

**EFFECTS OF FANTASY AND ROLE-PLAY INSTRUCTIONAL STRATEGIES
ON PRIMARY TWO PUPILS' ACQUISITION OF EXPRESSIVE AND SOCIAL
SKILLS IN ONDO CITY**

BY

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ABSTRACT

Expressive and social skills are developed in primary school pupils to enable them communicate and interact effectively within and outside the school. However, literature has shown that many primary school pupils in Ondo city are deficient in expressive and social skills. Previous studies focused largely on factors influencing acquisition of expressive and social skills of pupils with less emphasis on intervention through the use of drama-based instructional strategies that could foster interaction among pupils. Therefore, the study was carried out to determine the effects of fantasy and role-play instructional strategies on primary two pupils' acquisition of expressive (speaking and writing) and social (friendship and acceptance) skills in Ondo city. The moderating effects of school type and parenting styles were also examined.

Experiential Learning Theory was used as framework, while the pretest-posttest control group quasi-experimental design with 3x4x2 factorial matrix was adopted. Purposive sampling technique was used to select three government approved private and three public primary schools with teachers who possessed the minimum Nigeria Certificate in Education in Ondo city. A total of 123 pupils from six intact classes were involved in the study (fantasy play - 44, role-play - 48 and conventional - 31 groups). Treatment lasted nine weeks. Instruments used were Speaking Skill Rating Scale ($r=0.83$), Writing Skill Rating Scale ($r=0.81$), Friendship Skill Observation Checklist ($r=0.96$), Acceptance Skills Observation Checklist ($r=0.82$), Questionnaire on Parenting Style ($r=0.75$) and instructional guides. Data were analysed using Analysis of covariance and Bonferroni post-hoc test at 0.05 level of significance.

The average age was 7.5 ± 1.6 years. There was a significant main effect of treatment on expressive skills ($F_{(2,98)}=6.12$; partial $\eta^2=0.11$). Pupils in fantasy play group had the highest mean score (62.49), followed by role-play (52.05) and conventional (46.61) groups. There was a significant main effect of treatment on social skills ($F_{(2,98)}=2.82$; partial $\eta^2=0.11$). Pupils in fantasy play group had the highest mean score (70.48), followed by role-play (67.55) and conventional (66.46) groups. Parenting style had a significant main effect on expressive skills ($F_{(3,98)}=5.13$, partial $\eta^2=0.14$). Authoritarian parenting style had the highest mean score (66.19) followed by permissive (50.99), authoritative (50.53), and neglectful (48.50). There were significant main effects of school type on expressive skills ($F_{(1,98)}=41.26$, partial $\eta^2=0.30$) and social skills ($F_{(1,98)}=3.28$, partial $\eta^2=0.03$). Private schools had higher mean score (67.38; 69.55) than the public schools (40.72; 66.78) in expressive skills and social skills respectively. The two-way interaction effect of treatment and school type was significant on social skills ($F_{(2,98)}=3.48$, partial $\eta^2=0.07$) in favour of private school pupils in fantasy. Two-way and three-way interaction effects were not significant.

Fantasy play and role-play instructional strategies enhanced acquisition of expressive and social skills of primary two pupils in Ondo city but fantasy play was more effective. Primary school teachers should adopt both strategies for improved acquisition of expressive and social skills among pupils, particularly pupils in public schools and with neglectful parents.

Keywords: Speaking and writing skills, Friendship and acceptance skills, School types, Parenting styles

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DEDICATION

This work is dedicated to the King Eternal, Immortal, Invisible, the only Wise God, the Powerful One, JEHOVA.

CERTIFICATION

I certify that this study was carried out by Bukola Anike OJOKO in the Department of Early Childhood and Educational Foundations, University of Ibadan, Ibadan, under my supervision.

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ABBREVIATIONS

FRN	-	Federal Republic of Nigeria
UN	-	United Nations
UNESCO	-	United Nations Educational Scientific and Cultural Organisation
EFA	-	Education For All
MDG	-	Millennium Development Goals
UNICEF	-	United Nations Children Educational Funds
IPA	-	International Play Association
ELT	-	Experiential Learning Theory

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

In every human endeavour, the strength and the quality of the foundation determine the success or failure of future achievements. Primary education is the foundation on which other levels of education rest; hence, the quality of the education received at this level determines the strength and depth of other levels of education received later. In Nigeria, primary education is an important level of formal education. It is important for national development and progress. Hence, it has been made free and compulsory. Therefore, it is very important to use strategies that are developmentally and culturally appropriate in order to promote not only the expressive and social skills, but also the holistic development of children.

The National Policy on Education (FRN, 2013) describes primary education as the education given to children aged 6-12 years. Primary Education is the most important, available and the largest sub-sector of the education sector. It is available everywhere; in urban and rural areas, in developed and also developing countries. This is the level of education where the capacity to read, write and calculate is developed (Akinbote, 2007). United Nations (UN) General Assembly (1948) endorsed primary education as the basic and foremost right of the child. It is expected to be free and compulsory (UN General Assembly, 1948; UNESCO, 2014). In spite of the fact that basic education is the right of the child, enrolling children in school does not meet this right. The right is met when the acquisition of a specified quantity and quality of knowledge, skills, attitude and values are met. Bruns, Mingat and Rakatomalala (2003) claim that efforts to achieve Education For All (EFA) lean heavily towards getting children enrolled in school rather than on improving either completion rates or pupils learning outcomes. The implication of this is that non-completion of primary school results in lack of basic competencies such as lifelong literacy, such as expressive and social skills. This seems to be the reason many organisations such as the World Bank, are interested in sponsoring learning activities at this level.

Primary education is also the level of education where the individual acquires fundamental knowledge, skills, feelings and values that are considered necessary for all citizens regardless of social status, vocation or gender. The primary school age is the period when children's muscles and other systems can be well coordinated to perform the tasks that are essential for life; engage in effective interaction with their environment; engage in play and in games for their well-being. It also prepares the individual for higher learning because it is a prerequisite for secondary education. Further education advancement is made possible through the completion of primary education (Babalola, 2010). The learning experiences provided in primary school serve as foundation for future learning in secondary school and beyond. Such learning experiences will also enable the individual to contribute to the social, cultural, economic and political development of the nation (Orukotan, 2005). Also, it will help the child to develop skills that will enable him to function effectively in the society according to his ability. Moral and spiritual values are also gained at this level.

The importance of primary education has been recognized by some international conventions; hence the United Nations set some goals. For instance, the Sustainable Development Goals (SDGs) 2030 goal 4 target one is an effort to promote enrolment and completion of primary education irrespective of the child's gender (United Nations Development Programme, 2018). Education For All (EFA) also sets a specific goal to achieve universal primary education and the Millennium Development Goals are efforts to promote primary education. The World Bank is also seriously involved in making children attain and complete primary education by sponsoring primary school programmes such as building projects (Chandra, 2014). Primary education is important to every nation for national development. Also, once the individual acquires literacy skills from the primary school programmes, there is opportunity for self-advancement. Attainment of literacy from primary education also helps in eradicating poverty; curbing population growth; achieving gender equality; ensuring sustainable development; peace and democracy; reducing child mortality; and preventing diseases due to exposure to better healthy lifestyle. This is why the Millennium Development Goal 2 was designed to achieve universal primary education and the indicator was to promote literacy (Bruns,

Mingat and Rakatomalala, 2003).

One of the objectives of primary education, as stipulated in the National Policy on Education (FRN, 2013), is the inculcation of social, moral norms and values in the child. This implies that primary education should help children acquire social skills, such as friendship, acceptance, cooperation, sharing, team spirit, empathy and relationship. In spite of all the development and skills that primary education provides, it is evident that primary education has not effectively achieved this purpose, especially as many primary school leavers in Nigeria are often found to be deficient in language skills, such as speaking and writing in English, which could enhance social skills like acceptance and friendship. Akinnaso (2018) decried the fallen standard of speaking and writing in English while Owuamanam and Makinwa (2015) lamented on the prevalence of bullying among young people in Ondo state. This could be due to the fact that too much emphasis is placed on performance through examination (Domike and Odey, 2014). Federal Ministry of Education (2015) reported a national survey of primary school pupils' performance in the Monitoring of Learning Achievement Project jointly conducted by the Federal Ministry of Education, MDGs and UNICEF in 2011. The poor achievement level of pupils in the result showed an overall mean score for life skill in Ondo State as 33.62 (see table 1.1).

Table 1.1

Summary Performance of Pupils in Life Skills Test on State Basis

State	No. of Pupils	Mean Score	Std. Deviation
Abia	1,594	42.01	20.16
Adamawa	922	49.71	21.75
Akwa Ibom	2,401	33.85	17.76
Anambra	466	53.34	22.69
Bauchi	1,250	30.84	15.59
Bayelsa	1,658	36.09	19.64
Borno	2,009	44.26	20.98
Benue	1,273	40.17	22.72
Cross River	598	50.08	20.87
Delta	1,607	42.08	19.01

Ebonyi	573	28.56	8.48
Edo	672	31.41	16.81
Ekiti	1,283	46.42	19.32
Enugu	1,240	42.12	20.11
Gombe	1,117	45.89	20.30
Imo	1,498	41.70	24.54
Jigawa	2,660	32.67	17.89
Kaduna	2,099	39.86	17.85
Katsina	2,286	40.88	20.88
Kebbi	1,669	31.70	15.44
Kogi	1,465	47.49	21.34
Kwara	1,084	35.96	15.91
Lagos	1,084	35.67	18.36
Nasarawa	631	43.61	19.46
Niger	1,528	48.65	21.44
Ogun	1,252	38.48	20.76
Ondo	987	33.62	15.53
Osun	1,746	30.67	10.80
Oyo	2,012	39.66	19.14
Plateau	1,822	31.75	16.37
Rivers	1,136	40.16	18.07
Sokoto	2,158	40.71	20.14
Taraba	1,407	39.16	18.48
Yobe	2,016	38.14	19.57
Zamfara	810	41.60	22.67
FCT	113	48.15	20.53
National	50,126	39.12	19.89

Source: Page 109 table 5.19 Monitoring of Learning Achievement 2011 Federal Ministry of Education, 2015.

This, according to Badzis (2003) could be because most teachers prefer to teach young children the conventional way. It might also be because these important skills are not assigned the proper time on the primary school timetable.

Social skills deserve more attention in schools because they are skills that should

be taught so that pupils can have healthy interaction within and outside school. Eleby (2009) describes social skill as a learned behaviour that will enable the learner to interact with persons in a way that elicits positive responses and assists in avoiding negative responses. Therefore, activities that could emphasise learning through play become necessary because children have natural tendency to play. This natural tendency cuts across all races and colours. Another reason is that primary education and play are very important rights of children. Different types of play, such as fantasy and role-plays, could be used to teach them. The various activities involved in fantasy and role-plays could also help to improve expressive skills, especially as they relate to speaking and writing. Another objective of primary education, according to the National Policy on Education, is the inculcation of permanent literacy, numeracy and the ability to communicate effectively (FRN, 2013). This implies that primary education should help children acquire language and communication skills. There are four language skills: listening, speaking, reading and writing. They are used to process information and apply knowledge. They are basic and indispensable in learning and communication (Kolawole, 2009).

These basic language and communication skills are classified as expressive and receptive skills. Speaking and writing are expressive skills and they are also known as the productive or the output of language, while listening and reading are the receptive skills. Speaking and writing provide opportunity for people to express their wants and needs (Oslo, 2012). Speaking is the most natural way of communication. It is the conveying of words or sounds of articulation to express ideas, opinions, or feelings. It is a process of sharing one's idea, knowledge, opinion, interest, or attitude with other people (Bashir, Azeem and Dogar, 2011; Rayhan, 2014).

Richard (2006) identifies three major functions of speaking, namely, interaction, transaction and performance. The function of speaking for interaction is the spontaneous communication we have with other people when engaging in conversations on daily basis. Speaking for the sake of interaction is for the development of relationships. It is, therefore, between two or more people as they convey their messages to other people. The purpose is purely for social interaction. The function of speaking for transaction, on

the other hand, focuses on the message that is conveyed. In other words, the emphasis is on information. A lot of efforts and skills go into making the other person have a clear and accurate understanding of the message. This is the type of speaking that is used between teacher and pupils in the classroom. Speaking, as performance activity, is monologue. Examples are speeches, public talks, public announcements, and telling story. Aliakbari and Jamalvandi (2010) describe speaking as a more difficult skill than other language skills. This is in line with a Yoruba adage that views speaking as releasing an egg; once it falls on the ground, it breaks and can never be restored. This means that any mistake made when speaking is not easy to correct as it is in writing. Torkey (2006) notes that speaking is a language skill that helps to develop all the other language skills and social skills. In some cases, when speaking is not possible, writing is the alternative means of expression.

Writing is an important skill that is a necessity across all disciplines. It is an essential component of literacy and communication. Writing as an important part of communication travels farther than the telephone or face-to-face communication that reaches a larger audience. This is because written materials travels across the world and last for many generations. For instance, books written some centuries ago are still available and are in use. It is a process of communicating thoughts and ideas in a readable form. The symbols used are the letters of the alphabet, numbers and punctuation marks (Kristin, 2015). Writing starts with reading and requires a good command of some aspects of language, like grammar, spelling and punctuation. Children begin their writing skills by scribbling and making “nonsense” marks on paper, most especially at the pre-school level of education. According to Woods (2004), children love to write even before they are formally introduced to writing. They write on walls, pavements, sand and any other surface. Scribbling is meaningful because children can explain what they scribble.

Tomlin (2008) and Stranberry (2016) claim that children pass through some stages of writing that include random scribbling, controlled scribbling, letter and word practice. However at the beginning, children do not distinguish between drawing and writing. They progress in writing with invented spelling. There are five types of invented spellings that children use. They are pre-phonemic, phonemic, letter name, transitional

and conventional invented spellings. Writing activities can be interesting in the classroom. For instance, the teacher can use interactive writing, guided writing or independent writing (Woods, 2004). According to Therrel, Brown, Sutterby and Thornton (2002), children between the ages of six and eight can make small, controlled marks or movements while drawing or writing. This shows that the children in the age bracket of this study have developed well in the art of writing. The skills of speaking and writing have strong relationship with social skills. They are part of the tools for developing and promoting social skills.

Social skills are types of life skills that should be acquired at the primary level of education. This is because they are competencies that allow an individual to initiate and maintain positive social relationships, contribute to peer acceptance and to a satisfactory school adjustment. They are the competencies that allow an individual to cope effectively with the larger social environment. They are very important because successful learning requires pupils' close interaction with the teacher and peers. Social skills can have great impact on a child's ability to succeed in an academic or school environment. This is because the school is a place where the skills are developed and put to use (Steadly, Schwartz, Levin, and Luke, 2008).

