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Effects of Child Development Centre Programmes on Social-Emotional Development of Preschoolers in Kajiado North Sub-County, Kajiado County

[1*]Timothy Ruto, [2]Niceta Ireri & [3]Jared Menecha
[123]Department of Counselling Psychology, Africa International University
[*]Corresponding author's email: rutotimothy@gmail.com

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Abstract

This paper examined the effects of child development centers on the social-emotional development of preschoolers in Kenya, focusing on Deliverance Church Ngong and African Inland Church Ngong Centres Kajiado North Sub-County. The results emphasized the importance of child development centers' practices in promoting children's social-emotional development. Considering the study focused on children's social-emotional development, the findings will help program caregivers to their sensitive and available supportive role in establishing attachment and the following skill set. While there is evidence of the critical role of the Children Development Centre in a child's life, there is little scholarly work undertaken, and hence research gap which the present study seeks to fill. The study used a descriptive research design and a target population of 152 comprising center employees, parents, government officials, and child development experts. Both quantitative and qualitative were analyzed. The findings show that sports, arts, and dancing programs allow preschoolers to engage with others. According to the study findings, children need intellectual skills, motivational qualities, and socio-emotional skills to succeed in school. Another notable result shows that 39% (of whom) stated that there were unsafe areas within the community. 11% of the children feel part of the larger groups who do things together. However, some respondents report that many preschoolers are not socially or emotionally prepared for the challenges of the new environment. The study concludes that the inclusion of free play time at school can help children's development. Offering time for free play means providing resources for children to test skills, exercise, expand their domains, and acquire different types of knowledge. The study concludes that preschoolers who receive a good night's sleep most of the time tend to use gentle hands and kind words and positively interact with peers most of the time. This study recommends that there is a need for parents, teachers, or caregivers to organize events that promote children's social and emotional health.

Keywords: *Child Development Centre Programmes, Social-Emotional Development, Preschoolers*

1.0 Introduction

Recent research shows that over 249 million children below five years in lower- and middle-income states are believed to be at risk of poor childhood development (Black et al., 2017). There is wide agreement among parents, and education experts must agree that the main objective of everyone in society is to become very independent and socially skilled in the significant role of school-based evaluation programs (Bridge land, Bruce & Hariharan, 2013; Schooner- Reich &Weisberg, 2014) it should recognize that the past two decades have seen increasing interest in consistent promotion and assessment of social-emotional development and the well-being of children at school and in the community (Humphrey, 2013; Osher, Kidron, Brackets, Dymnicki, Jones &Weisberg, 2016). Therefore, many community-based interventions that enhance a child's social-emotional development have been designed, implemented, and evaluated with other programs. These interventions are evidence-based, sustainable, comprehensive, and can be implemented with high reliability, and have been supported in positive evaluations (Sklad, Diekstra, Riffer, Ben &Gravesteijn, 2012).

It has also been suggested that education policies that offer teachers social-emotional growth alongside career advancement are emerging today (Mart, Weisberg & Kendziorg, 2015). In building on this millstone, education practitioners and advocates have debated the important steps in supporting the future agenda of children's social-emotional needs and prioritizing their social-emotional development in school and the community (Weisberg, Dushok, Domitrovich & Gullota, 2015). An important state can involve developing and implementing psychometrically alert and developmentally appropriate measurement tools used to evaluate and monitor children's social-emotional development.

The social-emotional development part can assess child's optimizing their level of satisfaction with life, self-regulation both short and long-term, the general self-concept, prosocial behavior, and depressive symptoms, among others. Moreover, other social-emotional development concepts can help make decisions, self-awareness, perseverance, and social responsibility. Those indicators can reflect a child's social and emotional development and well-being as an indicator of positive mental health and resilience. They can thrive in childhood and tend to set the stage for a positive development path in most parts of adolescence and adulthood (Olsson, McGee, Nada-Rafa & William, 2013).

