated in the study.

The researcher selected one class of ECDE and held the Focus Group Discussion with children at random. All teachers, parents and pupils of sampled public pre-schools formed the sample size of this study.

3.4 Research Instruments

The research instruments used included; interview schedules for both the parents and pre-school Teachers because they give an in-depth understanding on a particular research problem. Observation checklists were used on pre-school pupils because they are interactive and involve those affected by the problem of study. Focus group discussion were also used on children because they are interactive. The study further used a questionnaire on parents because it brings out the attitudes of the participants.

3.4.1 Observation checklist (Likert scale).

This is a rating scale used to determine a respondent's agreement level. The measurement scale for data is ordinal. For example, a Likert scale containing five values: strongly agree, agree, neutral, disagree, or mostly disagree. The respondents are able to select answers ranging across a spectrum of choices [from one extreme to another] to gain deeper insight on attitudes, beliefs, or opinions. Once the responses have answered, numbers are assigned to the responses for example; Strongly agree -5, Agree - 4, Neutral – 3, Disagree – 2, Strongly disagree – 1. This enables one to assign meaning to the responses by doing an average score.

3.4.2 Interview schedules.

This was a guided interview for preschool Teachers, and pre-school parents.

They were conversations in which one person, the interviewer, sought response for a particular purpose from another person, the interviewee. The researcher had prepared interview questions that guided the conversations that were easy to fill since they had multiple choices of answers.

3.4.3 Questionnaires

This is a method of data collection from people and consists of questions and statements. These were responses with Likert type of questions from parents in relation to the electronic media. The questions were both open ended and closed ended and these were administered to selected parents. The open-ended questions were questions that enabled participants to answer freely without one single right answer while the close-ended questions were the questions that participants could answer with a straight yes or no meaning participants had to tick on only one answer. The study had questionnaires for parents which had specific questions on what electronic media their children accessed, programs accessed, and the frequency and any parental control or supervision while children accessed them.

3.4.4 Focus Group Discussions.

According to Hennink (2014) a Focus Group Discussion (FGD) is a qualitative Research method with semi-structured interviews with broad but simple questions among people with similar backgrounds or experiences within a given time period. They reveal both attitudes and opinions of participants and they involve a group of 8-15 pupils. The researcher moderated and led the discussions to get the required information about the influence of electronic media in learning social skills. The researcher allowed pupils to sit in a circle and using guiding questions that had been prepared earlier.

As O. Nyumba (2018) explains the process of carrying out a Focus Group Discussion the researcher wrote down responses from the group on a note book. This included how the group felt about the topics under discussion including facial expressions. These were well recorded and analyzed.

3.5 Validity of the Instruments

According to Kombo and Tromp (2006), validity is a measure of how well an instrument measures what it is supposed to measure. The study sought assistance for validation of the research instruments from experts in the Department of Education, Communication and Technology of the University of Nairobi. My able supervisors played an important task in validating the instruments.

3.6 Reliability of the instrument

Reliability simply refers to the ability of a device to measure what it intends to measure. The instruments were piloted and were restructured to reflect what the study sought. And consequently, the instruments were produced and administered after which Data was collected. Before the actual data collection, the questionnaires were pre-tested to representatives from both groups of respondents. On the other hand, the other 10 questionnaires were administered to both groups. Thereafter, necessary amendments to take care of earlier omissions, restructuring, and addition of some questions were made in order to ensure validity and reliability of their instrument.

3.7 Data Collection Procedures
The study sought Research permit from The National Commission for Science Technology Innovation and [NACOSTI] and once the permit was given the instruments were administered, given three weeks coded and then analyzed. The researcher delivered the questionnaires to teachers and collected them on a later date once well filled. The researcher booked for the interview dates by personal visits with the sampled parents and teachers in their respective schools and conduct the interviews. The researcher organized for observation checklists in the sampled schools among the ECDE class. The collected data was analyzed qualitatively and quantitatively guided by research objectives. Following Mugenda and Mugenda the study ended

up having   8 pre-school teachers and 115 pre-school parents out of the expected 142, and also 284 pupils.

3.8 Data Analysis

The data was presented using pie chart, frequency tables and qualitative statements. The questionnaires were valued numerically, entered and coded using the statistical packages for social science [SPSS] computer program. Descriptive statistics were used to establish how electronic media influenced social skills development among the preschoolers in Ruiru Sub-County. The data obtained was analyzed using Tables and percentages.

3.9 Ethical Considerations

The researcher sought permission from institutional heads to access their institutions and permission from parents. The study did not subject the participants to unethical environment or situations. All information was confidential and all names cited were pseudo names and not the real names of participants. The researcher did not force any participant to get involved but encouraged their participation.