Social skills can help children promote the ethics of their society during adulthood. The sub-skills of social skills that have been identified include peaceful co-existence, respect, tolerance, cooperation, sharing, helping, conflict resolution, friendship, and acceptance (Olowe, Kutelu and Majebi, 2014). Despite the importance of social skills to children and their future achievements, it seems that conscious efforts are not made in primary schools to help children develop the skills. Nigerian Education Sector Analysis (2004) reveals that primary school pupils are still performing below expectation in the acquisition of life skills. This situation may have negative effects on the future of the children and society, at large. Therefore, efforts must be made to help improve the situation by introducing appropriate teaching activities, such as fantasy and role-plays, as used in this study.

Ralph Waldo Emerson (1803-1882) described friendship succinctly in a poem,

where he said: “The glory of friendship is not the outstretched hand, nor the kind smile, nor the joy of companionship, it is the spiritual inspiration that comes to one when you discover that someone else is willing to trust you with a friendship.” Friendship is an interpersonal bond and association between two or more people. It is a responsibility and it is reciprocal because the only way to have a friend is to be the friend you wish to have. Friendship gives psychosocial support. It is important to social development because it provides a context in which children learn other key social skills. Cognitive and emotional developments are also developed through friendship (Vaquera and Kao, 2008).

Friendship is voluntary. When some children in their early childhood years were asked to describe friendship, they viewed it as liking someone. Another way to describe friendship is being attracted to someone who is in return attracted to the person and takes pleasure in that person’s company (Bukowski, Newcomb and Hartup, 1996). Friendships are formed through talking to someone, taking someone in conversation, seeking things in common with peers, showing interest in peer’s experiences and thoughts, and creating shared experiences and memories with peers. Friendship need appropriate response and emotional management (Kuzma, 2008). Harmony, accord, understanding and rapport are characteristics of friendship. Friends have common interest, common value and equality. Functions of friendship include: commitment to the happiness of the other person, advising, assisting and defending each other, and being a good influence (Lickerman, 2013).

Friendship depends so much on acceptance. Acceptance has dual directions, one towards self and the other towards other people. It is the ability of being able to embrace all facets of an individual’s life not just the positive. It is unconditional, free of any qualification, not minding weakness and limitations. Acceptance leads to happiness, self-esteem and a state of well-being. Research showed that, before the age of eight, children lack the ability to formulate a clear, separate sense of self that is different from what adults around transmit to them. Children need positive regards from parents and teachers in order to accept themselves (Seltzer, 2008). Everyone has the right to be treated with dignity and respect. Acceptance is contrary to behaviours that are oppressive, abusive and damaging to others. For example, acceptance celebrates diversity, multicultural,

multifaith, multi dimensional aspect of society.

Pupils who have acceptance skills are not affected by look, height, disability or socio-economic status. To them, everyone is equally a human being (Sagepub, 2011). Acceptance skills include tolerance, forgiveness, maintaining hope, and being non-defensive. Other dimensions to acceptance are accepting oneself, and accepting the conditions that one cannot change, treating oneself well and thinking well about oneself. All these involve loving, appreciating and being happy with who one is. This will put the individual in a better position to improve herself, and not resign herself to fate. Self-acceptance is an antidote to peer pressure, bullying and other forms of violence in schools (Sasson, 2015).

Acceptance skills have effect on the child, especially in the school environment. Amosun (2011) observes that there are pupils who are not accepted by their classmates. This lack of acceptance is often expressed in situations in which pupils ignore a certain pupil by refusing to play with such pupils, ignoring them, constantly calling them names and even displaying some negative attitudes, like kicking or hitting such pupils. This lack of acceptance can result in truancy. As reported by Falaye and Gesinde (2003), lack of interest in school and discouragement by mates contributed to non-school attendance behaviour and low achievement among some selected primary school pupils in Ondo State. This is why acceptance skills should be given more attention in the classroom through a method that children love, such as fantasy and role-play. According to Paley (2009), the adults put phonics, mathematics, reading, writing, and other tasks into a primary position in the teaching and learning environment and impose them on the pupils. Then, they set play aside as relatively unimportant. In many early-childhood classrooms, the brief periods of free play that are permitted tend only to create awkward and detached episodes. Therefore, there is need to device a means by which pupils in lower primary classes will be assisted to develop acceptance skill.

People of all cultures from all ages are involved in one form of play or the other for various purposes. Children especially have embraced play as an enjoyable act. Using play to teach children is as old as man. Children by nature love to play. Bjorkund, Periss

and Causey (2009) argue that play consumes between ten and forty per cent of children's time and energy expenditure. Froebel conceives play as the highest phase of human development and the source of all that is good. It is the activity in which natural urges of the child find spontaneous expression. Play is the language and the behaviour of the child. Play as the best way to learn. The child that learns best is the one who learns with interest and with a purpose and who sees significance in what he does (Russel and Aldridge, 2009).

During play, opportunities are provided for learning to occur through discovery and experience. Such experience can either be direct or vicarious, and discovery can either be aided or unaided. Play activity is a child-centred method of teaching that suits the child's interest. Play is essential to development because it contributes to the intellectual, physical, social, and emotional well being of children. Regardless of their individual differences, children enjoy play. Hence learning for children is best through play activities as it makes teaching and learning more lively and interesting. Play is a natural, powerful, symbolic, active, pleasurable, voluntary and intrinsically motivated behaviour that contribute to children's learning and development. It gives satisfaction, a feeling of enjoyment and a sense of freedom to children (White, 2012).

Play is a powerful tool for teaching and learning. Using it for teaching and learning is neither new nor foreign. African indigenous education has play in the unwritten curriculum as an important means of learning. Fafunwa (1974) asserts that, at the initial stage, the child is closer to his mother to the age of five or six. The child learns through natural curiosity to manipulate things, plays with toys and any objects that are easily accessible to him. Akinbote, Oduolowu, and Lawal (2001) also argue that an indigenous African child involves himself in role-play by trying to play adult roles. In the process of doing this, he walks, skips, jumps, runs, and dances with other children. Girls work and play around the home, while boys get involved more in outdoor physical activities or game. Children are allowed to choose the kind of play they are interested in. The environment in the African indigenous society encourages play. There are various play materials made or obtained in the vicinity. Children climb trees, pick and throw objects, jump and skip on shapes drawn on sand, sing and dance.

Furthermore, play is one of the rights of the child. It is classified under the developmental rights of the child by the United Nations Convention on the Rights of the Child (Kennedy and Barblett, 2010). The convention is a benchmark against which a nation's treatment of its children can be measured. One of these rights is the right to play. This is quoted in article 31: "That every child has the right to leisure, to engage in play and recreation activities appropriate to the age of the child and participate freely in cultural life and the arts." (IPA, 2012; Office of the High Commissioner for Human Rights, 2013; UNICEF, 2016). The United Nations High Commission for Human Rights also refers to play as a birthright of the child (UN, 1989). Play allows children to use their creativity while developing their imagination, dexterity and physical, cognitive and emotional strength (Shonkoff and Phillips, 2000).

Human beings have a natural tendency for play, which can be a powerful tool for intrinsic motivation (Southern Methodist University, 2013). Huzinga (1949) views man as *homo luden*. This means that man is naturally playful in every way. It is inborn. Shoaga (2010), philosophically describes man as both *homo faber* and *homo luden*, which implies that man has a working nature and a playing nature. This explains why children do not wait to be taught how to play. Play is that part of life process, which cannot be denied a place in the life of the developing child. Man's social, physical and emotional needs are satisfied through play.

In spite of all the benefits of play as a learning activity, teachers are yet to fully understand concepts and principles of children's play. They have also demonstrated lack of understanding in the use of play in helping pupils to acquire both academic and social skills. Coupled with this is the fact that parents are eager to see their children get down to serious academic work even at their first day in school (Ramirez, 2008). They see play as something for the idle hands; hence, they ask the teachers to give their children much work to do in order to keep them ever busy (Akinbote and Olusola, 2007). Shoaga (2010) has also lamented that many people see play as a trivial activity of the child which is engaged in for recreation. Therefore, efforts need to be made therefore to establish the fact that play activities have a lot of learning opportunities for children. This informs the strength of this study, as it is expected to provide empirical support for the fact that play

can help pupils to develop their expressive and social skills.

There are different types of play, as documented in the literature. These include: dramatic play, fantasy play, role-play, active play, passive play, parallel play, creative play and manipulative play. All these types of play touch all areas of children's development and they help in different areas of child development. Children's development, which includes physical, intellectual, language, emotional, and social development are shaped by play experiences (Olusola, 2006). Out of all these types of play, this study is specially interested in fantasy and role-plays. These two types of play are pretend and imaginative plays that allow children to try out different roles and try out alternative behaviours.

Children begin to get attracted to pretend, imaginative and role-play as early as when they are twelve months old. This is about the time they begin to figure out that many objects can be used to imitate adults and older peers. Initially, the props and other materials for pretend play fascinate them. By the time they are about nineteen months of age, they begin to use tools and props to role-play domestic themes. By the age of three years, they are already performing simple dramatic scenes and stories (Therrel, Brown, Sutterby and Thornton, 2002). Pretend play promotes speaking and allow pupils to speak in different social contexts and take on varieties of social roles. They are highly flexible learning activities, which combine cognitive and affective adjustment to the present situation (Rayhan, 2014). During pretend and imaginative plays, there is negotiation and mental representation. Pupils negotiate about roles to play. Words like 'I will be mummy, you will be daddy' are common in pretend plays. They negotiate until an agreement is reached. Negotiation involves putting other people into consideration and synchronizing the different players' desire (Saracho and Spodek, 1998).

Fantasy play is a type of imaginative and pretend play that enhances the development of social and expressive skills. It is one of the oldest and most popular instructional strategies in the traditional African society. Children were acculturated through fantasy stories that were used to teach moral and values of the society. The word fantasy comes from a classical Greek word, *phantasia* which means "making visible".

Fantasy play is purely imaginative. It evokes mental images of physical or social situations not actually present. As a literary genre, fantasy refers to stories that have certain definable elements that make the story unreal (McGowen, 2016). As a type of play, fantasy reenacts situations that are not drawn from real-life; examples are fables, folktales, fairies, Santa Claus and super heroes. McGowen (2016) also describes fantasy as a story in which at least one element cannot be found in the human world. It allows children to travel space and time, to explore and envision future courses of action, to re-interpret experiences into stories, and to express themselves (Huzinga, 1949). Children love to fantasise. According to Ramirez (2008), fantasy play amounts to about 33% of children's play but, as they grow older, the amount declines. Children control the uncontrollable aspect of events through fantasy play. This is because they can manipulate everything and anything, and come to their personal conclusion. It is a way of escaping from the adult-dominated world to a child-controlled world. They do this as they re-enact traumatic and troubling events. For instance, when children feel lonely, they think about imaginary friends as they talk to their dolls. As noted by Seo (2010) this is why psychiatric researchers define fantasy as a defence mechanism for the fulfilment of wishes and the resolution of conflict.

Madoc-Jones and Egan (2001) aver that as many as 60 per cent of children have imaginary friends and almost all children engage in one form of pretend play or the other. Fantasy play is universal, cutting across cultures of the world. It is very prominent in many folk tales where animals and inanimate objects could talk and behave like human beings. Fantasy play is a rich and rewarding activity that helps children practise all kinds of new skills. Pupils can learn interaction in a way they cannot learn through other methods; they learn some social skills, like empathy, by talking to and interacting with their stuffed animals, dolls, and toys. Children strengthen their verbal and social skills by devising their own plots. Fantasy play gives children the opportunity to think and be creative beyond their world. They assume adult roles and learn to think in abstract methods. They stretch their imagination and practice problem-solving (Ramirez, 2008). This play can be applied to every area of life. It motivates children's learning in a non-threatening environment (Figliotti and Figliotti, 2014). Fantasy is a genre that is so engrossing. It interests learners therefore; it should be used to provide a teaching device

that will keep the learners focused (McGowen, 2016).

Social skills and psychological health are nurtured by fantasy play because of its strong social components like negotiating and orchestrating roles. The abstract thinking in fantasy play paves the way for empathy. All these help a child to understand the inner working of social relationships (Morgan, 2010). Fantasy play equally allows children to learn more about themselves and their view of the world. It gives them a sense of power and mastery that is not possible in their real world, resulting in an increased ability to regulate affect, reduce aggression, and generate positive feeling (Homeyer and Morrison, 2008). Pretend play also gives the little ones a chance to sample the adult world, work through their fears and beat boredom. These qualities have the potential to intrinsically motivate children to acquire expressive and social skills.

Role-play is a technique that allows learners to explore realistic situations by interacting with other people in a managed way in order to develop experience and try different strategies in a supportive environment. Participants are given particular roles to play in a conversation or other interaction (Glover, 2014). Role-play provides experiential learning which is inductive, learner centred, and activity-oriented. Through it, pupils learn through their exploration and view points (Russell and Shepherd, 2010). It also provides opportunity to enhance social and expressive skills. It provides children the ability to develop empathy as an attempt to understand other people in their lives (Homeyer and Morrison, 2008). McGuire (2017) argues that role-play promotes effective communication through empathy because it puts someone in other people's shoes. It helps pupils to understand the range of concern, values and positions held by other people. It is an enlightened and interesting way to help pupils see a problem from another perspective. Learners will have the capability of developing deeper involvement and knowledge about issues at hand. Role-play allows pupils to act out characters in a predefined situation. The teacher predetermines the passage according to the curriculum. This activity allows pupils to take risk-free positions by acting out characters like father, teacher, doctor and grand-parent.

According to Adelekan (2009), role-play develops confidence in the learner, especially when he sees his teacher as more of a friend and a facilitator than an instructor. It encourages the learner to learn by playing practical roles in day-to-day life situations.

During role-play, children are able to manipulate letters, numbers and words when they make shopping list, and give and receive money during buying and selling (Ramirez, 2008). In spite of all these benefits of role-play, it has not been adequately utilized at the lower primary classes, especially to teach some important social and expressive skills. Besides, the studies in which role-play was used were not carried out at the lower primary classes. Moreover, the research locations were not in the same Ondo State, the setting of this study.

Many studies have been done on play and some types of play as means of learning but only few are experimental research. Even those that were experimental research were either done in secondary schools or outside Nigeria. For instance, Shoaga (2010) did a philosophical examination of the relevance of play in fostering learning in early childhood education in Nigeria. As much as she examined the relevance and highlighted the importance of play to learning in early childhood education, she did not experiment play for lower primary school pupils to find out the effect of play on the development of expressive and social skills.

