

INDIGENOUS COOPERATIVE PLAY ON THE SOCIAL SKILLS OF PRESCHOOL PUPILS IN LAGOS STATE, NIGERIA

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ABSTRACT :Social skills are very important for early childhood learners, especially in early childhood. We found that children's social skills are at a low point because they are cut off from their cultural roots by foreign education laws. Despite this prospect, the literature in this area is severely lacking, making this research focus of paramount importance. This study therefore focuses on the impact of indigenous cooperative play on the social skills of preschoolers in Lagos State. The study employs a quasi-experimental design with pre-test, post-test and control groups. This study used a 2x2x2 factor matrix consisting of two levels of teaching strategy (experimental and control groups), a self-esteem moderator variable (high and low), and two levels of cultural background (Yoruba and non-Yoruba). increase. (tribe). A random sample is taken to select 2 municipalities out of all 20 municipalities in Lagos State. Using targeted selection, two private elementary schools for both the experimental and control groups. The Student Social Skills Rating Scale, the Student Self-Esteem Rating Scale, the Indigenous Cooperative Play Strategy Teaching Guide, the Traditional Strategy Teaching Guide, and the Elementary School Teacher Training Guide were the instruments used in this study. The study lasted 6 weeks. Results indicate that students had a high level of social competence ($WA = 2.74$). We also found a significant main effect of treatment on social skills in elementary school students ($F(1.24)=4.89$; $P<0.05$; $\eta^2=0.17$). Children exposed to the control group had the lowest mean score (49.74). Using culture-based strategies is more effective than teacher-centered methods of educating children, so teachers should use indigenous cooperative play to teach children, especially when using languages from adjacent regions. It was also recommended that all educators should strive to enhance children's self-esteem, especially through indigenous play styles.

KEYWORDS:*Indigenous, cooperative play, preschool, pupils, social skills*

I. INTRODUCTION

Early childhood (ages 0-8) lays the foundation for all development. During this time, the child should grow holistically and gradually. This period is characterized by physical, social, emotional and intellectual development. This includes brain development, language development, gross and fine motor development, and moral development. Early childhood is said to be a critical period in the development of a child's intelligence, personality, social and emotional behavior. They further state that the years before a child reaches legal school age (age 6) are among her most critical periods in her life that can affect learning (Salami, Olaniyan, Bankole, & Falola, 2016).

However, in Nigeria there are various early childhood education programs. Specifically, nursery/playgroup/day care (ages 0-3), kindergarten (ages 3-5), kindergarten education or one year of preschool (ages 5-6. years) and lower elementary grades (ages 6-8). Kindergarten education or preschool is her one year of education from the age of 5 before entering primary school. A one-year preschool program is very important for your child's development. The goal, as stated in the National Policy on Education (FRN, 2013), is to "ensure an easy transition from home to school, prepare children for primary education and provide them with appropriate care during their stay. "Provide excellent care and supervision." Learning cooperation and team spirit, teaching social norms, good habits, especially health habits in the workplace (farm, market, office). Teach

the basics of numbers, letters, colors, shapes and forms through play. But, as noted earlier, the goal of setting up preschool this year may not be fully achieved if children are not taught through play.

According to Eba (2015), Play is linked to many aspects of a child's life, learning to manipulate objects, learning to play social roles. Learning to solve problems, creating and helping to resolve emotional tensions. Play is universal and it is found in all cultures. Play is a way of exploring the environment by children as they try to find out about the nature, characteristics, behavior of materials, and what the situation offers them. According to Moyles (2014), "Play involves critical thinking, creativity, experimentation, exploration, learning, imitation (Briggs & Hansen, 2012), pretence, imagination (Beardsley & Harnett, 2013), risk-taking (Fleer, 2013), socialization (Piaget, 2013), rules, "imagination and fantasy" (Vygotsky, 1980)