CHAPTER FOUR

ANALYSIS, PRESENTATION, AND INTERPRETATION OF DATA

4.0 INTRODUCTION

This chapter endeavored at exploring data analysis, presentation, interpretation, and discussion of the research findings. In the first section, descriptive statistics were used to provide background information of the respondents who took part in this study. The second section included the analysis of the responses to the specific objective of the study as provided by the respondents in the interview schedules. This study was done with the aim of establishing the influence of Electronic Media on learning social skills by pre-school children in Ruiru Sub-County, Kiambu County.

4.1 Respondent's General Information

The study looked into general characteristics of the respondents. It was important to find out the demographical characteristics of the respondents so that the research could determine whether the data collected affected the overall study objectives.

4.2 Analysis of Data from Respondents

The study used interview schedules for preschool Teachers and parents with pre-school children, parents' questionnaires, Focus Group Discussions for children and an observation checklist for the preschool pupils. The tools sought information on how electronic media influenced development of social skills of the pre-school children. The interview schedule for pre-school Teachers elicited information on the pre-school usage of electronic devices at school. The data included attitudes of the respondents and finally the data obtained using the tools were verified, coded and tallied after which they were quantitatively and qualitatively analyzed.

4.3 Response Rate

A total of 284 Pre-school children from public schools spread across the Ruiru Sub-county, Kiambu County made up the qualitative sample for this study. Across the Ruiru Sub-county, eight teachers from different public primary schools in Ruiru were used in the study. The number of parents that were used to form the qualitative data for the research included 115 parents out of the expected 142 parents.

Table 1: Parent Response rate
Response rate from pre-school parents on influence of electronic media on social skills.

Responses	Rate	Percentage (%)
Responded	115	81
No Response	27	19
Total	142	100

Table 1 represents the rate of response of the pre-school parents from Ruiru division who took part in the research. One hundred forty-two interview schedules for parents with pre-school children were scheduled with 115 successful interviews completed and summarized in the table below. This represented   81% response rate; the high response rate for the interview schedules was due to the fact that the study sought assistance from the school Head Teachers who assisted in following up parents to respond and return questionnaires earlier given.

Figure 2: Response Rate from Parents

The same information is also reflected in the pie-chart below (fig 4.2)

Response Rate from Parents

■ Responded   ■ No Response
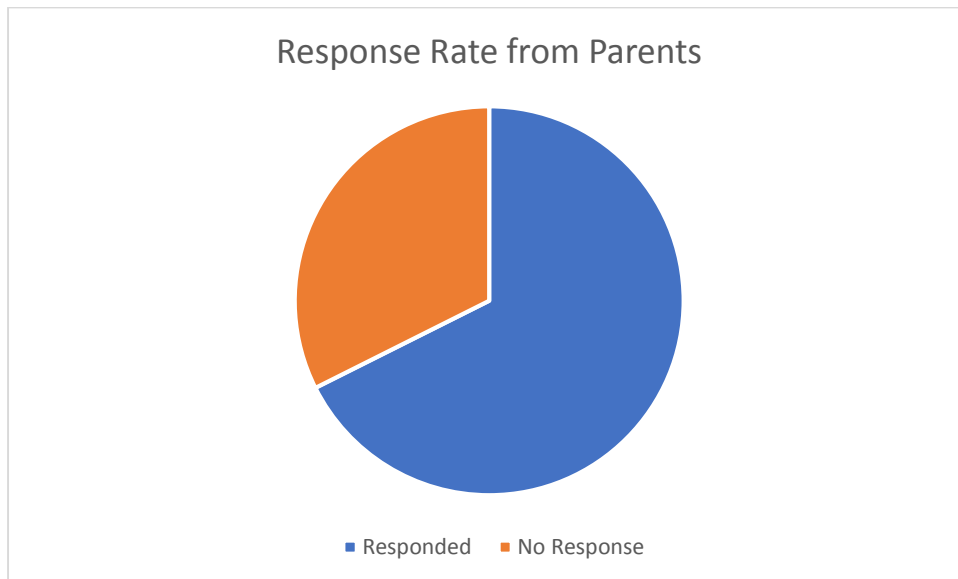
4.4 Demographic Information of Respondents

Presentation of findings for this study started with an examination of the demographic information obtained from the two hundred and eighty-four pupils, (284), one hundred and forty-two parents, (142), eight pre-school Teachers (8), three Head Teaches (3), and one (1) Sub County Education Officer respondents.

4.5 Age of Respondents

The table below shows an overview of the age bracket of the respondents who took part in the research study.

Table 2: Parents Age distribution

Age Bracket	Age Distribution	Percentage (%)
Less than 21 years	12	11
21-30 years	23	20
31-40 years	46	40
41-50 years	20	17
51-60 years	14	12
Total	115	100

From Table 3, it was observed that majority of the pre-school parents age was between 31-40 years who had a high access to electronic media in their homes. The target population were pre-school children (4-6 years). It is therefore clear that this majority parents got their children in their mid-twenties and mid-thirties. The study showed that the pre-school children at this stage incorporate electronic devices into their daily lives at a very fast rate. This created high interest by the researcher to carry out research in that age bracket. The youngest group of parents, twelve in number (representing 11%) were of less than twenty-one years of age was due to early marriages or as a result of teenage pregnancies. It was significantly noted that fourteen parents (representing 12%) of the pre-school parents were aged between 51-60 years. This may have been due to the fact that some parents got children with much younger spouses, or still got children while in their second or third marriages. It also could have been as a result of extra-marital affairs.