Olagunju (2009) did an investigation using role-play on secondary school students in Biology class. Adelekan (2009), also carried out his research on role-play at the secondary school level in Oyo State, while Rayhan (2014) carried out his own research among sixth grade female pupils in primary school at Babylon City. This state of research necessitated this research. This is why this study examined the effects of fantasy and role-play on pupils' development of expressive and social skills at the lower primary classes.

The acquisition of these skills also depends largely on the emotional climate parents create for the children at home. Since parental roles are essentially formative, their influence in the socialisation of children is very essential. Parenting styles form the foundation of the nature of the child and the nurture the child gets. Different parenting styles produce different characteristic traits of children, including those demonstrated at school. The way parents take care of their children impacts on the children's personality development and their ways of interacting with social and close relations (Mensah and Kuranchie, 2013). There are four main types of parenting styles. They are autocratic (authoritarian), democratic (authoritative), permissive and neglectful parenting styles (Mgbemere and Telles 2013; Morin, 2016; Cherry, 2016).

Authoritarian parenting style is also known as autocratic style. It exists in homes where the parents make decisions based on their own ideas and never allow the child to have a say. Communication in the home is one way; that is, from parents to the children. The parents in this category do not allow verbal give-and-take, believing that the child should accept parents' words as right and law. It is home environment where the child is only to be seen and not to be heard. The parents are oppressive, controlling, punitive and bossy (Grobman, 2008). This parenting style has effect on the development of the expressive and social skills of the child. The child becomes withdrawn, anxious and unhappy. He develops poor reaction to frustration; the girl gives up easily while the boy becomes hostile. The good thing about this style is that the child does well in school and he is not likely to engage in antisocial activities, like joining gangs, abuse of alcohol and drugs (Grobman, 2008; Cherry, 2016)

Authoritative parenting style, which is also known as democratic style, is a collective-decision style. The parents are assertive. Parental control is fair because parents combine warmth with rational and reasonable control. Although the parents enforce their own perspective as adults, they still recognize the child's individual interest and special ways. They give tasks that are according to the ability of the child. They give respectful leadership and create relational environment that enables mutual communication. Therefore, the children are confident, lively and self-reliant. They learn that they are capable of doing things by themselves successfully. This fosters high self-esteem, cognitive development and emotional maturity. As a result, the children develop expressive and social skills (Grobman, 2008; Cherry, 2016).

The third parenting style is the permissive style. The parents here are indulgent, lenient, overly protective and excuse the behaviour of their children. The parents present themselves as resources for the child to use as he wishes. They do not exercise control. Instead of putting their children's impulses, desires and actions in check, they allow the children to regulate their own behaviour and activities. Rules are bent to satisfy the child's impulses, desires and actions. These do not encourage the child to obey externally defined standards (Morin, 2016). Consequently, the child develops antisocial behaviours because he lacks the direction and guidance necessary to develop appropriate morals and goals. He is rebellious and deviant when his desires and actions are challenged. He also

develops poor emotional regulations and low persistence to challenging tasks (Grobman, 2008).

The fourth type is the neglectful parenting style. This is also known as uninvolved parenting style. It is the direct opposite of authoritarian parenting style. It is characterised by lack of control and responsiveness. Parents that adopt this style are always passive, submissive and absent. These parents do not even provide their children's basic physical, emotional and other needs. According to Morin (2016), this type of parenting may be due to parents' mental health issue. It could also be as a result of substance abuse problem or when parents are ignorant of what parenting entails and they just feel overwhelmed by life's problems.

The effect of this parenting style is that children lack self-esteem. They perform poor academically, tend to have frequent behavioural problems and rank low in happiness (Bornstein and Bornstein, 2014). Mgbemere and Tellas (2013) note that such children find it hard to form relationship with others, especially their peers. Therefore, such children may not develop expressive and social skills properly. Some studies have examined the influence of parenting styles on the child but none has examined the effects on the social and expressive skills in Ondo city. For instance, Unachukwu (2014) examined the influence of parental styles on cognitive and social competence of pre school children in Lagos State.

Generally, all these parenting styles may determine the types of school that children attend. This is because the choice of school and the resources to sustain children in such school, to a large extent depends on the parents. School type has become an important factor in the educational sector especially in Nigeria. There are two major school types in Nigeria, private and public. Public schools are funded and controlled by the government, while private individuals and organisations own private schools. Some of the issues that attract the searchlight of this research to look into school type include the report of George, Olayiwola, Adewole and Osabuohien (2013), that private pre-primary and primary schools enjoy more patronage than public schools. Adeoye and Okonkwo (2010) also note that public schools are poorly funded, therefore, they lack adequate infrastructures. The implication of this is that, play materials, both indoor and

outdoor ones, and play costumes, such as professional cloth for fantasy and role-play, may not be available. As long as these materials are not provided, pupils in such schools would not be able to enjoy pleasurable learning atmosphere.

The neglect and gross under-funding of public schools by the government, poor treatment of teachers, irregular payment of salaries, and the general poor condition of service for teachers are responsible for the general poor quality of teaching, which also affects the pupils. As public education became insufficient, private provision became inevitable. Thus private schools began to spring up at every corner of the street. Despite the free public schools, parents prefer the fee-paying private schools (Adelabu, 2005; Uwakwe, Falaye, Emunemu, and Adelore, 2008). Some studies conducted in secondary schools reported that there was no significant main effect of school types on the academic performance of students (Yusuf and Adigun, 2010; Alimi and Alabi, 2012).

However, Nigeria Education Sector Analysis (2004) reported differences in the performance of primary school pupils in Ondo State according to the school types. Public schools had the mean score of 46.66 while the mean score of private schools was 52.39. It is on this premise that this study examined if school types actually have significant effect on the acquisition of expressive and social skills by primary school pupils. Arising from the background, it becomes clear that fantasy and role-play instructional strategies have been a neglected area in the teaching of expressive and social skills acquisition among primary school pupils. Hence, this study becomes very significant.

1.2 Statement of the Problem

Expressive (speaking and writing) and social (friendship and acceptance) skills are important skills to be developed in primary school pupils. Research reports showed that primary two pupils are generally deficient in expressive skills, which may invariably affect their social skills. This deficiency has been attributed to the ineffective strategies often adopted by the teachers in their classroom teaching. Efforts to address this deficiency have led scholars to experiment with various strategies, such as vocabulary development, letter and word recognition, sentence formation and pronunciation drills.

However, these strategies did not afford learners the opportunity of acting out specific roles that can boost expressive and social skills.

Fantasy and role-play instructional strategies have been suggested to address the perceived deficiencies in the previous strategies. The effectiveness of these strategies have been demonstrated in the teaching of concepts of Social Studies, Literature and English Reading Comprehension, with little emphasis on their effects on expressive and social skills among primary school pupils. Therefore, this study was designed to investigate the effects of fantasy and role-play instructional strategies on the acquisition of primary two pupils' expressive and social skills in Ondo City. The moderator effects of parenting styles and school types were also examined.

1.3 Hypotheses

The following hypotheses were tested at 0.05 level of significance :

Ho1: There is no significant main effect of treatment on primary two pupils':

- a) expressive skills (speaking and writing) and
- b) social skills (friendship and acceptance).

Ho2: There is no significant main effect of parenting styles on primary two pupils':

- a) expressive skills (speaking and writing) and
- b) social skills (friendship and acceptance).

Ho3: There is no significant main effect of school types on primary two pupils':

- a) expressive skills (speaking and writing) and
- b) social skills (friendship and acceptance).

Ho4: There is no significant interaction effect of treatment and parenting styles on primary two pupils':

- a) expressive skills (speaking and writing) and
- b) social skills (friendship and acceptance).

Ho5: There is no significant interaction effect of treatment and school types on primary two pupils':

- a) expressive skills (speaking and writing) and
- b) social skills (friendship and acceptance).

Ho6: There is no significant interaction effect of parenting styles and school types on primary two pupils’:

- a) expressive skills (speaking and writing) and
- b) social skills (friendship and acceptance).

Ho7: There is no significant interaction effect of treatment, parenting styles and school types on primary two pupils’:

- a) expressive skills (speaking and writing) and
- b) social skills (friendship and acceptance).

1.4 Scope of the study

This study investigated the effects of fantasy and role-play instructional strategies and the moderating effects of parenting styles and school types on primary two pupils’ expressive and social skills. The expressive skill focused on speaking and writing in English Language, while the social skills focused on friendship and acceptance skills. It covered public and private primary schools in Ondo city.

1.5 Significance of the study

This study is significant because it has revealed the effectiveness of fantasy and role-play instructional strategies in enhancing expressive and social skills of primary school pupils. The findings could be of great benefit to primary school teachers, as they would provide some insight into innovative activities, which the use of fantasy and role-plays can bring into the development of these skills in children. The use of these two types of play could be an avenue for ensuring that the recommendations of the National Policy on Education that play should be used at the lower primary classes are implemented. In a society where some parents and teachers see play as a waste of time in school, findings from this study would encourage primary school teachers to see play as a veritable strategy in their teaching and learning activities at the primary school level. Teachers would also be able to respect the rights of children to play and also convince

parents about the importance of play to child development.

Primary school pupils would benefit from the findings of this study, in that they would have the opportunity to acquire expressive and social skills through play activities. The social skills developed through the strategies would help overcome bullying, fighting and other antisocial behaviours common among pupils. This also is expected to provide the children opportunity to develop other skills related to cognitive and emotional skills. Besides, children would find learning more interesting as it could make pupils to anticipate other lessons because of the opportunity they would have to learn through play activities. Again, children would improve their attention span and be able to remember and use what they learn in school in society, as children tend to pay more attention to activities that meet their innate tendencies.

Producers of children educational materials would also find this study useful when producing props and other educational play materials for children between the ages of six and seven. Other children within the pre-operational stage of cognitive development could also benefit from such educational materials because the producers can adapt some ideas of this study to suit their age. Also, organisers of children's programmes, such as television programmes and holiday camps, would find this study very useful because it would make their jobs more interesting and easier, as they could employ both fantasy and role-play in their programme or activities for children.

1.6 Operational Definition of Terms

Expressive Skills: Expressive skills are speaking and writing that are fundamental to oral and written communication of primary two pupils in Ondo city. The skills were measured through question guides and rating scales.

Speaking skills: This refers to the ability of primary two pupils in Ondo city to engage in oral communication in a socially acceptable manner.

Writing Skills: This is the ability of primary two pupils to express ideas with the letter of the alphabet, symbols or numbers on paper or any surface.

Social Skills: These are components of behaviour such as friendship and acceptance skills, that can make primary two pupils understand and adapt across their social settings, like the home and school.

Friendship: This refers to a mutual relationship between two or more primary two pupils for the purpose of caring, sharing, helping each other and playing together.

Acceptance: It is the ability of primary two pupils to see others and themselves as equally important without minding the flaws, traits, diversity and the differences in culture, race, socio-economic background, religion or physical appearance.

Play: Play refers to intrinsically motivated activities, like acting fantasy and role-play, that provide opportunities for primary two pupils in Ondo West Local Government Area of Ondo State to be actively involved in the teaching and learning process. It creates an atmosphere where pupils are not afraid of making mistakes. Therefore, they can try out new things and master them.

Fantasy play Instructional strategy: This is a strategy of developing expressive and social skills through acting plays which are written from folk tales, and fables where animals and other inanimate objects speak and behave like human beings.

Role-play Instructional strategy: Role-play is an activity in which primary two pupils take on different roles, such as father, doctor, nurses, grandfather, prince and princess for the purpose of acquiring expressive and social skills.

Conventional teaching strategy: This is the common way of teaching expressive and social skills in English Language in most public and private schools in Ondo city where the teacher explains and gives instructions on lessons. This is a teacher dominated teaching strategy.

School Type: In this study, school type refers to public and private schools in Ondo city.

CHAPTER TWO

LITERATURE REVIEW

This chapter reviews related literature under the following sub-headings:

2.1 Theoretical Background

2.1.1 Experiential Learning Theory

2.2 Conceptual Review

2.2.1 Meaning and importance of primary education

2.2.2 Skill development in early years

2.2.3 Expressive skills in social development

2.2.4 Expressive skills of speaking in language and social development

2.2.5 Expressive skills of writing in language and social development

2.2.6 Development of social skills and expressive skills

2.2.7 Developing social skill of friendship in children

2.2.8 Developing social skill of acceptance in young children

2.2.9 Play and young children's learning

2.2.10 Fantasy play as a means of developing social and expressive skills

2.2.11 Role-play as a means of developing social and expressive skills

2.2.12 Parenting styles

2.2.13 School types

2.3 Empirical Review

2.3.1 Fantasy play and expressive skills of children

2.3.2 Fantasy play and social skills of children

2.3.3 Role-play and expressive skills of children

2.3.4 Role-play and social skills of children

2.3.5 Parenting styles and expressive skills

2.3.6 Parenting styles and social skills of pupils

2.3.7 School types and expressive skills

2.3.8 School types and social skills

2.4. Appraisal of the literature reviewed

2.1.1 Experiential Learning Theory

Experiential Learning Theory (ELT) simply suggests learning by experience. David Kolb, the proponent of the theory, was influenced by the works of Kurt Lewin, Jean Piaget, John Dewey, Freire and James. Kolb's Experiential Learning Theory (ELT) defines learning as the process whereby knowledge is created through the transformation of experience (Kolb, 1984; Kolb, Boyatzis, and Mainemelis, 1999). ELT emphasises the central role that experience plays in the learning process. It is based on the principle that a person learns through discovery and experience. It provides a holistic model of the learning process and is a multi-linear model, which is consistent with how we naturally learn, grow and develop. The theory takes a more holistic approach and emphasise how experiences, as well as cognitions, environmental factors, emotions and behaviour, influence the learning process. Concrete experience gives rise to observation and reflections. These reflections are assimilated and distilled into abstract concepts.

ELT is based on the assumptions that:

- People learn best when they are personally involved in the learning experience
- Knowledge has to be discovered by the individual if it is to have significant meaning to them or to make a difference in their behaviour.
- People's commitment to learning is highest when they are free to set their own learning objectives and be able to actively pursue them within a given framework (Ord, 2012)

The implication of these assumptions is that children learn best when they are allowed to participate in learning activities. They develop a positive attitude towards learning when they are involved in the process. Experience is the source of learning and development on the principle that a person would learn through discovery and experience. People discover knowledge through involvement in play activities. Fantasy and role-play afford children the opportunity to learn through experience. Through fantasy and role-plays, children learn speaking, writing, acceptance and friendship skills. Aristotle (384-322BC) said, "for the things we have to learn before we can do them, we have to learn by doing them." Experiential learning involves a direct encounter with the

phenomenon being studied, rather than thinking about the encounter. This is learning from primary experience, which is through sense experience.