Children creativity and imagination are improved when the play method is used. Through play children learn through experience and develops self-esteem and confidence. Scarfo & Littleford (2008) submitted that when using play as a strategy, pupils should be allowed to interact with the environment, by making children play with water, sand, and blocks and other materials that can be manipulated. Through play, children learn to apply new vocabulary and knowledge. Furthermore, "Imagination provides a bridge between play as the primary activity in preschool and learning as the primary activity in school" (Fleer, 2011). In this way, children give objects new meaning by consciously engaging with the real world. According to Fleer (2011), children can work with real objects that are intentionally presented as symbolic of some idea. Children consciously ponder introduced concepts when participating in role-playing games (Agbagbla, 2018). Liyana, Rauf & Bakar (2019) are also of the opinion that children and play are almost inseparable. Children should be allowed to use play to realize their potential, as play is an integral part of child development and part of their rights (Ginsburg, 2007; NAEYC 2009; Jantan, 2013).

Play plays an important role in children's cognitive, social, physical and emotional development (Ali & Mahamod, 2015; Rosli & Lin, 2018). Spectator games, parallel games, association games, motion physics games, social games, construction games, expression games, fantasy games, cooperative games. Indolent play begins in the first few months of infancy, from birth to about three months of age. During play, children make unintentional movements. For solo play, baby spends most of her time alone from 3 months to her 18 months. In this type of play, toddlers are immersed and immersed in their own world and pay no attention to others around them. They are busy grasping and observing the objects they interact with. During early childhood, children play as spectators watching other children play. Learn to relate to others. From 18 months to 2 years, children are parallel play as they begin to play parallel to each other without interaction. During parallel play, children participate in role-play. Children also engage in associative play by sharing objects and cooperating. In associative play, children work in groups with similar goals. Children also participate in social play, especially from the age of three, and learn social rules as they begin to interact with other children. During play, children begin to develop values as they learn to use moral reasoning.

In the second half of preschool, children begin to engage in cooperative play. Here, children move away from self-centeredness and into a more group-conscious understanding. In this type of play, leaders gradually emerge among the children as they work together in groups. Diyenti & Suryana (n.d.) Cooperative play is the intelligence that leads to relationships with others, such as cooperation, mutual trust, and responsibility. One of the skills that can be developed through cooperative play is social skills.

According to Cillessen & Bellmore (2014). Social skills are socially acceptable learned behaviors that help individuals understand how to interact effectively with others and behave appropriately. Social skills are required to elicit responses to social interactions (Kamaraj, 2004). Social skills are those skills that enable social relationships with others through communication, decision-making, problem-solving, self-orientation, and peer relationships (Oilçer & Aytar, 2014). However, despite play's ability to develop children's social skills, implementing play activities for learners can be a daunting task for teachers (Roselyne, 2015). When cooperative play becomes native, both teachers and students can easily fit into cultural contexts. When it comes to cultural context, role-playing stories are one of her culturally ingrained tools and can be used effectively to encourage co-op play. Stories are an important way for people to express their experiences and acquire cultural and linguistic knowledge. Storytelling is used as a creative task that reveals elements of content, whether real or imaginary, that stimulates the imagination and sparks creativity in children, allowing people to communicate with words and actions. An experience that allows you to express your imagination through action (National Storytelling Network, 2006). Through stories, students can role-play and act out stories to express their imagination and team spirit. Despite this prospect, the literature in this area is severely lacking, making it the primary focus of this research. This study therefore focuses on the impact of indigenous cooperative play on the social skills of preschoolers in Lagos State.

II. LITERATURE REVIEW

Socio-cultural Theory of Human Learning

Vygotsky's sociocultural theory of human learning sees learning as "social processes and the emergence of human intelligence in society or culture." Vygotsky's sociocultural theory also emphasizes the

interaction between developing people and the culture in which they live (Lantolf 2000). Vygotsky believes that parents, peers, and society all play important roles in shaping higher-level functioning.

This theory is relevant to research, especially indigenous languages and games. Children are members of society, so they are culturally relevant by being educated in the languages of their immediate community and indigenous languages used in everyday family and social interactions. should be integrated into Communities directly through indigenous play. This theory also emphasizes the importance of parental influence on cultural transmission related to language of instruction. Vygotsky's sociocultural theory emphasizes the interaction of developing people with their culture and thus indicates that the upbringing of children should be culturally appropriate.

Hypotheses

Ho1: There is no significant effect of treatment on preschool pupil's social skills.