4.6 Pre-school Parents Interview Schedule on Parent's Ownership of Electronic Devices in their Homes.

Raising children in the modern society is causing challenges to both parents, teachers and

policymakers due to the increase in technological innovation increase according to Ondundo

P. (2017). This is so true since every child demands to manipulate the electronic devices

regardless of any knowledge of how they function. The study found that the social skills learned

by children depended on individual families. The parents played a role in adding to the learning

of social skills, and a major factor that came out was the ownership of electronic devices at

home. The interview schedule looked into types of electronic devices owned by parents at

home, which the pre-school children could access. A total of 115 interview schedules of the

142 were collected back and analyzed. The most common electronic devices that existed in

most homes of the parents included smartphones, Television, wireless internet, and computers.

This agrees with earlier studies by Blown L. et al (2011), that in the recent years there is a hype

surrounding the technology and these are the most electronic devices in most homes. It's now

increasingly common to see pre-school children playing with electronic devices everywhere

for example in restaurants, places of relaxation and they are damaging their developing blains

as revealed in https//.//wwwtodaysparents.comcellphonesandkids,

https//wwwtodaysparents.com/familyparentingagebyageguidetokidsandsmartphones.and

https//wwwmediaawarenes.org.

Table 3: Ownership of Electronic Devices at Home

The data below was solicited from the questionnaires that the pre-school parents filled and returned.

Electronic Media	Ownership	Percentage (%)
Smart phone	46	40
T V	33	29
Computer	20	17
Internet	16	14
Totals	115	100

Table 4 shows majority of the parents for pre-school children, forty-six of them (representing 40%) owned smartphones in their homes, which the children could access to. This was relatively so because in most homes there was a smart phone at least from one parent. There was a slight difference in relation to T.V, which had thirty-three parents (representing 29%) of the total one hundred and fifteen. The least homes for the pre-school children did not own any fiber internet, as reflected by sixteen parents (representing only 14%). It was clearly noted that these parents may be did not want an extra expense paying for fiber internet yet they could just access whatever they needed using the mobile phone. The parents that owned computers were twenty (representing only 17% of all the parents). The study clearly revealed some satisfaction from parents who owned smart phones and they were reluctant in owning computers at the same percentage because some smart phones function just like computer.

However, some of the children expressed that they accessed the electronic devices without any adult supervision and this agrees with Dodge et al, (2011). Dodge argues that some pre-school

parents do not supervise their children when manipulating electronic devices. This calls for parental control according to https//www.nspcc.og.uk and https//www.safaricom.co.ke.

4.7 General Information of Respondents About Access to Electronic Devices by Pre-school Children

Besides establishing the influence of the electronic devices on the children's social skills, the study also sought to establish the access level of the pre-school children to electronic devices. Below is a Table illustrating frequency of access by the children from the Focus Group Discussions.

Table 4: Access to electronic devices by pre-school children

Frequency	Access to Electronic Media	Percentage (%)
High	92	32
Medium	84	30
Low	50	18
None	58	20
Total	284	100

Table 4, above shows that 80 % of all the children who took part in the research confirmed that they had a certain level of access to these electronic devices in their homes. This was reflected on the table above as; high frequency of 32 %, medium frequency of 30%, and a low frequency of 18%. An overwhelming majority of the two hundred and twenty-six children (226) got electronic devices in their homes. The study also showed that 20% of the fifty-eight (58) children neither accessed a smartphone, T.V, Internet nor computer in their homes. This was clearly so because these children were from free public pre-schools where education was free (FPE) and most of the children belonged to parents who were from low economic class. Also, the Ruiru Sub-County population was relatively of medium class citizen. However, some of these children revealed that they accessed electronic media without any adult supervision and their parents had no idea about it.

4.8 Parent's Interview Schedule on the Influence of Electronic Media on Learning Social Skills by pre-school children.

The study noted that one hundred and fifteen parents out of one hundred and forty-two (representing 81%) responded to the interview schedule. The study covered the public schools spread across Ruiru Sub-county in Kiambu County. Using the interview schedule, the study solicited information about the level of education for the parents.