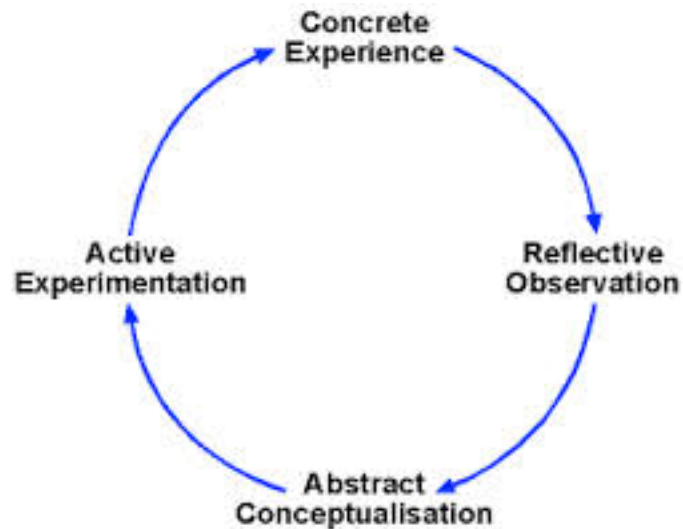


Figure 2.1 : Kolb Experiential Learning Cycle model (1984).

Source:<http://www2.glos.ac.uk/gdn/gibbs/ch2.htm>

The learning cycle can begin at any one of the four points and it should be approached in a spiral. The learning process begins with a person performing an action and seeing the effects of the action in that same situation (Smith, 2010).

Okoye (1987) defines learning as a relatively permanent change in behaviour which comes as a result of experience. Olusola (2006), drawing from this definition, suggests that a play experience should be arranged in order to make learning permanent and for learning to bring about a change in the behaviour of the learner. Zull (2004) avers that the brain wiring grows and develops by our experience even before birth. Learning brings about powerful changes by transforming our lives. When we learn, we change by doing something new or better. We also stop doing something bad. Learning produces physical change in the brain as the brain changes its own wiring. The brain is molded and reshaped by the forces of life acting on it. The products of the mind, thought, emotions, artistic creation are the result of interaction between the biological brain with our senses and the physical world, which is our environment. John Dewey (1916) explained that people act on what they experience by doing it and also suffer or undergo the

consequences. There is interaction between experience, action and the fruit or consequence of our action. Mere activity does not constitute experience.

Rousseau's idea is also in agreement with Experiential Theory of Learning. He advocated learning by doing. He emphasised the need for sensory experiences, physical activity and the value of appealing to the child's natural instincts and curiosity. He said teachers should teach by doing and only fall back upon words when doing is out of question. He emphasised that the lesson of young people should take the form of doing rather than talking. Children should learn from experience, rather than from books (Rusk, 1979).

Another important thing to note is that the teacher in Experiential Learning (EL) becomes a facilitator. For example, EL could be done by taking children to the zoo instead of teaching them about animals in the classroom. Learners are involved in an active exploration of experience. Experience is used to test out ideas and assumptions. It involves practice that is enhanced by reflection, that is, reflecting on the experience. Without reflection, this experience may be quickly forgotten. The learners should be allowed to have some levels of independence from the teacher, while the role of the teacher is to devise appropriate experiences and facilitate reflection. This does not mean that the children will be let loose to discover things by themselves in a haphazard way. The activities may be carefully designed by the teacher and the experience may need to be carefully reviewed and analysed afterwards for learning to take place. EL involves a cyclical sequence of learning activities (Andrew, 2001). It personalises reflection about an experience and the formulation of plans to apply learning to other contexts is a critical factor in effective EL. The emphasis in EL is on the process of learning and not on the product. This is exactly a true picture of what happens in play activities. Play is concerned about the process, not the product.

The ELT cycle starts with a concrete experience. It begins by doing something in which the individual, team or organisation is assigned a task. The key to learning is active involvement. Concrete experiences are the basis for observations and reflections. These reflections are assimilated and distilled into abstract concepts from which new

implications for action can be drawn. These implications can be actively tested and serve as guide in creating new and active experiences. Learning through reflections on doing is discovery and experiments with first-hand knowledge (Kolb, 2008; Chapman, 2013). It is in a recursive process that is responsive to the learning situation and what is being learnt (Kolb and Kolb, 2008).

ELT is a dynamic learning based on a learning cycle driven by the resolution of the dialectics of action/reflection and experience/abstraction. Concrete experience and abstract conceptualisation are two dialectically related modes of grasping experience, while reflective observation and active experimentation are two dialectically related modes of transforming experience. ELT is a process of constructing knowledge that involves a creative tension among the four learning modes that is responsive to contextual demands. The learner is given opportunity to touch all the bases, that is, experiencing, reflecting, thinking and acting (Kolb and Kolb, 2008).

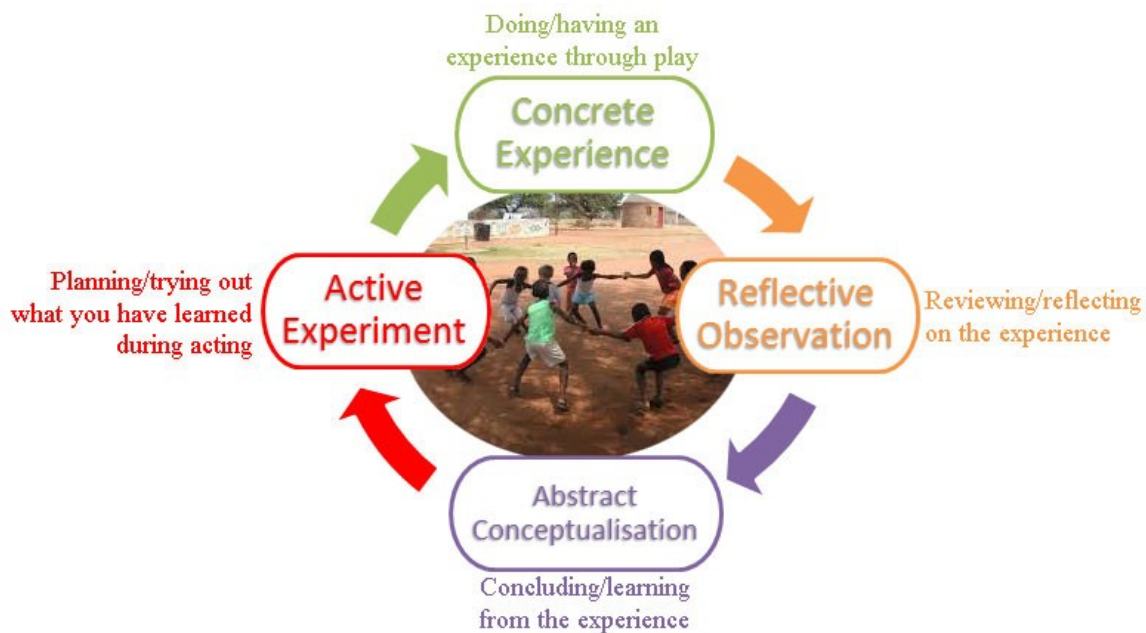


Figure 2.2: *Experiential Learning Cycle Model adapted by Ojoko (2019) for Fantasy Play and Role-play*

This theory is relevant to this study since both fantasy and role-play are activity-oriented and the children are learning by doing. Concrete experience takes place through play activities like fantasy and role-play. Pupils personally experience the lessons by acting it out during play. This gives room for active involvement of all the pupils in the classroom. Opportunity is provided for the learner to reflect and think about the lessons learnt from the play they act. The teacher, who takes the role of a moderator, asks the pupils what they learnt from the play. Abstract conceptualisation takes place when the pupils speak out and write what they have learnt from the fantasy and role-play. Active experimentation comes in when pupils begin to try out and use the acceptance, friendship, speaking and the writing skills in their daily interactions both in the school and the larger society.

ELT has been tested through research and has also been clinically tested. Zull (2004) explains this according to neuroscience experiments, claiming that the process of ELT is related to brain functioning. Concrete experiences come through the sensory cortex, reflective observation involves the integrative cortex, and active testing involves the motor brain. This implies that, Experiential Learning cycle arises from the brain. Fantasy and role- plays provide opportunity to pupils to have a first hand experience of speaking and writing, and at the same time learn social skills like friendship and acceptance. Experiential Learning Theory provides basis and focus for this study.

2.2.0 Conceptual review

2.2.1 Importance of primary education

Primary education is the first level of formal education where the child is formally exposed to teaching and learning activities in Nigeria. It is the fulcrum that provides basis for all other levels of education and the springboard where all other levels draw from. Primary education is the only source from which secondary school gets students for admission. It holds the keys to the success or failure of the whole system of education (Babalola, 2010). It is the gateway to all other levels of education that train different types of professionals, such as teachers, doctors, lawyers and others. Research also indicates the immense contribution of primary education to the preservation of natural resources management in the tropical rain forest and more rapid technological adaptation

and innovation. Completion of primary education has serious implications for the labour force, the potential for knowledge-driven development, and the reservoir of human potential from which society and the economy can draw. Empirical evidence has proved that there is correlation between a country's level of income and the distribution of literacy (Bruns, Mingat and Rakatomalala, 2003).

In Nigeria, the primary school is a place where children are expected to acquire appropriate skills and a place for intellectual development. It is an important level of the Nigerian educational system. The introductions of free primary education and the numerous interventions at different levels have contributed to its rapid expansion and pupils' enrolment. However, the quality of primary education has not align with the expansion in enrolment. Although primary education is free, it is not free from some problems (Akinbote, 2007). For many children in Nigeria, the primary school is a place for socialization where learning and adjustment take place. Children acquire and internalise values, beliefs and behaviours, which are customary and acceptable to his fellows. As a school, the primary level is a forum for heavy peer interaction and interpersonal relationship that has such great influence on the larger society (Amosun, 2011).

The objectives of primary education in Nigeria, according to the FRN (2013) include providing opportunities for the child to develop life manipulative skills that will enable the child to function effectively in society within the limits of the child's capacity. This implies that the primary school should be able to provide an environment and learning activities that will enable the child to live a useful life, both for himself and others in his environment. Such activities should be developmentally and culturally appropriate, like active play, through which other skills, like social skills, can develop. This is possible because when the child is throwing, catching or kicking ball or skipping, he relates with other children. Another objective is to develop in the child the ability to adapt to the changing environment (Federal Republic of Nigeria, 2013). This implies that the child needs to acquire some social and expressive skills that would make him adapt and adjust to any change the environment might bring in terms of people, weather, or challenges of life.

Primary two was the level of primary school selected for this study. This level falls within Piaget's pre-operational period, when, according to Weikart (2000), the child is involved in matching language to action. It is a period when the child tries things out and make them work through trial and error. The dispositions to be curious and initiate relationships with others are borne out of active experience. For this study, this is the right age to use fantasy and role-play to teach skills like friendship and acceptance.

2.2.2 Skill Development in early years

In the context of child development and learning, skills may refer to the different types of abilities and talents that a person may possess in carrying out certain tasks and responsibilities (Green, 2011). There are different types of skills in the fulfilment of a variety of tasks in life. For example, social skills involve the use of one's communicative, persuasive and interactive abilities in interacting with members of society without recourse to dispute, disaffection, disagreement and disharmony. Listening skills involve the ability to listen to nonverbal and verbal language, to paraphrase, to carry out feedback, and to ask appropriate questions that will remove possible misinterpretations of messages and intended messages (Tourish and Hargie (2004). Writing skill is the ability to write regularly using the dictionary to check for spelling errors and be able to communicate to the reader what has been written (Wilson and Nias, 1999). Interpersonal skills refer to those skills that people use in communication and interaction with other people, such as persuasion, active listening, delegating, and leadership.

2.2.3 Expressive skills in social development

Expressive skills of speaking and writing are two of the four widely-acknowledged language skills in the child's learning and development. These two skills are fundamental to the production outcome of the language process of every individual. According to Department for Children, Education, Lifelong Learning and Skills of Wales (2008), every language consist of different forms and skills that include speaking, listening, reading, writing, thinking and observation. For example, the tone of a human voice is a powerful form of communicating meaning to another human being or an animal as the case of cattle herders who direct their animals to green pasture using this voice means effectively. In some instance, signs or signals also serve the purpose of

communication. Ouellette (2006) refers to language as a form of communication used for the expression of an individual's emotions, feelings, ideas, knowledge and information through verbal and non-verbal gestures or actions, such as the gait, body movement, facial expressions, and the tone of human voice. In whatever form of communication that the individual may adopt or choose when communicating, speaking and writing skills are invaluable in human communication. This is why special attention should be paid to these important skills at the primary school level so that pupils will be able to relate well in society.

2.2.4 Expressive skill of speaking in language and social development

Listening, speaking, reading and writing are the four communication skills of language. They are also very important literacy skills. All the four basic skills are related and interwoven. Listening and speaking are concerned with the spoken aspect, which is referred to as audio-oral skills. The spoken aspect is the primary in every language. This is because human beings need to listen to what is spoken before they can understand, speak, and then learn to read and write the language. Reading and writing are referred to as literacy skills (Osikomaiya and Otenaike, 2012).

Speaking is relevant to man's existence. It distinguishes man from animal and it is the primary bond that holds people together. Cooperation and coordination are achieved through speech (Ademokoya, 2016). Speaking is combining sounds in a systematic way according to language-specific principles to form meaningful utterance. It is an interactive process of constructing meaning that involves producing, receiving, and processing information. Speaking has been classified into monologue and dialogue.

Speaking is a very important language skill because it can lead to the development of reading competence, development of writing, and the development of listening skills (Torky, 2006). Speaking is a cognitive exercise. The goal of speaking is to acquaint pupils with the logical principles of thinking process, organise thoughts, and learn new skills to communicate with others in order to avoid some psychological impairment, such as shyness and loneliness. It is important for pupils to learn the skills of listening and the respect of a different opinion or point of view. Through speaking,

children learn social interactions; language development is enhanced through the use of language and its communicative functions. This is an avenue for language learning for children and they are motivated to acquire the structural components of vocabulary and grammar (Al-Barri, Al-qadi, Al-Wa'ely, Khodair and Alshawashreh, 2014).

Speaking is important in every area of life. This is why speaking skills need to be taught and learnt early in life so that pupils can grow up with the right skills. Speaking is the vehicle of social solidarity, social ranking, and business. It is also the medium through which much language is learnt (Aliakbari and Jamalvandi, 2010). The implication of this is that the cognitive development of primary two pupils could be effectively enhanced through the use of speaking skills. Speaking skills are always supported by listening skills, which are also essential for language development. The art of speaking generally involves the production of sounds.