Ho2: There is no significant effect of self-esteem on preschool pupil's social skills.

Ho3: There is no significant effect of cultural background on preschool pupil's social skills.

Ho4: There is no significant interaction effect of treatment and self-esteem on preschool pupil's social skills.

Ho5: There is no significant interaction effect of treatment and cultural background on preschool pupil's social skills.

III. RESEARCH METHOD

The study adopts a pretest, posttest, control group quasi-experimental design. The study adopts a 2x 2 x 2 factorial matrix which consisted of instructional strategies at 2 levels (one experimental group and one control group) moderator variables of self-esteem (High and low) and cultural background at two levels (Yoruba Tribe and non-Yoruba Tribe). Random sampling was used to select 2 local government areas from all the 20 Local Government areas in Lagos State. Purposive sampling was used to select two private primary schools for the experimental and control group respectively. Pupils Social Skills Rating Scale, Pupils self-esteem Rating Scale, Instructional guide on Indigenous Cooperative play Strategy, Instructional guide on conventional strategy, Primary School Teachers Training Guide were the instruments used in the study. The study lasted for Six weeks. The experimental groups were exposed to indigenous cooperative play strategy while the control group were exposed to the conventional method.

Findings

Testing the Null Hypotheses

Ho1: There is no significant effect of treatment on preschool pupil's social skills.

Table 1: Summary of Analysis of Covariance (ANCOVA) showing the main effect of treatment on primary school pupils' social skills

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	1227.177 ^a	8	153.397	3.223	.012	.518
Intercept	3080.200	1	3080.200	64.71	.000	.729
pre_social	32.064	1	32.064	4	.420	.027
One-way Interaction				.674		
Treatment	232.723	1	232.723		.037	.169
Cultural Background	1.374	1	1.374	4.889	.866	.001
Self-esteem	57.835	1	57.835	.029	.281	.048
Two-way Interaction				1.215		
Treatment * Cultural Background	6.476	1	6.476		.715	.006
Treatment * self-esteem	88.257	1	88.257	.136	.186	.072
Cultural Background * self-esteem	147.919	1	147.919	1.854	.091	.115
Three-way Interaction				3.108		
Treatment * Cultural Background * Self-esteem	14.142	1	14.142		.591	.012
Error	1142.338	24	47.597	.297		
Total	91186.000	33				
Corrected Total	2369.515	32				

a. R Squared = .518 (Adjusted R Squared = .357)

Table 2 shows that there was a significant effect of treatment on primary school pupils' social skills ($F_{(1,24)}=4.89; P<0.05; \eta^2=0.17$). The effect size accounted for 17%, therefore, the null hypothesis 1 was rejected.

In order to determine the magnitude of significant main effect across the treatment groups, the estimated marginal means of the treatment groups is presented in Table 1.

Table 2: Showing the Estimated Marginal Means Score by Treatment

Treatment	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Indigenous cooperative play	57.833 ^a	2.791	52.073	63.593
Control	49.737 ^a	2.296	44.998	54.476

Table 2 shows that children exposed to Indigenous cooperative play had the highest mean (57.83), followed by children exposed to Control group (49.74). This implies that those exposed to Indigenous cooperative play performed better than those exposed to the conventional method.