Table 5: Educational level of pre-school parents

EDUCATION LEVEL	FREQUENCY	PERCENTAGE
KCPE/KCSE	80	70
Diploma	20	17
Degree	15	13
Masters	0	0
Total	115	100

Table 5 shows that from the one hundred and fifteen of the parents that took part in the research, eighty (representing 70%) parents had KCPE and KCSE qualification. The research further showed that twenty (representing 17%) of the parents had a Diploma or an equivalent as their highest level of education. The last group of fifteen (representing 13%) parents had a Bachelor's degree. None of the parents had a postgraduate qualification. This reflection was due to the fact that most of the people in Ruiru Sub-County were from other parts of the country and they came seeking for greener pastures having completed their primary and secondary education.

4.9 Parental control of children consumption of electronic media

The section intended to show findings about Parental control on children consumption of electronic media. Information was collected from the Focus group discussions with the pre-school children and a collective response from parents.

Table 6: Children response on parental control in relation to electronic media.

Respondents Children	Frequency	Percentage
Yes	165	58%
No	119	42%
Total	**284**	**100**

Table 6 shows that a majority (58%) of the respondents (children) living in Ruiru Sub-County reported that their parents restricted / controlled their access to Television and that they were only allowed for a specific period of time. The remaining 42% had no restrictions imposed on them.

The above observation was supported by the discussion and revealed that one hundred and sixty-five children which was (58%) revealed that their parents/guardians had some restriction on their consumption of electronic media. This implied that most parents/guardians think that too much access to electronic media could affect their children learning of social skills and academic performance. This agreed with other studies by the American Academy of Pediatrics (AAP 2016) who recommend caregiver supervision and they argued that uncontrolled access to electronic media by pre-school children was unhealthy to the wholistic development of the children. And hence the need for all care givers to control, monitor and evaluate what children

accessed when using electronic media. Similarly, here in Kenya, Musau L.M et al (2017) said that exposure to electronic media without parental supervision led to indiscipline among the pre-school children.

4.9.1 Influence of Television on Cooperation

One objective of the study was to establish how cooperation among pre-school children influenced the learning of social skills in Ruiru sub-county, Kiambu County. Parents indicated during the interview schedule, how much they felt that television influenced the level of cooperation by their pre-school children.

Table 7 Parental response on how television influence co-operation

Frequency	Influence	Percentage (%)
Very high	17	15
High	35	30
Neutral	17	15
Low	17	15
Very low	29	25
Total	115	100

Table 7 showed that the highest number of the parents thirty-five, which comprises of (30%) of all the parents felt that television had a high influence in boosting the level of cooperation among their pre-school children. However, it seemed that 25 % (29) of the parents felt otherwise and suggested that there was very low influence that television had on the cooperation levels for their children. On the other hand, 15%% parents were neutral when asked the question. When asked whether television had an influence on the level of cooperation on their pre-school children during the interview schedule, some parents had the following to say:

Parent 1: *"I feel that there is a level of cooperation with my kid when we schedule the times when to watch the television. My kid believes that in case they show a high level of cooperation, they know I will be open to them watching television."*

Parent 2: *"My kids do not show any level of cooperation even after watching hours of television. The moment the kids are glued on the screen, there is no way you can catch their attention."*

Table 8: Children response on how television influence co-operation

Responses	Level of co-operation by pre-school	Percentage (%)
Disagree	19	7
Somehow agree	75	26
Agree	90	32
Mostly Agree	100	35
Total	**284**	**100**

Table 8 above shows that majority of the pre-school children agreed they increased their level of cooperation as a result of the television influence. This came out clearly from the Focus Group Discussion. It was reflected by the hundred (100) pre-school children who represented 35% of all the two hundred and eighty-four children as they mostly agreed that television influenced their cooperation. It was true because as children watch Television programs among themselves, for example the famous Akili Kids, they discussed and imitate whatever was happening on the program and this helped them to bond and in the end their levels of co-operation increased. Of all the children that participated, a total of ninety-three percent (93%) somehow agreed, agreed and mostly agreed respectively that Television influenced their co-operation. This conclusively agreed with Bandura A. (1997) in his social learning Theory that children learn by observation and imitating the models. However, there were nineteen children (7%) who argued that their co-operation was not influenced by the Television at all. The study assumed this could be because they did not access any Television in their homes.

4.9.2 Television programs pre-school children preferred watching

Pre-school children using focus group discussions were asked to mention the programs they liked watching. The results were shown below in the table.

Table 9: Television programs pre-school children preferred watching

Program	Frequency	Percentage
WWE Wrestling	102	36
Cartoons	53	19
Action movies	26	9
Music	20	7
Akili kids	77	27
Others	6	2
Total	**284**	**100**

Table 9 above shows the television programs pre-school children prefer watching most. The table shows that one hundred and two (36%) preferred watching WWE (World Wrestling Entertainment), seventy-seven (27%) Akili kids, Cartoons fifty-three (19%), Music twenty (7%), Action movies twenty-six (9%) while six (2%) choose to watch other programs. This shows that wrestling was the most watched program for pre-school children hence the increase in aggression behavior that is depicted from wrestling. This may have been as a result of unsupervised watching where by some ignorant parents may have felt their children would not be affected. The study noted that there was a high number of children who watched the new

animated Akili kids' program. This was because it was the first free to air Television program which had imaginative and Educative content. It was clearly realized that the children least (2%) watched other programs that consisted, may be because they had adult content that was hard to be grasped by the pre-school children.