There is need to teach this skill in primary school because pupils come from different cultures and orientation with a language sense based on the different linguistic orientations and cultural experiences from their individual society. These build their language experiences as they grow up and impact their communicating skills. It is important to note that the foundational phase of the child's learning and development is a factor in the level of personal confidence and mannerisms exhibited through speech that is built up as he grows into an adult. For example, the skill or ability to control voice tones at different stages of personal conversations, discussions or outdoor activities with unfamiliar individuals in role-play situations has a lot to do with the basics of learning. As these experiences assist the progress of the thought and learning development of the child, some planned activities would be required to boost the quality of speaking and writing. Some more important opportunities are also available for children in their developmental stages of life. In the school environment, speaking skills help children's involvement in active play; aid the ability to ask questions and to be able to answer questions from class members and the teacher; and assist them to make contributions in class discussions, reflection on what has been taught, as well as to learn to solve problems in groups. Outside the school setting, in happy home atmosphere, speaking skills provide opportunities for sharing ideas and other experiences with family members,

discussion of different personal feelings and emotions, show tolerance and patience for the opinions of others (Aliakbari and Jamalvandi, 2010). In other words, pupils who are deficient in speaking skills lack personal confidence, may not be able to get involved in active play, lack the ability to ask questions and to be able to answer questions from class members and the teacher, would not be able to make contributions in class discussions, and might not be able to learn to solve problems in groups.

2.2.5 Expressive skill of writing in language and social development

Spar (2004) states that writing originated and spread among several ancient kingdoms that were principally traders who moved from one place to another. The language forms at the time were best expressed through the use of clay and wood because of their abundance, especially among ancient people of Syria and Uruk. Clay was a more preferred medium of communicating and recording history for its durability relative to other means. As the people lived near the seashores, the reed was adapted for use in depicting hieroglyphs and abstract signs into moistened clay. A more decipherable form of language was made possible through the inscriptions of on clay tablets of food, sea and land animals, events and actions in the same way road users can understand and interpret road signs in many countries. New ways of understanding continued to be advanced through pictures to this day. The use of and the need for language are responsible for the advancement of different writing forms.

Fischer (2005) views this development as the expression of language through the use of signs, symbols, marks or letters. The representation of language graphically has come through the years of human civilisation in a system of ideographic, cuneiform or mnemonic symbols. The history of writing cannot be attributed to a single group of people because writing systems have been known to evolve among early Egyptians in northern Africa, the Zapotec in Mexico and the Chinese.

Writing involves fine motor skill, language skills, and cognitive skill. Writing skill is considered as a creative skill in learning communication and literacy that the child must achieve in order to ensure effective communicative proficiency in life. It is also the visual representation of the opinion, mindset and feelings of the writer in trying to

communicate them to the reader. According to Renaissance Learning (2008), the skill of writing is a complex one because of the time, effort and patience required to master it. Most problems that adults encounter in writing at work and for social interactions have their origins in the primary classes. It might be thoughtful to blame the teacher for this problem, but Slavin, Madden, and Karweit (1989) observe that most teachers at the primary level acknowledge their little or no preparation for the teaching of writing skills to pupils. The child's writing development must be impacted as much as the speaking skills in order to make that significant difference as the child progresses in formal education.

Many problems of communication misunderstanding frequently occur when writing skills are poorly taught to children or not mastered by the teacher. The influence of the teacher here is important to the development of the child in every respect (Malchiodi, 2005). In the business world, studies have linked writing skills to organisational and employee productivity. Thompson (2005) asserts that the effective writing of business reports present information that normally assists decision-making.

In the Nigerian society, the introduction of mobile telecommunication has affected the style of writing among students. The concentrated use of Short Message Service (SMS) by students impacted negatively on their language literacy. SMS inspires the students, in a conscious or unconscious manner; they transmit common abbreviated forms of SMS into their examination and assignment essays. Therefore adequate sensitisation is required before the examination. These challenges are likely to affect the purposes of writing for the young people in the developmental ages (Geertsema, Hyman and Van Deventer, 2011).

The purposes of writing can be observed in daily living and interactions with the people and the environment. For instance, the signs and signal cards that are pinned on strategic locations of a supermarket help to tell people where different food items are placed and paying points. They also assist the shopper not to miss his or her direction. When driving a vehicle or using the roads and streets as pedestrians, road signs are designed to save lives by showing the road users when it is safe to cross or stop at

intersections. The neon advertisement signs placed on shop windows, on bus sides or road sides also have important emotional appeal. The fundamental reasons for the descriptions, inscriptions and instructions on the cartons and boxes of items purchased from shops or supermarkets is to tell the shopper information about the products and what they contain.

Wasko (2012) highlights four major purposes of writing that captures aspects of informative, literary and descriptive essays. They are narration, description, exposition and persuasion. Writing in the narration mode takes the form of story writing or personal narratives that shows the writing style from the beginning to the end. The description mode is descriptive writing that tends to go beyond the visual into the senses of feeling, hearing, smelling or tasting. These are commonly used in the advertising world when consumers are pestered with wide various colours and pictures of products. The exposition approach is the expository writing that illuminates or informs. Major examples of expository writings are documents, books or newspapers which presents a form of exposition to new information and knowledge. The persuasive method of writing tries to endear the conviction of readers of a particular position to another line of opinion. Examples are newspaper editorials that try to make strong convictions about the position of the paper on a subject. Another example of persuasive writing style may be found in the lyrics of songs that try to persuade or appeal to one's conscience. There are, however, many sub-purposes of writing that may fit into any of the four categories.

For many children, the impulse for writing comes at the very moment they know how to grasp any writing instrument. The tool might be an eye pencil, paper pencil or pen. Without supervision, children will spontaneously write on any surface that is available around them, such as the sofa, walls, and pieces of papers or the floor. If this continues, the child's scribbling activities would likely evolve into a certain pattern of handwriting skills that are identifiable with the cultural environment he hails from. Under supervision, the handwriting skills could be taught by the teacher, starting with the simple pencil grasp technique by holding the pencil with the whole hand, by turning the hand or forearm so that the palm faces downward, and that the shoulder is used to move the pencil.

As noted by Centre for Child Development (2007), the readiness of the children to engage in handwriting usually require the use of a number of sensory-motor systems, while the sufficient coordination of the visual, motor, sensory and perceptual systems are responsible in letter formation. Hanover Research (2012) give six preconditions that are required for children before proceeding with handwriting activities: these are the use of small muscle development, coordination of eye-hand, holding writing material, ability to make smooth strokes, as in lines and circles, perceiving letters and observing the similarities and differences in them, and developing orientation for printed language involving visual analysis and words with right and left refinements (Zaner-Bloser and American Association of School Administrators, 2012).

The skill of writing is one of the ways of sharing ideas with other people. Every person in life has a distinctive style of writing. This ability to write in different forms can help to express our views and thoughts before any type of audience. Whatever the type of writing that a person adopts must be clear, terse and brief. Saperstein Associates (2012) and Godard (2012) highlight different types of writing. These include the expository, narrative, descriptive, persuasive and creative types of writing.

Expository Writing: This is the form of writing in which the writer informs, explains and discusses the idea he or she wants to present to the readers with necessary details and figures. This is a popular writing style that is common in essay writing. The frequent use of paragraphs in expository writing should however be restricted except it is explain a particular issue before delving into the next paragraph. Those who use expository writing usually open with an introductory sentence, which explains the topic to the reader. It is appropriate to have the conclusion in the last paragraph of the essay (Saperstein Associates, 2012; Godard, 2012).

Narrative writing: In narrative writing, the writer is engaged in describing a story or an experience with his readers. The writer depicts the main character and uses the sensory organs to plot a story. Each paragraph in narrative writing is organized with glowing descriptions that will arouse the interests of readers. This is the writing style that is

commonly used in writing poems, novels, prose, biographies, and so on (Saperstein Associates, 2012; Godard, 2012).

Persuasive writing: In this type of writing, the idea is to fully convince the reader. This type of writing is in popular use in advertisement on television and radio. It is used in public announcements in which the sender wishes to persuade the readers or listeners or to carry out an action (Saperstein Associates, 2012; Godard, 2012; Castor and Buff, 2015).

Descriptive writing: This style of writing describes an event, incident, place, person or thing with physical details. It describes the exact picture of the event, an experience or person in the minds of readers so that they are able to assimilate using their five sensory organs (Saperstein Associates, 2012; Godard, 2012).

Creative writing: Most writers use this style of writing. In creative writing, the writer tries to explain his thoughts, feelings, stories or an event in a creative way to meet the artistic desires of readers. The reader is entertained and involved in the reading for as long as possible (Meer, 2011; Saperstein Associates, 2012).

Writing requires a good command of some aspects of language, like grammar, spelling and punctuation. Grammar deals with the arrangement of words in agreement with the set conventions and rules. The knowledge of the key terms is very important for effective written communication. These are nouns, pronouns, verbs, adverbs, adjectives, prepositions, conjunctions, and capital letters. Punctuation is the use of symbols or signs in marking off, the divisions of a sentence so as to bring out the meaning more clearly. The nine most frequently met signs or symbols are full stop; comma; semi-colon; colon; apostrophe; quotation mark; bracket; and interrogation and exclamation marks. Spelling is the correct sequence of letters to form words (Godard, 2012).

2.2.6 Development of social skills through expressive skills

The roles of communicating among humans are too essential to be ignored. Communicating involves several skills, methods and techniques. Gillis and Butler (2007) state that those means or performances used in relating to others are known as social

skills. Kennedy-Moore (2011) views social skills as a combination of the abilities that are indispensable to an individual to sustain an adequate level of relationship. Social skills represent those skills that facilitate relations, interactions and communication with other people that are expressed verbally and non-verbally. These social rules or skills are naturally created and communicated to other people through different socialisation processes, such as religion, education and the family. As noted by Janney and Snell (2000), social skills to comprise certain range of interpersonal behaviours, such as salutation, making remarks or requests, initiating discussions, making enquiries and seeking responses from others, joining a social group, waiting in line for others, maintenance of social activity with others, and terminating interactions with others. These activities and performances involve different sets of actions such as coercing, persuading, enforcing and convincing.

Kennedy-Moore (2011) gives three major processes that are required by individuals to experience the social world. These include the process of seeing, thinking and doing. In a social situation, the act of social seeing, involves a child noticing the behaviour of other children around the school or playground environment. For example, when a child notices that he feels lost in a play activity, it may warrant the suggestion of a new game or seeking a different kind of activity with others. This is also applicable to teacher's monitoring of children's noisy reaction in class. The children may overlook to stop by not noticing the teacher's hand or eye signs that suggest that they stop the noise. In social thinking, the process involves the interpretation of other children's behaviour in order to understand their actions and why they do them. Social cognition studies, such as McDowell and Parke (2009) and Bartsch and Estes (1996) note that there is a social struggle among some children to misinterpret the intentions of playmates or colleagues in class. They may also read or predict the friendliness of others to initiate strategies to influence them. The doing process in social situations refer to positive interactions of children with peers. An example is that some children may know what to do, but have challenges in carrying out the tasks or responsibility because of anxiety. In a class situation, some children may react on impulse to some questions, and end with comments that are totally out of context with the subject under discussion.

There are several contexts of social skills in different sectors and fields of knowledge. Among facilitators of children development and education, social skills involve the teaching and reinforcement of specific skills for pupils who have deficiencies in demonstrating them. Newcomer (2009) argues that such reinforcement techniques use a methodological approach involving small groups to offer instructions on skill demonstrations and how to perform them. Psychiatric scientist, Shamasundar (2009), while noting the existence of cultural identities as people are born into different customs and values, defines social skills as behaviours that are useful in situations of social interactions that require an adaptable response pattern. Deficiencies in social skills impact on effective relationships as the individuals lack appropriate styles and responses in communicating situations. These deficiencies are associated with other difficulties in life when people suffer or experience psychological traumas, such as sexual dysfunctions, phobias, drug addiction, mental depression and juvenile delinquency.

Shapiro's (2004) study of children's social development revealed that, while some children are socially proficient from birth, others go through life with certain degrees of challenges relating to social acceptance. Certain natural tendencies are observed among children. Some children find it easy to make friends and others are often reclusive. Some are quick to develop high temper, while others exercise relative restraint. In some cases, some children develop natural leadership traits while others feel withdrawn to accept responsibilities. These characteristics of social development in children form part of their temperament. The significant advantage of social skills training and adoption include the fact that some studies in social and emotional development in children have agreed that timid children can become sociable, while aggressive ones can be taught the values of tolerance (Huitt and Dawson, 2011; Green, 2011).

Kennedy-Moore (2011) refers to social skill as abilities that are crucial to maintaining relationships in society. According to Capriole Therapeutic Services (2015), some of the basic social skills for everyday living include making regular eye contact with people, smiling at people when acknowledging them, exuding confidence through body language when in public, showing basic respect and politeness to people, and

showing interest and concern in what other people are doing. Some of the other social skills widely discussed in the literature are discussed below:

Making a conversation: According to Marchant and Womack (2010), certain activities, such as having a talk require some skills to be effective and successful. These include taking turns to talk, listening to others when they talk, showing interest by smiling and nodding to indicate you are following what others are saying, and knowing when and when not to disclose personal details.

Assertiveness: The assertive skill is to enable the child to understand the importance of acting out his most important interests, to show his honest feelings and to exercise personal rights without rebuffing others. Everyone has the right to be assertive, and it is best effective when we value others. When properly internalized, it is useful in developing children into mentally healthy person. Some of the related rights of assertiveness are the right to judge our own talents and capacities, to make errors, to take a decision without feelings of guilt, to express political beliefs, and to treat others with respect as you expect to be treated with dignity (Green, 2011).

Self-awareness: All human beings have inclinations and interests that are unique to them. When we explore those things that are considered as preferences of others, we are likely to find areas of similar interests. This awareness of similarities or differences may stimulate discussions that may lead to friendship. Children should understand the differences between facial expressions and their probable causes. Self-awareness can also be considered within a context of personal space. A personal space refers to the space between two people. An individual's personal space is the space around his body that supports his comfort when he is close to other people; and which helps the person to make others feel comfortable when they are near him. An awareness of the self could be understood in the way we touch others. Children need to know that there is an appropriate way of touching people and how to be touched. They need to know that touching someone in a particular way can communicate caring, attachment, and fondness. Different meanings are conveyed through the different ways we touch others. For

example, a congratulatory message could be conveyed through a pat on the back while a slap may mean the contrast (Huitt and Dawson, 2011).

Conflict resolution or problem solving: The need to help children to acknowledge the consequences of their actions and to make amends as necessary is an important aspect of child development. The child needs to be taught that a consequence is a natural sequel of an action or behaviour. For example, a child who does not do his or her class assignment or homework may get into trouble with the teacher. The future consequence could be loss of scores. When children have an understanding of the problems that their actions and behaviours can cause, they would be willing to avoid causing distress to others with their relationships if they are sure that the actions will upset the bond they have with peers (Marchant and Womack, 2010).