In Kenya, many have always sought to understand whether children below five years can articulate their needs and what they can demand from parents and guardians. The Kenya National Policy Framework on Childhood Development, adopted in 2006, states that a child's life begins with quality antenatal care, delivery, and postnatal care. The child development program is important as it determines a child's future life. Elsewhere studies on the brain have been acknowledged for their importance in children's success, mainly in quality care and education for early years. Specifically, the environment where preschoolers develop their skills becomes an essential factor, and teachers or trainers are responsible for balancing the child's environment in Child Development Centers (CDC), where children can express or externalize the entire period when they are playing or learning. The researcher examines the CDC program's effects on shaping the child's social-emotional development in this study. Several churches have pastured with international agencies for young children, especially poverty-affected families. The children attending such programs are fully sponsored and often meet on Saturday or generally weekends and are taught using a curriculum developed by compassion international.

1.1 Research Problem

Recent literature has shown that a social-emotional development program is important among preschoolers because it sets the foundation for the child to engage in other development activities (Darling Churchill & Lippman, 2016). These programs nurture children's social and emotional growth. Evidence shows that regions in Kenya, like Kajiado Sub-County, have many children who join school late, which can be attributed to household characteristics. This might afford them the kind of life they would wish to live. Therefore, offering support to such children's social-emotional development rewards them but can also be challenging. While there is evidence of the important role offered by the CDC in a child's life, there is little research, a gap that the present study sought to fill.

One of the reasons for supporting the positive development of all children is connecting with families through CDC programs. In cases where families are connected to discuss a child's development, everyone can benefit-mainly the child. The CDC program and implementers create opportunities to set shared goals for a child's learning and emotional development and review progress on the goals. Scholars of SED donate in many ways important skills and competencies of a child in middle-income countries such as Kenya. However, studies show that while many children begin to gesture and point at fifteen months, few can speak flexibly before five years in some rural areas (Jones Bailey & Jacob, 2014).

Previous studies confirm that child Development programs are important in shaping a child's future. Still, few studies have been done in the Kenyan context (Malti & Noam, 2016) observed that one in every child who joins preschool with poor social-emotional development skills faces a challenge in joining other children for play and cannot make friends. Therefore, this study sought to examine the effects of child development programs on the social-emotional development program.

2.0 Literature Review

2.1 Theoretical Review

2.1.1 Theory Planned Behavior (TPB)

This theory was formulated by (Ajzen, 1991) and is one of the dominant social psychological theories that have been applied in studying the development of children. The theory of planned behavior states that a child engaged in a healthy behavior is likely to be correlated with the strength of their intentions to engage in the behavior. According to the TPB, it can be assumed that attitudes, subjective norms, and perceived behavioral control directly influence behavioral intentions, influencing the specific behavior shown in a given situation. According to the TPB, factors that directly influence a child's intentions to engage in a health behavior include the individual's attitudes towards the behaviors individual's perception of subjective growth rules regarding the behaviors, and extent to which the individual perceives him/herself to have control over the behaviors (Fishbein, 2002).

The Theory of Planned Behaviour has been used successfully to predict and explain child participation in physical activities and sports. A study by Haggy, Chatzisarantics, and Biddle (2012) showed that intentions and perception of control predict over 22% of the variance of the self-reported participation of children in physical activities and sports. Moreover, attitudes and perceptions can predict a significant variance in physical activity intentions. Nevertheless, the construct of subjective beliefs is less predictive of physical activity intentions. Several interventions demonstrate that TPB can (anything missing here) effective while changing intentions has been less successful, especially when changing actual participation in sports and

physical activities (Chatzisarantis & Hager, 2005; Chatzisarantis, Kamarova, Wang, Kawabatg & Hager, 2015).

Accordingly, the TPB appears to be a useful instrument to predict the support intention and the behavior relating to individualized teaching in class. The current study aims to expand empirical knowledge in this context. It mainly distinguishes itself from previous research by choosing individualized student support as its research topic, adopting the method of an online survey, and focusing on primary schools. Apart from attitudes toward individualized support held by primary school teachers, this study mainly focuses on their support intention, the actual implementation of individualized support measures in primary school classrooms, and the relationship between these two components. An attitude or intention is not uncommonly emphasized, and a subsequent behavior implementation is uncritically presumed (Kreidl, 2011). As such the theory of planned behaviour has been selected for this study because it helps understand how the social-emotional of preschoolers is shaped by the child development programme.