4.9.3 Influence of Electronic Devices on Respect

Another objective that the researcher aimed at achieving was to examine how electronic devices influenced learning respect as a social skill. The respect level was measured through the observation checklist for the pre-school children, and the interview schedule handed over to the parent.

Table 10; Children response on how electronic media influence their respect

Responses	Disagree	%	Somehow agree	%	Agree	%	Mostly Agree	%
child to child	22	8	155	55	52	18	55	18
child to teacher	55	18	65	23	105	37	59	21
child to parent	45	16	55	18	125	44	59	21
child to School Community	75	26	95	34	80	28	34	12

Table 10 shows that the study showed that most pre-school children, one hundred and twenty-five (44%) increased respect with a child to adult relations due to electronic devices. This could be explained due to the fact that pre-school children did not own the electronic media hence the increased levels of respect towards the parents who owned the electronic media as a way of winning the parents hearts so as to allow them access. Furthermore, 10% of the pre-school children showed that there was a threat to the respect level between child to child due to the usage of the electronic device. The study noted a very high percentage where one hundred and fifty-five children (55%) somehow agreed to the fact that electronic media influenced respect among themselves. This was because most children enjoyed playing together as they explored and manipulated electronic media.

However, it came out clear that electronic media did not affect how children respected each other and it was reflected with the lowest number of children, twenty-two (22) representing 8% percentage. Never the less, majority of the children one hundred and five (105), equivalent to 37%, declared that the electronic media influenced their respect towards their Teachers and is well understood since teachers were authority figures to the children therefore most children would want to show maximum respect to them so as to win their affection. Generally, a good number of children, two hundred and nine (209), representing 74% of all the children in this study revealed that electronic media affected their respect towards the School community.

Table 11: Children response on how smart phones influenced their sharing

Respondents	Disagree	%	Somehow agree	%	Agree	%	Mostly agree	%
child to child	45	16	85	30	75	26	54	19
child to Teacher	60	21	70	25	85	30	69	24
child to school community	65	23	55	19	105	37	59	19
child to adult	95	34	65	23	110	39	49	17

The table11 above is a reflection how smart phones influenced development of sharing by pre-school children in Ruiru Sub-county Kiambu County. The highest time when children learnt sharing using smart phones was with adults. These adults could have been the house managers, pre-school parents, neighbors, or the children's relatives who lived with the children, or who visited and also the parents' friends. A total of one hundred and ten (110) representing (39%) agreed that smart phones influenced their sharing when dealing with adults. This was true because most children easily reached out to any adult whenever they wanted favors especially to be allowed to use the adults' smart phones. This therefore raised an alarm for every parent to intentionally monitor who socialized with their children, and ensure control of how much their children interacted with other adults. Uncontrolled exposure to smart phones may

endanger the innocent children since the parents could not tell the frequency and the content accessed.

However, the lowest time children learnt sharing using smart phones was when amongst themselves. The forty-five (45) children representing 16% disagreed that smart phones influenced their sharing. This was due to the fact that normally children did not own any smart phones and may be their parents did not own any either.

Table 12: Children response on how computer influenced their negotiation skills

Column 1	Disagree	%	Somehow Agree	%	Agree	%	Mostly Agree	%
Child to child	60	21	85	30	95	34	74	26
Child with Teacher	70	25	50	18	70	24	94	33
Child with school community	75	26	65	23	90	32	54	19
Child with Adult	65	23	55	19	55	19	79	28

The Table 12 above shows how access to computer by pre-school children influenced their Negotiation skill. The study realized that the children learnt Negotiation most as they

manipulated the computers among themselves. A total of 95 children representing 34% agreed that their negotiation skills increased as they took turn while accessing computers. Avery close high percentage was reflected between children and their Teachers where ninety-five (95) pupils representing 33% mostly agreed that computers influenced their negotiation skills. This was considerably true because children spent most of the hours of their day at school with their Teachers. With the incorporation of the Digital Literacy in all learning Activities in the new Competence Based Education (CBC), these children seemed to increase their Negotiation skills because of the computers as they learnt at school.

As children interacted with the school community, they revealed the least Negotiation using computers. A low of fifty-five (55) children representing 19% agreed, while others fifty-five (55) representing 19% still somehow agreed that the computers influenced their Negotiation skills development. The study felt this could be so because the members of the school community were not authorized to allow children access computers without the consent of their class Teachers.

CHAPTER FIVE

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

5.0 Introduction

This section provides a summary of important findings from the study. It gives a conclusion to the findings and recommendations of the influence of electronic devices on learning social skills for pre-school children in the Ruiru Division in Kiambu County.