Coping: The coping skill demands the ability to control self while also managing the manner of reaction with the other person. This may be in the form of managing a person's anger, accepting a negative change in one's family or friendship with others, or the ability to recognize stress situations and reduce them appreciably. Children in their developmental ages should be taught positive and non-aggressive ways of handling the anger of other people. When major changes occur in a family or within the small group of the child's friends in school, such as the long absence of an individual, there is need to emphasise emotional control over such irritating situations (Green, 2011).

Showing respect or creating consensus: The skill of showing respect or understanding the concept of consensus is an important one. There is need to teach children that there are strict and flexible rules. They should also understand how to show consensus or compromise. In an examination hall, the rule that says "Do not cheat" is a strict one that must be adhered to because of the consequences of ejection and losing the grade. Some rules are rather flexible, such as bedtime rules that set 10:00 pm as lights out, but an exception can be made if there are family activities or situations that interrupt the bedtime rule (Kennedy-Moore, 2011).

Decision-making: Children should be taught the importance of being thoughtful of every action in advance. This will help them to appreciate the reasons for the actions and the consequences. It is, therefore, important to learn to think before any action is undertaken. The act of thinking before an action usually involves self-control. When people act on impulse or instinctively, they tend to lose a little amount of time necessary to gather facts about the action, think about the facts gathered and act on them. For example, good decision-making is required when one wants to cross a busy street. A great deal of thinking before crossing a busy road is important for personal safety. When we are aware of what can happen, we are likely to avoid making mistakes.

Emotional awareness: The skill of emotional awareness is a necessary skill for everyone. Teachers can teach children to understand that people normally experience more feelings than one at the same time. Human beings do have more than one emotional state at the same time. For instance, one might express some happiness that one found one's lost pencil, but can be immediately upset when he discover that the pencil was broken at the head. Sometimes too, one's knowledge of the presence of one's favourite food in the freezer may exude some joy, but one may be sad to discover that it has gone sour owing to power outage. The important thing about the emotional awareness skill is to be aware of all the types of emotions that one is feeling and talk about them with a family member or teacher who will listen and can help (Marchant and Womack, 2010).

Emotional communication: Every child needs to understand the difference between hearing words and listening. The role of emotional communication skill is to imbibe social awareness in children. It is possible to hear the phone ring and a person speaking, without actually listening to the tone of the ringing phone or the voice of the person speaking. Doing both acts means that you should hear and listen to the person when speaking. Listening will enable the child to have an awareness of the tone of the voice of the speaker. It is important to understand the meanings, uses and the contexts of appropriate volumes or intensity of voices in different conversation situations. The act of controlling our voices is a skill that is necessary for sustaining friendships and relationships. Whether one makes his voice louder or softer depends on circumstances or the environment he is in. Three basic voice tones can be identified for each social

situation. These are the soft, normal, and loud. The ability to control self is mastered when we are able to use the best voice volume for each situation we find ourselves.

Empathy: This is a social skill that allows one to put oneself in the other person's situation in order to understand what the person is going through. Empathy is an inborn characteristic in humans to allow us to understand and be familiar with the views of others without being disagreeable. The person is able to imagine himself in the other person's condition. People who have empathy for other people can express happiness or sadness with them. When children are taught to understand another individual's viewpoint and respect their feelings, they are less likely to fight and more probable to make friends.

Miller, et al. (2010) state that social skills are essential for early school life success among children. Rubin et al. (2006) and Gilliam and Shahr (2006) have also revealed that the lack of social skills among children is responsible for certain social risks and difficulties experienced by children and adults in later years. These include poor academic achievement, antisocial activities, peer rejection and behavioural problems. Broadly speaking, social skills describe how children navigate social and learning contexts through interpersonal skills and learning-related skills. As the children grow up, it is gratifying to see them build human relationships and other opportunities through the practice of social skills. The important thing is to teach children the best skills that help them to conduct themselves in public and allows the development of relationships with other people. The acquisition of social skills takes some time before the pupils master them. They are generally established in the children through instruction, practice and reinforcement.

As children grow older and in sound physical and mental health, they develop more and better interactions with already known and new individuals in their lives, and would find themselves in situations where parental supervision is not possible or unnecessary. In order to sustain appropriate and reasonable relationships, the children draw from the details of the socialisation processes and information learned while at home. These socialising traits, when utilised with others, help them to refine many of

their other social skills as they mature. Some important aspects of socialising that children find difficult such as taking turns to talk during a conversation, keeping eye contact with the person speaking, showing respect and politeness, sustaining attention over a long period, resolving misunderstanding with others are some of the skills required in developing good friendship. As these friendships develop, children's basic human needs are shared with others because friendships provide essential social functions for children that cannot be easily provided by parents, and they also play fundamental roles in shaping children's social skills and their sense of personality and individuality.

2.2.7 Developing social skills of friendship in children

Stanford Encyclopedia of Philosophy (2014), describe friendship as a distinct form of personal relationship that is based on genuine concerns by a party in the friendship for the well-being and safety of the other. This usually involves some level of intimacy between the people involved. As a result of this intimacy, friendship becomes a vital social element in human lives because the types of friends we keep shape our lives in due course because of the kind of influence they wield on different aspects of our personal lives. Amosun (2011) asserts that children need friendship in their process of maturing to older age. Friendship provides that strong sense of belonging for children. As the friendship thrives, the children begin to feel accepted and develop the attitude of knowing more of their skills, background, personality and individuality through the eyes of their friends. An unknown author says, "friendship is like a book. It takes few seconds to burn, but takes years to write". This shows that friendship is a skill to be learnt because it takes conscious efforts to develop and grow in this skill. Friendship is an interpersonal relationship that is based on genuine concern about the welfare of the other person.

Development of friendship skills among children is affected by their developmental stage and age. Children between the ages of three and six develop friendship according to physical attributes and proximity. To them, someone who plays with them often and someone they see often either at school or in the neighbourhood is a friend. As children grow older, they become less egocentric and friendship develops better. For instance, from ages six to nine, there is increased understanding of the concept

of reciprocity and are able to take turns during games. Friendship develops based on the awareness of likes and dislikes, interest, motives, feelings and thoughts of the other person. Children who like the same game get along better. Friendship skills are diagnostic in nature. It is one of the central diagnostic criteria for Autistic Spectrum Disorders (ASD). ASD is a failure to develop peer relationships and the primary medical caregiver observes how the child judges and practices friendship skills. Normal children's conception of friendship changes over time. Children with autism and Asperger's syndrome usually have an childish and unusual perception of friendship (Attwoods and Gray, 1999).

Sidgwick (1966) identifies some requirements necessary for developing friendship among people. According to him, friendship requires reciprocal likeness of one person and another. This likeness calls for some strong attraction towards the person, a noticeable preference for the person, cultivating some pleasure through the person and enjoying the presence and acquaintance of the other person. The foregoing implies that two or more people cannot be said to be in a friendship without having strong likeness for each other. Telfer (1970) notes that friendship requires that those in the relationship could tolerate each other's irritability, idiosyncrasies, anger, dislike and likes because of personal attachment or fondness. However, when there are constant cases of aversion of people for one another, this is unfavourable to the friendship.

2.2.8 Developing the social skills of acceptance in young children

Friendship cannot exist if an individual cannot accept himself and others as they are. This is because acceptance takes on primary importance in interpersonal relationship. Acceptance skill is the skill that enables a person to perceive that others are valuable, to appreciate the strength of others and be free to have meaningful relationship with them (Matthews, 1993). Acceptance skills include tolerance, being non-judgemental, non-authoritarianism, forgiveness, treating all people as equal in value, letting go, maintaining hope, non-defensiveness, opening to pain and non-blaming (Fritz, n.d). This skill also empowers the individual to believe that, in spite of all that one may not be good at, the other good things in one's life must not be wasted. Humans, either young or old, face one undesirable situation or the other in life. Acceptance is that skill that helps a person to

face the reality that all fingers are not equal and that life does not always bring only what one desires. It is the skill that helps a person to know that life is not always fair and things may not always work out the way one wants. Therefore, one does not have to fall apart in helplessness and give up. The development of acceptance skills helps one to hold on and stand strong. Studies have shown that much of psychological suffering is caused by avoidance or escape from life's challenges. We cannot avoid problems and at the same time we cannot avoid having other people with problems around us. Humans need to face them by learning to cope with them so that they can reduce unnecessary suffering.

Lack of acceptance, according to Amosun (2011) makes children feel that school is a waste of time and they would rather spend time somewhere else, where they would feel more accepted and get more attention. Some would fall into the hands of undesirable characters that influence them negatively by taking them to places like bus stops, motor parks, under the bridges and streets. Lack of acceptance affects speaking because it is associated with a feeling of being ignored, dismissed, being made fun of and being punished (Harrison, 2014). Harris (1969) also discusses how lack of acceptance led some people into depression and made others to think of suicide. Lack of acceptance by family and peers increases suicide risk and other forms of self-harm. Studies have shown that young people who feel that peers do not accept them are at significant risk of self-harm. This risk is higher among females. Psychological research has shown that those who are confined in prisons or mental hospitals often feel deeply inadequate, unliked, unwanted and unacceptable. A self-rejecting person is usually unhappy and unable to form and maintain good relationships. Lack of acceptance skills also makes people feel that they are at the mercy of other people. Therefore, they develop beggarly attitude. They give up hope of being happy and withdraw easily. On the other hand, those who do not accept others usually feel that they are better than others. They put up the attitude that they are the only good ones and others are not good. The implication of lack of acceptance skill is that the pupil will not be able to concentrate during lessons (Matthews, 1993). This can also put the entire society in trouble because it can gradually destroy lives. Fantasy and role-play can be used to foster acceptance skills among children because they develop acceptance skills easily during play.

2.2.9 Play and young children's learning

Play is a child's work that can be viewed from different standpoints, like physiology, biology, psychology, aesthetic, sociology and pedagogy. Play involves active participation for learning. Owing to the fact that play is active, it compels the child's participation. As participation grows, new ideas, innovation, and learning occur. Children learn when they do things on their own with their friends and beyond what is imposed on them (Mann, 1996). Play allows children to bridge the gap between their experience and understanding, thus providing the means for insight, learning, problem solving, coping and mastery (Bratton, Ray, Rhine and Jones, 2005). Play is the way children learn (Frobose, 2008). During play, they also learn how to behave in society. Children develop social skills through play. Play affords children opportunity to learn in groups, to share, to negotiate, to resolve conflicts and to learn self advocacy skills (Hurtwiz, 2002). Play is important to social development of children. Playtime is the time when children feel in control. They interact with their environment and construct knowledge (Ramirez, 2008).

In the child's early years, play prepares the child for adulthood as he plays adult roles and mimic adults during play. Play is the natural world of the child. It teaches him his place in the world, he learns about himself, others and how to interact with the world. In other words, he acquires skills for living (Homeyer and Morrison, 2008). Play is a natural tool for children to develop resiliency (Coyl-Shepherd and Hanlon, 2013). It lays a strong foundation for the physical, academic, social and emotional well-being that will last a lifetime. A child needs to play in order to grow (Frobose, 2008). Children use play as their primary medium of communication. They express themselves more naturally through the concrete world of play and activity. This is because they are not afraid of making mistakes during play (Bratton, Ray, Rhine and Jones, 2005). Play is a format for transmitting children's emotions, thoughts, values and perceptions. Play therapy is an effective intervention for a broad range of children difficulties. Research has proved that play can be used to reduce fighting, bullying, violence, disobedience and temper tantrums (British Association of Play Therapy, 2004). Play improves language skills of the child. It helps children to acquire the free use of language because it provides sufficient opportunities for expressing their ideas and thus helps in acquiring control over the use of

language in different situations. Even pronunciation can be well taught in play-way spirit. The little children recite nursery rhymes in a singing manner even if they do not understand its meanings of the rhymes. So, play activities are very effective and significant at elementary level in order to make use of language in different situations.

Apart from the benefits of play for children, adults also have some benefits they derive from play. It helps them to bond and thereby offer opportunity for parents to connect with their children (Frobose, 2008). Adults also learn better during play or an enjoyable experience. Children learn the rules of the family and what their duties are. Play allows parents to appreciate the uniqueness of each child. Parents love to see their children play because it makes them happy and keeps them busy. Playing with children can also be a stress-reducer for over-worked parents because laughing and relaxing are important to well-being. Play also creates positive memories for both adults and children.

Play is needed for healthy development of the child. Research showed that 75 per cent of brain development occurs after birth. Play helps with brain development by stimulating the brain through the formation of connections between nerve cells. This process helps with the development of fine and gross motor skills. Fine motor skills are actions such as being able to hold a crayon or pencil where only a part of the body is used. Gross motor skills are actions such as jumping or running where the whole body was engaged. Play also helps children to develop language and socialisation skills. It allows children to learn to communicate emotions, think, be creative and solve problems (Anderson-McNamee and Bailey, 2010). Mann (1996) claims that play improves the capacity of the brain. The intense sensory and physical stimulation that comes with playing is critical to the growth of cerebellar synapses, and thus proper motor development. Lack of free play has been linked to the decline in mental health among children in societies like the United Kingdom and the USA.

Simplicity is the ultimate sophistication (Leonardo da Vinci, 1452-1519). Play brings simplicity into the learning environment for better understanding. Play methods are practical and involve learning by doing. The Chinese philosopher Kung Fu Tzu (551-479 BC) said, “What I hear, I forget. What I see, I remember. What I do, I understand.”

This proverb explains the importance of learning by doing. Learning by doing helps to make learning permanent. By their nature, according to Mann (1996), children are little learning machines, endlessly curious, and always exploring. In addition to this, play helps children to improve and master the skills needed for life. This is in agreement with part of the philosophy and goals of education in Nigeria, which is to make educational activities learner-centred for maximum self-development and self-fulfilment. Learning is expected to be practical, activity-based and experiential (FGN, 2013). Play activities give children the opportunity of direct experience through learning by doing; the activities are practical, exploratory and experimental.

Children are vulnerable and dependent on adults for many things. They feel helpless when they experience events they cannot control. Their self-esteem and sense of competence is affected. By pretending during play, they feel very strong, big and in control. They pretend to be in control when they act mothers, teachers and fathers. Through this, mastery, self-control, and self-esteem are developed over time. Mastery is developed through trial and error. Their curiosity is encouraged during play. As a result of the fact that play is fun, satisfying, and enjoyable; it creates a desire to perform and relieve tension. Incidental learning can lead to innovation and creativity. Generally, play is central to growth and development (Mann, 1996). It helps children to develop emotional skills by helping them to have good self-image and positive attitude towards life. During play an atmosphere where children are not afraid of making mistakes is created. They develop curiosity and critical thinking (Ogunsanwo, 2004). This is also supported by various theories of play showing relationship between play and child development.