2.1.2 Social Ecology Theory

This theory, advanced by an activist (Murray Bookchin, 1980) embraces an ecological, reconstructive, and communitarian view of society (Ennett et al., 2008). Murray Bookchin's social ecology theory is perhaps the most comprehensive and powerful ecological philosophy yet developed. According to the theory, an individual's behaviour is shaped by several types of nested and correlated systems that consist of microsystem, ecosystem, macro system, mesosystem, and Chrono system. Therefore, a person's behaviour can be predicted by the strength and weight each system has in the person. The theory posits that problems in ecology will only be completely resolved when the underlying social issues are addressed and resolved. These social issues involve industrial expansion, a class structure that designates certain portions of humanity as "inferior," and a distorted view of what constitutes "progress."

Social-Ecological Models (SEM) explain multifaceted and interactive effects of personal and environmental variables that determine behaviours. It can also identify behaviours and organizational beverages point and intermediaries for health promotion in any organization or society. This theory suggests that children develop within a multi-layered 'ecosystem,' which naturally supports the ability to bond and develop. Many studies show that when the social ecology zone is distributed children begin to show stress and behaviors which compensate for or exaggerate their situation (Golden Mcleroy, Green Earp & Liebreman, 2015). This ecology can be extended into schools and the community.

The social ecological theory emphasizes multiple levels of influence (individual, interpersonal, organizational, community, and public policy) and the idea that behaviors shape and are shaped by the social environment. The principles of social-ecological models are consistent with social cognitive theory concepts which suggest that creating an environment conducive to change is important to make it easier to adopt healthy behaviors. This theory has been selected for this study because it can explain how development of social-emotional preschoolers in Kajiado North County.

2.1.3 Social Learning Theory

Social Learning Theory was developed by (Albert Bandura, 1977) and posits that people learn from one another via observation, imitation, and modeling. The theory employs learning principles of reinforcement and punishment but also argues that observation was the primary form of learning (Parke, 2014). Social learning theory explains human behavior through continuous reciprocal interaction between cognitive, behavioral, and environmental influences.

Based on these general principles, learning can occur without a behaviour change. In other words, behaviorists say that learning has to be represented by a permanent change in behavior. In contrast, social learning theorists say that because people can learn through observation alone, their learning may not necessarily be shown in their performance.

Social learning theory assumes that modeling influences produce learning through their information to command greater attention than others. The functional value of the behaviours displayed by different models is highly influential in determining which models will be closely observed and which can be ignored. Attention to models is also channeled by their interpersonal attraction. Models that possess interesting and winsome qualities are sought out, whereas those who lack pleasing characteristics tend to be ignored or rejected, even though they may excel in other ways.

Some forms of modeling are so intrinsically rewarding that they can hold the attention of people of all ages for extended periods. This is nowhere better illustrated than in televised modeling. Indeed, models presented in the televised form are so effective in capturing attention that viewers learn the depicted behavior regardless of whether or not they are given extra incentives. Learning theories see the environment as the major force in development. (Hoffman, 1993). This theory has become perhaps the most influential theory of learning and development. It is rooted in many of the basic concepts of traditional learning theory. This theory is often called a bridge between behaviorist and cognitive learning theories because it encompasses attention, memory, and motivation. This study has selected social learning theory because it can help understand how children attending child development programs can be shaped by the center staff and other individuals who interact with these children.

2.2 Empirical Review

A growing body of research building an assessment of social-emotional competencies into the outcome of child support programs and the use of such evaluation system in informing education practices and interventions can provide collective evidence that children's ability to develop prosocial relationships makes them feel confident in what they are doing while expressing and managing their emotions. (Domitrovich, Duslak, Stately & Weissberg, 2017; Schonert-Reich et al., 2015). However, although a bulk of the evidence there is lagging in the development of psychometrically valid approaches that can be aligned to be used in the assessment and accountability measures (Haile et al, 2014).

Literature continues to show that few types of research on social-emotional competence among preschoolers aged 3-5 years use instruments that test children's ability to describe or rate their skills or that of their peers (Philips & Hogan 2015; Alduncin, Huffman & Loe, 2014). Nevertheless, in a study, Son and Wang (2013) suggest that it is possible to adopt measures for children's language and thoughtful capacity. In their study, the researchers utilized perception of peer ground and self-questionnaires in asking children to place faces in a booklet after the researcher had read a statement such as "I make friends" (Song & Wang, 2013).