5.1 Summary of the Study

This study, Influence of electronic media on learning social skills by pre-school children in Ruiru division, Kiambu County, Kenya, was to determine whether electronic media played a role in pre-school children in learning social skills. The study also sought at establishing how electronic media influence the learning of respect, cooperation, sharing and negotiation among pre-school children as social skills. The results of this study have been discussed in chapter four. Here is a summary of the findings as they related to the objectives:

On the objective of establishing the influence of Television programs on cooperation among pre-school children;

- The study findings showed that most of the parents, teachers and the pre-school children agreed that the television had the highest influence on pre-school children learning social skills. The television was leading in the electronic media that children accessed too.

On the objective of exploring the influence of smart phones on learning social skills;

- The study showed that most of the pupils' smartphone usage increased the level of sharing amongst themselves. A smaller number of pupils did not reveal any relationship with sharing as a social skill.

On the objective of examining how the computer influence learning of respect as a social skill;

- The research showed that most pre-school children increased all the social skills in relations to computer access. However, they should be supervised all the time.

On the last objective to establish how internet affects learning negotiation as a social skill;

- The results show that most pupils negotiation skill increased between child and the teacher. A higher percentage of pupils showed no the relation between computers and learning negotiation as a social skill.

5.2 Recommendations of the Study

The following were the recommendations of the study based on the findings. The recommendations are useful for policy makers, parents, pre-school teachers and all child minders.

Based on the findings the study recommends that:

- The Ministry of Education and other related ministries to be involved in vetting appropriate television content that pre-school children consume because it was the most accessed by the children.

- The Government through the Ministry of Mass and Telecommunication should intentionally filter inappropriate electronic media contents in programs prior airing as well as provide variety of programs with children Themes, educative yet entertaining.

- Pre-school parents should perform conscious monitoring of the content and select appropriate programs for their children from all electronic devices. Similarly, the parents should co-view what their children like to watch so as to provide guidance and counselling on programs that promote negative behavior and those that don't. This will facilitate the programs Educational benefits for children because parents who navigate the viewing environment have children who show increased attention to engage with and learn from Television. Demers, Hanson, Kirkovian, Pempek, and Anderson (2012)

- Pre-school teachers should be empowered to teach more social skills since they spent most of the time with the children. They should be involved in active discussions with parents in case of un acceptable behavior as a result of the consumption of the electronic media.

- Pre-school parents should be in control of all electronic devices at home as they monitor the content.

- Pre-school parents should monitor the time spent on electronic devices

5.3 Recommendations for Further Study

Due to complexity and dynamics of electronic media more study should be done in the future.

- Additional research is recommended to determine the influence of electronic media on the academic performance of the pre-school children as they transition into the new Competence Based Curriculum.

- There is a need for a specific study to showcase the influence of the electronic media on categories such as urban pre-schools and rural pre-schools.

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APPENDIX I
INTERVIEW SCHEDULE FOR PRESCHOOL TEACHERS

Questions pertaining to Television and Smart Phones

1. What is your highest level of Education?

    Primary / High school / college/ University

2. What level of ECDE training have you gone through?

    Certificate / Diploma / Degree

3. Do you think Television influence co-operation among preschool children?

    Yes / No / Maybe

4. Do you think a smart phone influence co-operation among preschool children?

    Yes / No / Maybe

5. Do you think Television influence sharing among preschool children?

    Yes / No / Maybe

6. Do you think a smart phone influence sharing among preschool children?

Yes /No / Maybe

7. Do you think Television influence respect among preschool children?

Yes / No / Maybe

8. Do you think a smart phone influence respect among preschool children?

Yes / No / Maybe

9. Do you think Television influence negotiation among preschool children?

Yes / No / Maybe

10. Do you think a smart phone influence negotiation among preschool children?

Yes /No / Maybe

11. What Television programs would you recommend for preschools to enhance their social skills?

12. What smart phone applications would you recommend for enhancing social skills to preschool

Thank you for your participation.

APPENDIX II

INTERVIEW SCHEDULED FOR PARENTS WITH PRECHOOL CHILDREN

1. Does your child have access to any electronic media?

   a) Yes b) No c) Don't know

2. What Television programs is your child exposed to?

a) Soaps / Telenovelas b) News c) Movies d) Sports e) Music f) Documentaries g) Other

   Specify

3. What smart phone applications is your child exposed to?

a) Facebook b) Games c) WhatsApp d) Kindle e) Other Specify

4. To what extent does Television influence cooperation in your child?

   Very high / high / neutral / low / very low

5. How does a smart phone influence cooperation in your child?

   Very much/ fairly much / neutral / little / very little

6. To what extent does Television influence sharing in your child?

   Very high / high / neutral / low /very low

7. How much does a smart phone influence sharing in your child?

   Very much / fairly much / neutral / little / very little

8.To what extent does Television influence respect in your child?