Play could be used to diagnose some abnormalities or disorder in children. For instance, lack of interest in play is one of the symptoms of depression on children (Sokolova, 2003). Also, there are no visible signs to know a child with autism until the child reaches the age of play. At about the age of eighteen months and two years during social play, a child with autism cannot share objects, explore the environment, respond to other children and take turn. He does not have the ability to copy simple actions neither can he develop some communication skills like his peers. These make it impossible for

children with autism to engage meaningfully in social interaction, neither can they do dramatic play or role-play. Therefore, the child with autism is seen as antisocial and has social skill deficit. This is because autism affects the development of social and communication skills (raisingchildren.net, 2013; Centre for Disease Control and Prevention, 2014). Children not showing interest in pretend play like role-play, is a potential sign of an autism spectrum disorder (Norton, 2013). In traditional African societies, particularly among the Yoruba people, it is through play that children's talents are identified and this helps them to identify or select a particular vocation most suitable for the children. Also, when children are less playful or cannot play, it is a pointer that something is wrong with the child. Lack of play among groups of children may imply that they are not in good terms with one another. It suggests a fight or quarrel.

Play is culturally appropriate for children because play is part of every culture. It is an acculturative mechanism through which children learn societal roles, norms, and values. It is a dominant activity of children's daily life in all cultures. Play is an expression of a particular culture. It is, therefore, a vehicle for cultural learning and transmission; culture is the contextual factor that influences all forms of play (Hyun, 1998). Play and culture are closely related and culture proceeds in the mood of play. Play is a social activity. It is a way of interpreting the life of society. Through make-believe play, children entertain themselves and assimilate the complexities of life. Play is one of the bases of civilization. It is the original wellspring of culture. (Huzinga, 1949; Rodriguez, 2006).

Apart from being culturally appropriate, play is also developmentally appropriate for children. The Developmentally Appropriate Practice (DAP) advocates that teaching must be attuned to the age, experience, abilities and interest of children. At the same time, teaching should help them attain challenging and achievable goals. The American Academy of Pediatrics and the National Association for the Education of Young Children (NAEYC) endorsed play as a central component in developmentally appropriate educational practices (White, 2012). NAEYC (2009) posits that teaching young children should be based on how children develop and learn optimally. It refers to age-related and individual human variation. Play method is good for the age of primary school pupils; it

is within the range of their experience and abilities; and it is what they are interested in. This practice promotes young children's optimal learning and development. The NAEYC guideline for DAP, states that "teachers foster in children an enjoyment of an engagement in learning". Developmentally Appropriate Programme is not a new idea in the teaching of young children. It is in agreement with what Maria Montessori based her philosophy on.

Every child has the drive to play (White, 2012). Play is appropriate for the child from the day he is born. From birth, the child is eager and determined to understand how the world works. The child uses visual observation to engage in play. Blocks made of soft materials like foam or pillow blocks or covered in plastic or cloth are appropriate for the infant. The child engages in all the sense organs: eyes, ears, nose, hands, and mouth. All the senses are his tools. Play begins as adults talk to the baby, imitate sounds made by the baby and so on. Toys should be limited immediately after birth because newborn babies learn through reflexive actions, such as spontaneous kicking or arm movement. Newly born babies love to see human faces, hear voices, and so on. It is better to have people play with babies than have toys for them to play with. From three to six months, imitation games continue. Rocking the child in a cradle, making different types of sounds, changing voices, and playing with toys like squeeze toys, rattle, hand held toys, are appropriate for the child (Smith, 2002; Jacobson, 2004). Play continues in every stage of development for physical, social, intellectual, emotional and all-round development of the child.

Olusola (2006) carried out a study on the perception of parents and teachers of play as a means of learning. The results showed that both parents and teachers have high perception about play as a means of learning. Shoaga (2010) also carried out a philosophical examination of the relevance of play in fostering learning in early childhood education in Nigeria. None of these studies experimented with some types of play in the classroom to see the effects on acquisition of expressive and social skills.

2.2.10 Fantasy play as a means of developing social and expressive skills

Fantasy play is a type of play activity that provides the ability to live in the

abstract of the pretend world that allows children to function in the symbolism of the written world. Children employ fantasy play to cope with those elements of reality that are difficult for them. Problems confronting children in everyday life and events are reduced through play. All the problems they cannot cope with in real life are well managed during fantasy play. They become the overcomers of problems that cannot be solved in real life. This is also used in play therapy as situations are modified to the degree that problems can be overcome (Saracho and Spodek, 1998; Paley, 2009).

Real education is about processing ideas, and fantasy play is the fertile ground where children's ideas are scattered, nurtured, and allowed to flourish. In fantasy play, children are able to use abstract and representational thinking, such as allowing a bowl to become a hat, and an empty tin to become a delicious pot of soup. While some may see this ability to "live in another world" as simply being disconnected and distracted, this ability shows an advance in cognitive processing. To move from the realm of the concrete to that which is symbolic and intangible is necessary to process ideas, consider theories, and process the consequences of actions before acting. This self-guided play requires planning, regulating, and negotiating. In short, the act of "acting" strengthens the executive functions of the brain. It is difficult for a child to learn that lines on paper can represent words, ideas, and stories. But for a child who has created and acted out his own story, or chosen objects as symbols in that story (a broom stick becomes a spoon, a blanket becomes a lake, and so on) the leap to reading becomes a more simple and natural step (Morgan, 2010).

Fantasy play enables both teachers and pupils to enact various situations within the classroom. It helps children to stretch their imagination. Their verbal and social skills are strengthened and at the same time practise problem solving. Fantasy play is absolutely essential for children's health and welfare. It gives them opportunity to practise abstract thinking in dialogue. Fantasy play involves characters like princess, fairies, and superheroes (Paley, 2009).

Although those who are against fantasy argue that it leads children into unreal dreams and causes confusion between what is real and what is not real. This is not so

because fantasy broadens their minds and causes them to think beyond the limits of reality (McGowen, 2016). Other critics also see fantasy play as inconvenient and inappropriate. It improves students' academic experience through imagination. This also helps to improve their thinking, logic, and communication skills. It nurtures emotional and intellectual growth and inspires both intrinsic motivation and interest which are major ingredients of learning. Pupils are more likely to retain the information they have practiced through learning by doing. Above all, fantasy play is engaging, intriguing and fun (Figliotti and Figliotti, 2014). Based on the interesting nature of Fantasy play, it would be an interesting teaching strategy Abidoeye (2014) notes that achievement of learners depends on the method of teaching employed in schools. This implies that fantasy play will often attract pupils to learning and acquisition of social skills.

Social skills are important skills that children should be taught (Eleby, 2009). Unless these skills are taught, learners will not benefit from academic instructions (Logue, 2007). This is because social skills include learning-related skills that allow learners to study independently, work in group, maintain friendship and respond appropriately to adult feedback and correction. Moreover, education involves series of interaction between teacher and learners, learners and school personnel, and groups of learners (Eleby, 2009).

2.2.11 Role -play as a means of developing social and expressive skills

Role-Play is a spontaneous acting out of a situation, by two or more persons who show the emotional reactions of the people in a situation, as they perceive them. In other words, role-play is a learning activity whereby learners take on different personalities in a highly interactive manner (Zuvalinyenga, 2013). Adelekan (2009) describes role-play as the enactment of situations in which players assume certain roles.

Role-play and other forms of dramatic activities are the centre point between language and cognition. Role-play promotes higher level of thinking skill. Dramatic role-playing is an effective and valuable teaching activity owing to its unique ability to enhance development of oral skills (Al-Barri, Alqadi, Al-waely, Khodair, and Alshawashreh, 2014). Olagunju (2008) also conceives role-play as a method of human

interaction that promotes acquisition of attitudes and skills for human relation.

Role-play is one of the ways one can give learners the opportunity to practice improving a range of real-life spoken language in the classroom because it presents the learner the opportunity to pretend to be in the real condition and environment (Aliakbari and Jamalvandi, 2010). Rayhan (2014) argues that role-play is important in the communicative approach because it gives learners an opportunity to practise communicating in different social contexts and different social roles. A role-play is a highly flexible learning activity which has a wide scope for variation and imagination. It provides a mask for shy pupils. Through it learners with difficulty in conversation are liberated. In addition, it is fun and the enjoyment in it leads to better learning. It can also develop pupils' fluency in target language. It equally helps students to speak or interact with others in the classroom. It increases motivation and makes the teaching more interesting. All these show that role-play is a good strategy for developing both expressive and social skills.

2.2.12 Parenting style

Children are social beings; they need productive relationship with others to lead satisfying lives. This is why they need social competence to be able to interact and engage in activities with peers and adults. Parent's role in bringing up children who are socially competent is very essential. Therefore, the pattern that parents establish is likely to become the operative pattern at least for the greater part of life (Unachukwu, 2015). Mensah and Kuranchie (2013) also confirm that parenting style has influence on the social development of the child.

Authoritarian parenting style is also known as autocratic. This type of parenting tries to institute respect of authority, respect for work and preservation of order and traditional structure. Children of authoritarian parents have poorer social skills (Leigh, 2010). This has effect on the development of skills. Wolff (2000) found that children of authoritative parents had significantly higher global self-esteem levels than children from authoritarian parents. For the specific domains of self-esteem children from authoritative parenting had significantly higher scholastic and physical self-esteem levels than children

from authoritarian parents.

Unachukwu (2015) describes the authoritative parents as warm, attentive and sensitive to their children's need. Their disciplinary method is supportive rather than punitive. They establish an enjoyable emotionally fulfilling parent-child relationship that draws the child into close connection. Similarly, authoritative parents exercise firm, reasonable control. They insist on maturing behaviour and give reasons for their expectations. This type of parenting supports experiential learning and discovery because the children are allowed to do tasks that are according to their ability. Children are permitted to practise some behaviours within definite borders. Through this, a suitable environment for development of their sense of responsibility is prepared (Kilic, Var and Kumandas, 2015).

Permissive parenting style is an indulging style. The child is given total freedom to do as he desires without firm check or discipline. The parents avoid confrontation and are very lenient. The children from such parents are confident and secure but the indulging nature of this parenting style results in negative social relation. This parenting type has been related to child outcomes, such as lower achievement, lack of impulse control, lower autonomy, lack of self-control and problem with respecting the rights of others (Leigh, 2010; Kimble, 2014).

Uninvolved parenting style is a neglecting style of parenting. The parents in this type behave in any way necessary to minimize parenting effort and time. Thus, uninvolved parents may respond to a child with hostility or may not respond at all, neglecting the needs of the child altogether (Mensah and Kuranchi, 2013).

Research has established correlation between parental practices and social behaviour and social competence (Leigh, 2010; Unachukwu, 2015). Research has also established that self-esteem helps children in the development of skills like speaking. Gurler (2015) reported that there is a statistically significant correlation between self-confidence and speaking achievement.

2.2.13 School type

The school type in Nigeria are under two major categories. They are private schools and public schools. The public schools are government-owned, while private individuals own private schools. Adesulu (2010), opined that the standard of public schools in any country should be the yardsticks by which a country's educational growth and development is measured. This means that the public schools should be used to rate the educational success or failure of any country.

In the past, Nigerian public schools were more popular because they had discipline, good teachers and good facilities. They were attended by students irrespective of their social class and socio-economic background; but this is no longer so. The private schools are now enjoying more patronage. Adebayo (2009) noted that the parents now prefer private schools to public schools. There is persistent and widespread loss of confidence in public educational institutions. This is because there is daily decline in infrastructures, poor planning and consistent lack of investment in the education system. This is as a result of corruption in the country. Funds that should be used for the improvement of facilities in the public schools are siphoned. And for this reason, there is lack of trust in the public schools and a huge rush for enrolment in the private schools.

These and other reasons have attracted researchers to investigate school type in some research works. For instance, Awoyemi (2016) examined the moderator effect of school type on the development of mathematical skills and interest among pre-school children in Ibadan, Nigeria. This research proved that private schools in Ibadan performed better than the public schools. This seems to be some of the reasons the private schools are enjoying more patronage.

2.3 Empirical review

2.3.1 Fantasy play and expressive skills of children

Ramirez (2008) did a review of the literature on the use of fantasy play and its effect on students' performance. The study was carried out at the University of Wisconsin-Stout. The conclusion of the research work is that fantasy play enhances learning opportunities for all children. The study contributed to the body of knowledge but it would have contributed a lot more if it were an experimental research. In an attempt

to close this gap, this study carried out an experimental study among primary two pupils in Nigeria.

Pellegrini and Galda (1982) examined whether different types of play enhance story comprehension and recall among K-2nd grade children. The same stories were read to three groups. One group used thematic fantasy play, in which they acted out the story they had just heard; another group used discussion, in which they talked about the story; while the third group used drawing, in which they drew pictures of the story. The three groups were then compared on their performance on story comprehension and story recall task. The results indicated that children in the thematic fantasy condition fared better on both tasks than children in the discussion and drawing conditions. In the thematic fantasy condition, children who played roles calling for more active participation in the story re-enactment scored better on recall than children with less active roles, indicating that the more the verbal exertion the child puts into a dramatic fantasy, the better he or she is able to retell the story. This is an indication that experiential learning puts the individual in a better position to learn and to master a given task. However, as productive as this work was, it left gaps to be filled both in research and practice because it failed to examine the effect of the fantasy play on social skills of the children used. Also, the study did not report how the fantasy play could develop the writing skill of the children. Apart from this, the study was not conducted in Ondo city, Nigeria.

Another study on Fantasy is Seo (2010), which is on the effect of fantasy in educational game on student academic achievement. The participants of his study were third grade students. Other variables of his study were interest and intrinsic motivation. The result of the study showed that fantasy increase students' academic performance. The study was not experimental study. They did not use fantasy play to teach any subject or concept. This may warrant replication of studies on fantasy play in Nigeria. This research therefore experimented on some skills including writing skill.

Frederick-Jonah and Igbojinwaekwu (2015) worked on effectiveness of games and poem-enhanced instructional strategies and verbal ability on students' interest in Mathematics learning. This study was conducted among public primary school pupils in

Ogbia and Yenegoa Local Government Areas of Bayelsa State, Nigeria. The result showed that games and poem-enhanced instructional strategies and verbal ability improved pupils' interest in Mathematics. There is similarity between games and play because games are types of play that follow a set of rules and involve competition. Moreover, the research was conducted at the primary school level, like this current research. Also, school type was not considered. All the twelve schools selected for the study were public school. The current study used both private and public schools. The location of the study and the subject (Mathematics) created a gap in research for this current study, which examined the effects of play on skills.