While early child development stakeholders and advocates have recognized important role of social-emotional competence in support readiness, positive relationships, and strong initiative in the school, it has concentrated almost full-on academic skills enhancement (Jones & Bouffard, 2012). More recent reports on policy issues have however encouraged policymakers to consider or adopt holistic measures for early education for young child's one that can balance positive social-emotional outcomes with more one that is more traditionally academic outcome-based (Philips & Hogan, 2015).

More studies reveal that the last decades has seen increased development of several social-emotional learning programme mainly in USA and UK and such programme could be sustained through scientific research highlighting main benefiting including greater academic and professional improve behaviours improve learning and increased inclusion among others (Comell, Kiernan, Kalifman, Dobee, Fryden berg & Deans, 2017) One study reported that children's who receive learning in social-emotional development exhibit more positive altitudes. On school and can improve by an average of eleven percentile points on standardized tests compared to children without instruction (Durlak & Weisberg, 2011). Other studies have confirmed that the SED program can be very effective in and out of school.

According to Amaro et al. (2015), the benefit of high-quality early intervention programs in developed countries includes high verbal and numerical achievement, greater success in child development centers, less welfare dependency, high employment, and low crime rates. For children younger than three years, combining family and center-based program are more effective compared to single.

In another study conducted in Africa, Sklad, Diekstra, Ben and Gravestin (2012) reported that an increase in grass environment rate at 40% was likely to reduce the rate of repetition and increase the proportion of grade one children who can reach grade five (65-78%). The investment is varying because most governments are sectorally based organizations with no one to be in charge of the development of children socially and emotionally. The problem is invisible, and, in some cases, governments are unaware of the cost to the child and society by ignoring the child development program. Furthermore, there are economic reasons as well as human rights which recognize or define the importance of investing in programs. SED and others' conversion for the rights of the Childs provides that every child has the right to survive and grow socially and emotionally. In this way, the government is mainly responsible for supporting families. Evidence shows that the child's early development is essential for their benefit, and available considerations are emphasized while estimating reliable benefits-to-cost ratio, monetarily measuring all benefits and costs.

Dracinschi's (2012) other studies investigated the progress of social-emotional abilities and resilience in a group of children attending one primary school in Romania who were under a program called "Playing the Life" using experimental research design to study a sample of 27 children between age 8-12 years in six public schools he focused that children's who participate social and emotional program increase their social-emotional abilities and their elements self-resolution social competence as well as empathy.

3.0 Methodology

The study used a descriptive research design. Orodho (2003) defines this design as collecting information by interviewing or administering a questionnaire to a sample of individuals. In this study, the target population were individuals managing the child development centers in Ngong area of Kajiado North Sub County and parents and government officials. The respondents were selected through stratified random sampling. This is a method for sampling from a population whereby the population is divided into subgroups and units are randomly selected from the subgroups. The sample size was calculated on the population of 152 members using Nassiuma formulae: N=population size; n=sample size; C=Coefficient of variation which is $\leq$ 30%; e=margin of error which is fixed between 2-5%). The study sample was calculated at a 25% coefficient of variation and a 3% margin of error.

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$$n= \frac{NC^2}{C^2+(N-1)\,e^{2\cdot}}$$

$$n= \frac{152\ (0.25)^2}{(0.25)^2+(152-1)\ 0.03^2}$$

$$n= 47.88 = 48$$

The study used two data collection instruments: Questionnaires and interviews. The questionnaire was adapted from Social Emotional Assessment Tool. The study analyzed both quantitative and qualitative data. This was done using a statistical package for Social Sciences (SPSS) Version 22.0 with coded categorical data to make capturing data from the research instruments easier. Qualitative data were categorized into themes and sub-themes based on the research objectives as they, too, were captured and put in the SPSS Programmed that includes notes taken from interviews were cleared. This was interpreted to give the inner meaning to the area of study.

4.0 Results and Discussion

4.1 Descriptive Statistics

Table 1 Safe Places in the neighborhood/community for children

Description	Frequency	Percentage
Yes	22	50
No	17	39
Don't know	5	11
Total	44	100

The study findings show that a majority acknowledged that there are safe places in the community where young children feel comfortable walking around with their friends. These places include playgrounds or community centers. However, 39% of the respondents observed that they had never encountered such places and the available were not safe for young children. Moreover, 11% of the respondents did not know about such centers.