   Very high / high / neutral / low / very low

9. How much does smart phone influence Respect in your child?

   Very much / fairly much / neutral / little /very little

10. To what extent does Television influence negotiation in your child?

   Very high / high / neutral / low / very low

11. How much does smart phone influence negotiation in your child?

   Very much / fairly much / neutral / little /very little

Thank you for participating.

APPENDIX III
OBSERVATION CHECKLIST FOR PRESCHOOL CHILDREN

Cooperation	Mostly Agree	Agree	Neutral	Disagree	Mostly disagree
Avoiding fights					
Listening					
Communication					
Willingness					
Respect					
Child to child					
Child to Teacher					
Child to Adult					
Child to school community					
Sharing					

Child to child					
Child to teacher					
Child to school community					
Child to Adult					
Negotiation					
Child with child					
Child with teacher					
Child with school community					
Child with adult					

Figure 3.1 Observation checklists for preschool children (Likert scale)

APPENDIX IV:

Appendix 1: Pre-school parents structured questionnaire, for Ruiru Division

1. How much does TV programs influence learning of social skills on preschool children such as:

   a) Cooperation

      i) High   ii) Medium   ii) Low

   b) Respect

      i) High   ii) Medium   ii) Low

   c) Sharing

      i) High   ii) Medium   ii) Low

   d) Negotiation

      i) High   ii) Medium   ii) Low

2. In which ways do smartphones affect preschool children in learning social skills such as:

   a) Cooperation

      i) High   ii) Medium   ii) Low

   b) Respect

      i) High   ii) Medium   ii) Low

   c) Sharing

      i) High   ii) Medium   ii) Low

d) Negotiation

    i) High   ii) Medium   ii) Low

3. How do computers influenced preschool children learning social skills? including:

  a) Cooperation

    i) High   ii) Medium   ii) Low

  b) Respect

    i) High   ii) Medium   ii) Low

  c) Sharing

    i) High   ii) Medium   ii) Low

  d) Negotiation

    i) High   ii) Medium   ii) Low

4.To what extent does the internet influence preschool children in learning social skills:

  a) Cooperation

    i) High   ii) Medium   ii) Low

  b) Respect

    i) High   ii) Medium   ii) Low

  c) Sharing

    i) High   ii) Medium   ii) Low

  d) Negotiation

    i) High   ii) Medium   ii) Low

APPENDIX V:
Focused Group Discussions

1. Do you have access to any electronic media at home? School?

    a) TV

    b)   Internet

    c) Smartphone

    d) Computer

 2. How often do you access these devices?

     a) Frequently

     b) Neutral

     c) Not very frequent

     d) Not at all

3. What programs do you access/ download?

     a) WWE Wrestling

     b)   Action movies

     c) Music

     d) Akili kids

     e) Others

4. Do you download any content from the internet?

a) Yes

b) No

5. Do your parents control what and when to access the electronic devices?

a) Yes, always

b) Yes, sometimes

c) Not at all

6. Which electronic device do you access often?

a) TV

b) Smartphone

c) Computer

d) Internet

APPENDIX VI

REQUEST TO CONDUCT RESEARCH

ASNATH GATURI

E57/90012/2016

UNIVERSITY OF NAIROBI

To the Head teacher,

………………………..

Dear Sir /Madam,

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN YOUR SCHOOL
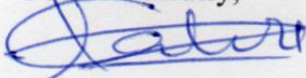
I Asnath Gaturi, a student in the above institution wishes to request you to allow me to carry out research in your esteemed institution.

The purpose of the study is to investigate the influence of children programs on electronic media on learning social skills by preschool children in Ruiru sub county Kiambu County. This study is valuable and critical in that it will enable us to improve and regulate children programs on electronic media in our country.

Thank you in advance for your kind consideration and co-operation.

Yours faithfully,

ASNATH GATURI

APPENDIX VII

PERMISSION TO CONDUCT RESEARCH

GOOD NEWS CHRISTIAN ACADEMY

P.O. BOX 42625- 00100

NAIROBI
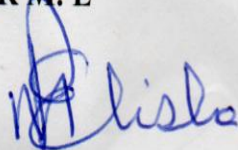
To whom it may concern,

This is to acknowledge that madam Asnath Gaturi of Nairobi University Adm. No. E57/90012/2016 is hereby granted permission to carry out her research in our institution.

Thank you,
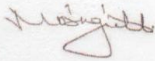
REV. PETER M. E

Director

Good News Christian Academy

APPENDIX VIII

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Ref No: **189566**

Date of Issue: **09/August/2019**

RESEARCH LICENSE

This is to Certify that Ms.. ASNATH GATURI of University of Nairobi, has been licensed to conduct research in Kiambu on the topic: INFLUENCE OF ELECTRONIC MEDIA ON LEARNING SOCIAL SKILLS BY PRE-SCHOOL CHILDREN IN RUIRU DIVISION, KIAMBU COUNTY, KENYA for the period ending : 09/August/2020.