Performance by treatment groups

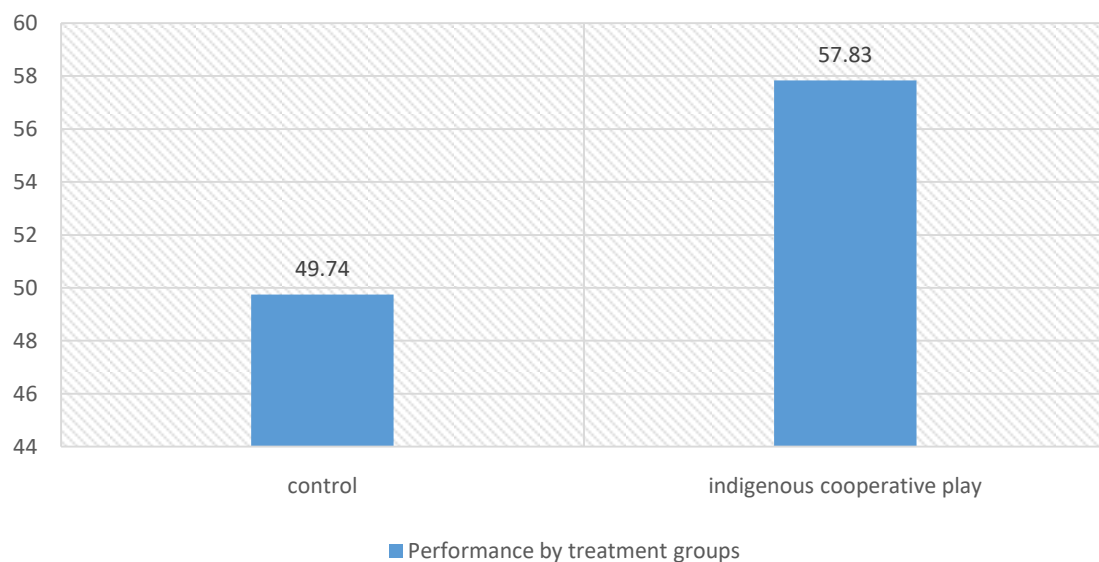


Figure 1: Bar chart showing performance across groups

Ho2: There is no significant main effect of cultural background on preschool pupil's social skills

Table 1 shows that there was no significant main effect of cultural background on primary school pupils' social skills ($F_{(1,24)}=0.029$; $P>0.05$; $\eta^2=0.17$). Therefore, the null hypothesis 2 is not rejected.

Ho3: There is no significant main effect of self-esteem on preschool pupil's social skills

Table 1 shows that there was no significant main effect of self-esteem on primary school pupils' social skills ($F_{(1,24)}=1.22$; $P>0.05$; $\eta^2=0.05$). Therefore, the null hypothesis 3 is not rejected.

Ho4: There is no significant interaction effect of treatment and cultural background on preschool pupil's social skills

Table 1 shows that there was no significant interaction effect of treatment and cultural background on primary school pupils' social skills ($F_{(1,24)}=1.13$; $P>0.05$; $\eta^2=0.01$). Therefore, the null hypothesis 4 is not rejected.

Ho5: There is no significant interaction effect of treatment and self-esteem on preschool pupil's social skills

Table 1 shows that there was no significant interaction effect of treatment and self-esteem on primary school pupils' social skills ($F_{(1,24)}=1.85$; $P>0.05$; $\eta^2=0.07$). Therefore, the null hypothesis 5 is not rejected.

V. FINDINGS AND DISCUSSION

The results of the research study shows that preschoolers' levels of social skills increase after exposure to indigenous cooperative play. This table shows that students have a high level of social competence. This table shows that the child follows the rules and apologizes when they make a mistake. Please act according to the instructions. Ask for permission when joining the game. Manage his/her anger. Accept criticism without anger, participate in group work, express his/her thoughts, express your disagreement with others, mediate between friends in problem solving, be aware of

your own feelings and use kind words such as "please," "thank you," and "you're welcome." This confirms the findings of Ölçer & Aytar (2014). Social skills are those skills that enable you to initiate and maintain positive social relationships with others.

findings indicate that there was a significant effect of treatment on social skills in elementary school children. It also shows that children exposed to cooperative play had the highest mean values, followed by those in the control group. This means that those exposed to indigenous cooperative play performed better than those exposed to conventional methods. This finding supports the findings of Roselyne (2015), despite play's ability to improve children's social skills, implementing play activities in ways that connect learners with social skills can be a difficult task for teachers. , when cooperative play becomes native, it becomes easier for both. Enable teachers and students to understand each other within their own cultural backgrounds.

VI. CONCLUSION

Social skills are socially acceptable functions and learned behaviors that enable positive approaches and effective interactions with others in situations requiring cooperation. Individuals need social skills to elicit responses to social interactions, and this study found that social skills were enhanced when children were exposed to indigenous cooperative play.

LIMITATION & FURTHER RESEARCH

Given the limitations of the study, further investigation could be done using school type, attitudes towards learning and other moderator variables not used in the study.

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