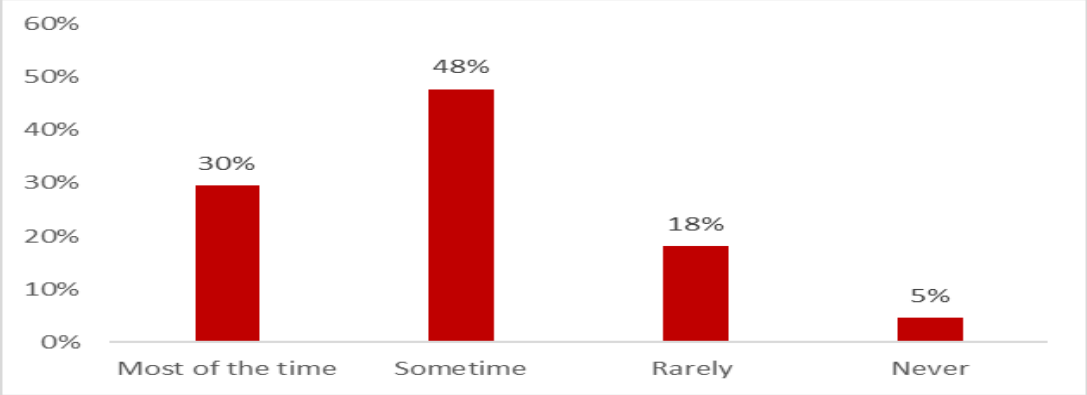

Figure 1: Whether a child looks at people when talking to them

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When asked whether their children look at them (parents, guardians, teachers) 21 (48%) indicated they sometimes do and 13 (30%) most of the time tend to look at them. The study finding also shows that 8 (18%) rarely look at parents and teachers or guardians with 2 (5%) who do not look. This means few children who attend the centers do not concentrate every time they are with others.

4.1.1 Child feels part of a group of other children that do things together

Table 2: The child feels part of a group of other children that do things together

Description	**Frequency**	**Percentage**
Most of the time	21	48
Sometime	18	41
Rarely	5	11
Never	0	0
Total	44	100

Many preschoolers in Kajiado County feel part of a group of other children doing things together. For example, 48% observed that most of the time children enjoy being a part of a family. 41% noted sometimes and 11% suggested they rarely do become part of a group.

Figure 2: Child follows rules (at home or centers)

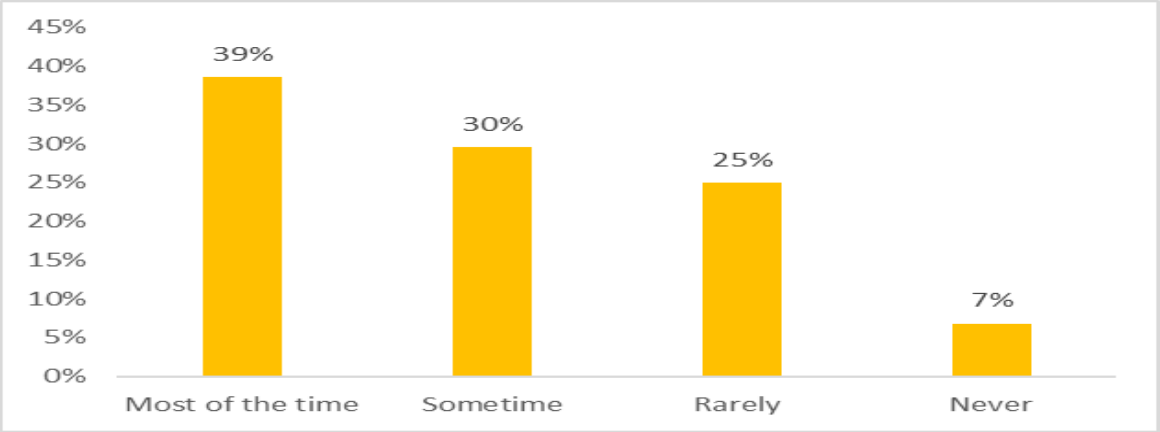

Figure 2: Child follow rules (at home or centers)

According to most of the respondents 17 (39%), children follow rules most of the time. The study finding shows that 13 (30%) indicated they sometimes, 11 (25%) rarely follow rules when given and lastly, 3 (7%) never follow rules at all.