License No: NACOSTI/P/19/131

189566

Applicant Identification Number

Director General
NATIONAL COMMISSION FOR
SCIENCE,TECHNOLOGY &
INNOVATION

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Scan the QR Code using QR scanner application.

66

APPEDIX IX

ASNATH GATURI,

UNIVERSITY OF NAIROBI,

P.O BOX 301-00100,

NAIROBI.

24/ SEP 2019

RUIRU SUB-COUNTY EDUCATION DIRECTOR,

P.O BOX 140,

RUIRU.

RE: RESEARCH AUTHORIZATION

I am a student of university of Nairobi undertaking Master in Education.

In reference to the national commission for Science, Technology and Innovation letter REF: NASCOTI/P/19/131 dated 9th August 2019, I hereby request for permission to conduct research in Ruiru Sub-County Public Primary Schools.
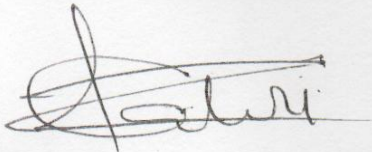
Am requesting for the data of Public Primary Schools in the Sub-County and their population too.

I will be interacting with both the early childhood education teachers and the pupils.

Every assistance will be highly appreciated

Thank you.

Yours faithfully child minder,

ASNATH GATURI

APPEDIX X

UNIVERSITY OF NAIROBI
COLLEGE OF EDUCATION & EXTERNAL STUDIES
SCHOOL OF EDUCATION

Telephone: 0724692079

P.O. BOX 30197, 00100 NAIROBI

P.O. BOX 92, 00902 KIKUYU

3 July 2019

National Commission for Science, Technology and Innovation (NACOSTI)
P. O. Box 30623, 00100
Nairobi, KENYA
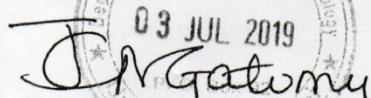
Dear Sir/Madam

RE: APPLICATION FOR AUTHORITY TO CONDUCT RESEACH IN KENYA: ASNATH GATURI E57/90012/2016

This is to certify that **Asnath Gaturi Reg. Number E57/90012/2016** is a student at the University of Nairobi, Department of Educational Communication and Technology pursuing Masters in Early Childhood Education. She is seeking authorization to conduct research titled **"Influence Of Electronic Media On Learning Social Skills By Pre-School Children in Ruiru Division, Kiambu County Kenya."**

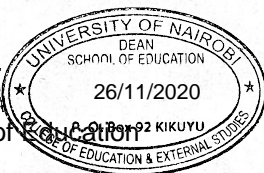Kindly assist her to acquire research permit to enable her continue towards completion of her work.

Yours faithfully,

03 JUL 2019

PROF. JANE C. GATUMU
CHAIRMAN,
DEPARTMENT OF EDUCATIONAL COMMUNICATION AND TECHNOLOGY

APPENDIX XI

Figure 4. Work Plan

Activity	Jan-April	May	June	July	August	September	October
Proposal writing	████						
Defense		████					
Data collection			████				
Data analysis				████			
Compile report					████		
Reviewing with Supervisor						████	
Submission							████

APPENDIX XII

Table 13. Financial Budget

The following is total budget for the proposal.

Activity	Estimated **amount (Kes)**
Stationery	10,000
Printing	10,000
Photocopy	10,000
Travelling	5,000
Data analysis	10,000
Binding	5,000
Miscellaneous	10,000
Total cost	60,000

Report

by Asnath Gaturi

Submission date: 16-Nov-2020 06:41PM (UTC+0300)
Submission ID: 1447848735
File name: ASNATH_14TH_NOV_2020.docx (243.5K)
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Character count: 78889
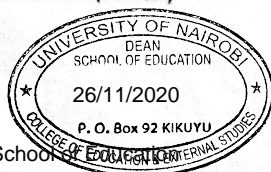
Dean, School of Education

Supervisor Dr John Muang
26/11/20
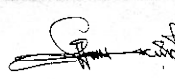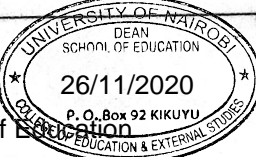
INFLUENCE OF ELECTRONIC MEDIA ON LEARNING SOCIAL SKILLS BY PRE-SCHOOL CHILDREN IN RUIRU DIVISION,

KIAMBU COUNTY, KENYA.

BY

ABNATH GATURI

A RESEARCH PROJECT SUBMITTED IN THE DEPARTMENT OF EDUCATIONAL COMMUNICATION AND TECHNOLOGY, IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN EARLY CHILDHOOD EDUCATION

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Supervisor: Dr John Mwangi

26/11/20

Report

Dean, School of Education

26/11/2020

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