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Figure 3: The child destroys or react to situations violently (at home or center)

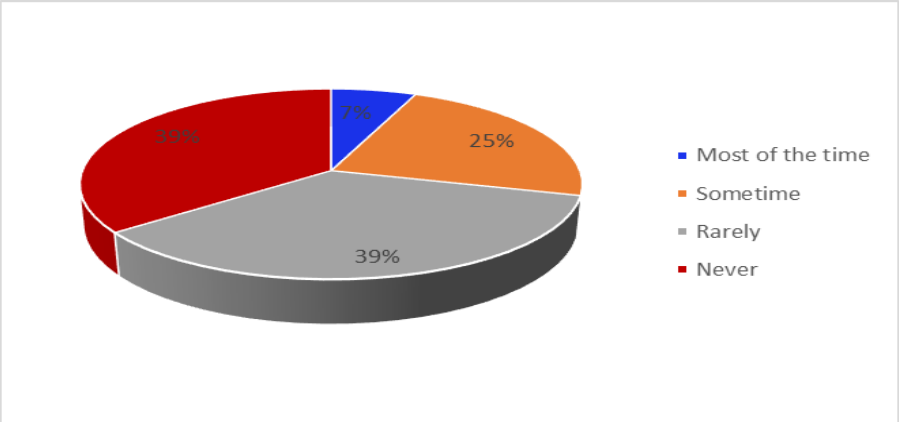

Figure 3: The child destroys or reacts to situations violently (at home or center)

Asked to state whether a child destroys or reacts to situations violently whether at home or center, majority 17 (39%) never, and 17 (39%) rarely. Moreover, the study found 11 (25%) sometimes react or tend to respond violently to any situation for example asked to deliver items or sent to collect a book.

4.1.2 Child stay away from dangerous objects or things, fire or moving car

Table 3: Does the child stay away from dangerous objects or things fire or moving car

Description	**Frequency**	**Percentage**
Most of the time	24	55
Sometime	10	23
Rarely	3	7
Never	7	16
Total	44	100

The study findings reveal that preschoolers attending some centers in Kajiado County are conscious of any dangerous objects or over things such as fire or moving cars. Table 3 presents the findings. It shows that 55% of the respondents acknowledge that preschoolers do it most of the time while 23% do sometimes. However, 16% of the respondents believe that preschoolers don't do it at all.

4.1.3 Household Characteristics

Table 4 Size of the household

Description	Frequency	Percentage
1	7	16
2	14	32
>3	23	52
Total	44	100

The study sought to assess the household size and Table 4 presents the results. A total of 23(52%) were more than 3 in the household while 32% observed had 2 with 16% of the respondents indicating 1 person in the household.

Table 5: Frequency of the child taking breakfast

Description	Frequency	Percentage
Never	0	0
Once a week	2	5
2 times a week	0	0
3 times a week	4	9
4 times a week	7	16
5 times a week	9	20
6 times a week	8	18
Every day	14	32
Total	44	100

The study measured a child's rate of taking breakfast in a week. According to the findings, several children take breakfast at different times, for example, 32% of respondents noted most of the preschoolers take breakfast every day of the week and some take it 6 times a week, and 20% can take it 5 times a week. The study findings also reveal that some preschoolers take breakfast 3 times a week with others having breakfast once a week.

4.1.4 Frequency of child getting a good night's Sleep

Table 6 How often does the child get a good night's sleep

Description	Frequency	Percentage
Never	0	0
Once a week	0	0
2 times a week	0	0
3 times a week	2	5
4 times a week	2	5
5 times a week	7	16
6 times a week	9	20
Every day	24	55
	44	100

Regarding child's night sleep, majority, 55% observed that children get good night sleep every day of the week but 5% get it 3 times a week and 5% get 4 times a week. The study findings show that 16% can get a good night 5 times a week.

4.2 Regression Analysis

The study used regression, a method of mathematically sorting out which variables may have an impact. Regression has been used because it helps determine which factors matter most, which it can ignore, and how they interact. The importance of regression analysis lies in the fact that it provides a powerful statistical method that allows a business to examine the relationship between two or more variables of interest.

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4.2.1 Model Summary

Table 7: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.7383[a]	.696	.5872	3.762

a. Predictors: (Constant), CN, HC, NP

b. Dependent Variable: Social-emotional development

Table 7 displays results for the R, $R^{2,}$ and Adjusted R^2 R as well as the standard error of estimate, which can be adopted in defining how well a regression model tends to fit in the data. The column embodies the value of R (the multiple correlation coefficient). The R is considered one of the measures in the quality prediction of the dependent variable – the social-emotional development of preschoolers. As such, the R square column represents the R^2 value, which is the proportion of variance in the dependent variable, which can be explained by the independent variable. It is be seen from the value of 0.696 that the independent variables explain 69.6% of the variability of the dependent variable, to accurately report the data being analyzed.

4.2.2 ANOVA

The F-ratio in the ANOVA table (see below) tests whether the overall regression model is a good fit for the data. The table shows that the independent variables statistically significantly predict the dependent variable. The test statistic is the F value of 3.2393 and since the $p < .000$ it can be concluded that there is a statistically no difference among the population means.

Table 8: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	10.677	3	2.669	3.2393	.000[b]
	Residual	26.205	75	.416		
	Total	36.882	79			

a. Dependent Variable: Social-emotional development
b. Predictors: (Constant), CN, HC, NP

To test the strength of the model, studies perform an analysis of variance (ANOVA). This is often used to test three or more groups for mean differences based on a continuous (i.e., scale or interval) response variable (dependent variable). In extract ANOVA table the research looked at the significance value. The study tested 95% confidence level and a 5% significance level.

4.2.3 Coefficient of Determination

As shown in Table 9, the unstandardized coefficients indicate how much the dependent variable varies with an independent variable when all other independent variables are held constant.

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Table 9: Coefficient of Determination

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	2.247	.248		9.072	.000	1.752	2.742
	Community Needs	.027	.099	.051	.268	.002	.224	.171
	Household Characteristics	.223	.109	.418	2.051	.001	.440	.006
	Nature of Programs	.029	.564	.657	.519	.003	.04	.316

a. Dependent Variable: Social-emotional development

Overall interpretation

Multiple regression was run to predict firm performance from Community Needs (CN), Household Characteristics (HC), and the Nature of Programs. These variables statistically significantly predict firm performance, F (3, 79) = 3.2393, p < .000, R2 = .696. All four variables added statistically significantly to the prediction, p < .05.

4.3 Summary of Findings

The main objective was to examine the effects of child development programs on social and emotional development of preschoolers in Kajiado North Sub County. The following questions guided the study - how do community needs affect social and emotional development of preschoolers in Kajiado North Sub County? How do household characteristics affect social-emotional development of preschoolers in Kajiado North Sub County?

The researcher administered 48 questionnaires but only 4 were returned unfilled, as the target respondents could not be reached on an attempt by the researcher to reach them three times. More males compared to females are presented as the sex of the child. Christians dominate the religion of the children targeted by the study.

The findings show that preschoolers can access programs that expose them to sports, arts, music, and other activities that can improve their social-emotional development. Despite most preschoolers enjoy safer communities/neighborhoods, some live in unsafe communities. A significant number of the respondents said that most children in the area look at people whenever they talking to them, they suggested that children can rarely follow the rules.

In addition, the researcher found that most of the preschoolers come from families with households of more than 3 inhabitants. Regarding the uptake of breakfasts, most children take it every day take once a week and it can be argued that a child can have healthy social-emotional development because of responsive caregivers/family members. The findings from this study show that most children get a good night every day.

5.0 Conclusion

Based on the data collected and analyzed, the study concludes that the inclusion of free play time at school can help children's development. Offering time for free play means providing resources for children to test skills, exercise, expand their domains, and acquire different types of knowledge. For many children, the school environment is the only place they can interact with a large group of children with similar characteristics. However, because of social demands

and school requirements, children often have few opportunities for free interaction without the direct supervision of adults. The study concludes that preschoolers who receive good night most of the time tend to use gentle hands and kind words and positively interacted with peers most of the time. Their social and emotional well-being become nourished by their parents' warmth and affection.

6.0 Recommendations

Based on the study findings above, this study recommends that there is a need for parents, teachers, or caregivers to organize events that promote children's social and emotional health, for example, by organizing a material-rich environment to stimulate social interactions among children. The study also recommends that there is a need to have more preschoolers access programs that expose them to sports, arts, music, and other activities that can improve their social-emotional development. Furthermore, the findings suggest that developers of social-emotional prevention should design curricula to explicitly promote the developmental integration of executive functioning, verbal processing, and emotional awareness.

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