2.3.2 Fantasy play and social skills of children

Eleby (2009) did a research on the impact of students' lack of social skills on their academic skills in high school. The study was carried out among high school grade 9 to 12 students across five states in the United States of America. The result of the study indicated that learners who were deficient in positive social skills did not do well academically. This study used a non-experimental approach and it was carried out among grades 9, 10, 11 and 12 high school students in the United States of America. All these are gaps that this current research has filled. For instance, this research was done among primary two pupils in Ondo city and it was an experimental research. Moreover, Eleby (2009) did not use fantasy play instructional strategy as treatment, rather, the students were observed by their teachers and the results of all their subjects were used to assess their academic performance.

Paley (2009) also highlighted the importance of fantasy, fairness and friendship in children play. Her work is a review of the importance of fantasy play as the right of the child and also as a tool to foster friendship among kindergarten children. Harrison (2014) worked on how lack of acceptance increases teenagers' suicide risk. He carried out a clinical research in a psychiatric hospital, where he used 119 inpatient teenagers as the sample of his study. The duration of the research was six months. He discovered that the females had higher risks of suicide and self-harm when they felt they were not accepted by peers and family. The females recorded 72% of those who felt lack of acceptance from family and 52% of those who felt lack of acceptance from peers. Conversely, the males

recorded 57% of lack of acceptance from family and 50% of lack of acceptance from peers. This study was conducted among teenagers, while the current study was conducted among primary two pupils in Ondo city. Harrison (2014) used clinical observation and interview, while this current study was an experimental study in a school environment.

2.3.3 Role-play and expressive skills of children

Rayhan (2014) investigated the impact of using role-play on improving pupils' speaking ability. The study was carried out among sixth grade female pupils in primary schools in Babylon City, Iraq. The result of the study showed the mean of post-scores of the experimental group as 57.7333, which was higher than the mean scores of the control group 48.1000. This indicates that students' achievement in the experimental group is better than that of the control group, which shows that role-play is more useful for helping pupils to develop speaking skills than the lecture method of teaching. In fact, this study has proved that role-play is highly essential to pupils' speaking skill. However, this study left some gaps in research. For instance, the research was done among primary six pupils in Iraq. Therefore, it became necessary to carry out the current study among primary two pupils here in Nigeria in Ondo city. Rayhan also used only female pupils in his study. This current study was conducted among both boys and girls. Iraq is a different socio-cultural environment from Ondo, where the current study was conducted.

Aliakbari and Jamalvandi (2010) also conducted a study on the Impact of 'role-play' on English speaking ability. This research was carried out among undergraduate university students in Ilam, Iran. The findings of the research indicated that task-based language teaching carried out through role-play was beneficial and effective in bringing about real situations of language use to take place and in satisfying communicative needs of learners. The conventional methods were unable to meet the actual demands of learners to communicate in the target settings. This approach specially paid serious and real attention to oral abilities. According to the results of the study, role-play proved to be an effective and fruitful activity for English learning courses. However, this study left some gaps in research. For example, it was done among university students between the ages of eighteen and thirty and in Ilam, Iran. The study was only used on speaking ability; no other skills, like writing and some social skills, were investigated. Therefore,

this current study was conducted among primary two pupils in Ondo city and it also examined other expressive and social skills.

The research conducted by Al-Barri, Al-qadi, Al-Wa'ely, Khodair, and Alshawashreh (2014) examined the effectiveness of the dramatic role-playing upon the linguistic achievement and the development of verbal expressive performance among the basic 4th grade students in Jordan. The results indicated that there were statistically significant differences between the two groups in the linguistic pattern achievement test and the verbal expressive performance checklist. The experimental group taught with dramatic role-playing performed better than the conventional group. This study also proved the effectiveness of role-play in the development of verbal expression but the fact that the study was conducted in Jordan among basic fourth grade students, not in Nigeria, among primary two pupils in Ondo city created the basis for the study to be replicated.

Adelekan (2009) examined the effect of role-play and moral dilemma techniques on the achievement of secondary school students' in and attitude to political education. This research was carried out in Ibadan. Role-play and moral dilemma were found to be effective in promoting student's knowledge in and attitude to political education. In spite of the contribution of this work to the body of knowledge, a gap exists, in that the work was carried out among secondary school students, not primary two pupils. It could also be carried out in Ondo city instead of Ibadan. Also the work was limited to political education and moral dilemma techniques. Writing, which is a very important literacy skill, was not part of the variables in the study. Therefore, this current study filled this gap by using role-play on writing skills of primary two pupils in Ondo West Local Government Area, Ondo state, Nigeria.

2.3.4 Role-play and social skills of children

Olagunju (2008) did a research on improving Biology student's environmental practices and attitudes to conservation for environmental sustainability. The research was conducted in Ibadan among SS II Biology secondary school students. The results revealed that role-play had a strong sensitive impact on the child's emotion and attitude toward the environment. The gap in this study necessitated an intervention for primary

two pupils in Ondo. Amosun (2011) worked on school-based sociometric variables and gender as predictors of primary school pupils' attitude towards schooling and academic achievement. One of the variables in the study was social behaviour. He found that this and other variables had significant contribution on group membership and attitude towards schooling. The study was conducted among public primary school pupils in Ibadan city. Seeing the gap created in the study, the current research used both private and public primary two pupils in Ondo to find out the effect of role-play on social skills.

2.3.5 Parenting style and expressive skills

Kimble (2014) did a research on parenting style and dimension questionnaire. The findings of the study expanded the use of parenting style and dimension questionnaire to measure the uninvolved parenting style and to enhance the validity of the permissive scale. The study was conducted in human sciences, not in expressive skills. It was conducted at the Oklahoma State University, not in primary two unlike in this study. Therefore there are gaps for the current study to fill in terms of location, subject area and the level of education.

Bornstein and Bornstein (2014) worked on parenting style and child development. The result of the study revealed that parenting style affected both academic and social development of the child. This research took place in the United States of America, which left gap for another research in Ondo city.

2.3.6 Parenting style and social skill

Leigh (2010) worked on parenting practices and bullying behaviour in primary school children in Ibadan North Local Government of Oyo State, Nigeria. She found that there was correlation between parental practice and bullying behaviour. Her work left a gap in research because she only worked on one social problem, which is bullying, not on social skills. She also carried it out in Ibadan, not in Ondo.

Unachukwu (2015) examined the influence of early parental childcare practices on cognitive and social competencies of pre-school children in Lagos State, Nigeria. She found that parenting styles, among other variables, had significant relative influence on social competence of pre-school children. The study created some gaps. For instance, the

location was Lagos State, not Ondo city and she worked on pre-school children, not primary two pupils. Moreover, her work was on social competence, not social skills.

2.3.7 School type and expressive skill

Awoyemi (2016) worked on the effects of fun-filled strategy on the development of mathematical skills and interest among pre-school children in Ibadan, Nigeria. School type was a moderator variable in the study. She found that there was significant effect of school type on pre-school children's interest in number work. The pre-school children in the private schools performed better than their counterparts in the public schools. This study was on mathematical skills, not expressive skills. The study was conducted in Ibadan, not Ondo city. It was also carried out at the pre-school level. All these created some gaps for a study to be carried out on expressive skills at the primary two level.

Similarly, Olumide (2016) did a research on community-based activities and the development of language of the immediate environment and physical skills among age four children in Ondo. She found that there was significant effect of school type on children's language of immediate the environment's skill acquisition.

2.3.8 School type and social skills

Olowe, Kutelu and Majebi (2014) worked on teaching social ethics in early childhood classrooms. This work enumerated some social problems in Nigeria and explained that social ethics should be taught during the early childhood period because the children of today are the adults and the leaders of tomorrow. Apart from the fact that this was not an experimental study, school type was not also taken into consideration.

In the same vein, Amosun (2011) did a survey research on school-based sociometrics variables and gender as predictors of primary school pupils' attitude towards schooling and academic achievement. He discovered that school-based sociometrics variables enhanced the academic achievement and also the attitude towards schooling of primary school pupils. In spite of the important findings of the study, the study was conducted among public primary school. School type was not considered; private schools were not involved in the study.

2.4 Appraisal of the Literature reviewed

Primary school is the first rung of the ladder of formal education and a place where children acquire appropriate skills needed to succeed at other levels of education. Expressive skills and social skills are some of the important skills needed for every child's all-round development at the early stage of life. Expressive skills include speaking and writing, while social skills include acceptance and friendship skills. Acquiring these skills at the primary school levels will make learning easier at other levels. These skills need to be taught in a participatory way whereby the child gets a first-hand experience through play activities that make learning a lot of fun, permanent and easy to practise in real-life situation. Fantasy and role-play were the two types of play used in this study.

Fantasy play is a form of play that allows children to live in the abstract world of their imagination. It is one of the oldest teaching strategies in indigenous education where the elders use fables, myth and folktales of stories of involving animals, like tortoise, to teach morals and skills. It enlarges the imagination of the child beyond what is in the "real world". For example, animals and objects can talk, walk and behave like human beings. Conversely, during role-play, children act as father, mother, nurse and pregnant woman among others. Through these, they gain confidence and are able to overcome anti social behaviours in school.

Literature exists on fantasy and role-play. Some of such research was carried out in places like Nigeria, Jordan, Ilam and Babylon. The majority of the studies were used in helping students to develop speaking skills, while others addressed political education, among others. The studies have contributed immensely to the body of knowledge, in that they proved the efficacy of role-play and fantasy play in helping learners across different ages, levels of education and countries of the world. This is because all the findings showed some evidence of the strategies that can help learners to perform better. In spite of this, all the studies still leave so many gaps in research. For instance, none of the studies did anything about writing, acceptance skills and friendship skills. They also did not consider primary two pupils neither did any of them touched Ondo West local Government Area, Ondo State, Nigeria.

CHAPTER THREE

METHODOLOGY

This chapter presents the methodology employed in carrying out the study. It specifically discusses the research design, variables in the study, selection of participants, research instruments, validation and reliability of the instruments, treatment procedure, research procedure and methods of data analysis.

3.1 Research design

This study employed the pretest-posttest, control group quasi-experimental design to determine the effects of fantasy play and role-play on expressive and social skills of primary school pupils. The moderating effects of parenting styles and school types were also investigated.

The design is schematically presented below:

E ₁	O ₁	X ₁	O ₂
E ₂	O ₃	X ₂	O ₄
C	O ₅	X ₃	O ₆

Where: E₁ represents experimental group 1 (Fantasy Play)

E₂ represents experimental group 2 (Role-play)

C represents conventional teaching method (Control Group)

O₁ O₃ O₅ represent pretest for the two experimental groups and the control group

O₂ O₄ O₆ = Posttest for the two experimental and control group.

X₁ = Treatment 1 (Fantasy play)

X₂ = Treatment 2 (Role-play)

X₃ = Conventional teaching strategy

The study employed a factorial matrix of 3x4x2, as represented in Table 3.1:

Table 3.1: 3x4x2

Treatments	School Type	Parenting Styles			
		Authoritarian	Authoritative	Permissive	Uninvolving
1. Fantasy play	Public				
	Private				
2. Role-play	Public				
	Private				
3. Conventional teaching strategy	Public				
	Private				

3.2 Variables of the study

3.2.1 Independent Variable: This is the mode of instruction, which was manipulated at three levels:

- i. Fantasy play strategy
- ii. Role play strategy
- iii. Conventional teaching strategy.

3.2.2 Moderator Variables: There were two moderator variables:

1. Parenting style
 - i. Authoritarian
 - ii. Authoritative
 - iii. Permissive
 - iv. Uninvolving
1. School type
 - i. Public
 - ii. Private

Dependent Variables

The dependent variables were:

1. Expressive skills:
 - i) Speaking
 - ii) Writing
2. Social Skills:
 - i) Friendship
 - ii) Acceptance

3.3 Selection of participants

The participants were purposively selected from six public and private primary schools in Ondo city. The criteria for the purposive selection were: the private schools must be government approved; the head teachers of the three public schools and the proprietors or proprietresses of the three private schools must give their consent for the use of their schools for this study; and the head teachers must also be willing to allow fantasy and role-play activities to be used in teaching expressive and social skills during the English lessons in their schools. Besides, the selected schools must not be close to one another. In order to ensure this, the Independent National Electoral Commission (INEC) 2015 directory of polling units was used as a guide to select schools from electoral wards that are far from one another. In addition, the primary two teachers must be experienced and possess a minimum of National Certificate in Education (NCE). Also, the parents of the pupils must give their consent through the parental consent form. One hundred and thirty six (136) pupils from intact primary two classes were involved in the study.

Primary two pupils were selected because they are stable. They already have one year experience because they had already been introduced to formal education in primary one. The pupils have been exposed to expressive skills of speaking and writing in English Language and they have also been having social interaction in the school environment. According to Estes (2004) and Darragh (2010), pre-operational children build or construct their own knowledge within the limits of their personal experiences and understanding. This is why play is a very relevant method of teaching for their age. This is also the stage where significant writing, speaking and social skills developments are taking place. It is assumed that since formal reading and writing began in primary one,

primary two pupils must have gained enough reading and writing skills to make them suitable for this study. Intact classes were used so that normal school programmes were not disrupted during the experiment. Simple random sampling was used to select one arm of primary two in a situation where a school has more than one arm. Twelve research assistants who were pre-service teachers in Early Childhood and Care Education at the National Certificate in Education level were also involved in the study.

3.4 Research instruments

The following instruments were used in this study:

- i) Fantasy Play Script Package (FPSP)
- ii) Role-play Script Package (RSP)
- iii) Instructional Guide on Fantasy Play (IGFP)
- iv) Instructional Guide on Role-play (IGR)
- v) Conventional Lesson Guide (CLG)
- vi) Question Guide on Speaking Skills of Pupils (QGSSP)
- vii) Question Guide on Writing Skills of Pupils (QGWSP)
- viii) Rating Scale On Speaking Skills of Pupils (RSSSP)
- ix) Rating Scale On Writing Skills of Pupils (RSWSP)
- x) Observational Checklist on Pupils' Friendship Skills (OCPFS)
- xi) Observational Checklist on Pupils' Acceptance Skills (OCPAS)
- xii) Rating Scale On Research Assistants Competence (RSRAC)
- xiii) Questionnaire on Parenting style (QPS)

3.4.1 Fantasy Play Script Package (FPSP)

This is the script of fantasy play that was acted by the pupils. The researcher produced FPSP by adapting some African folktales in some of the recommended English textbooks for primary two pupils in Ondo State and also used some oral traditional stories. This was to ensure that the stories were culturally relevant, and were developmentally appropriate. The selected stories were the imaginative stories with extraordinary plots where animals talked like human beings. The selected stories also had their themes on friendship and acceptance skills. The stories were modified to drama form to make the script that pupils acted. The dialogue was made in short sentences

because of the age of primary two pupils. The scheme of work for English Language for primary two was also used so that the content of the play to be acted agrees with the level of the pupils. The timetable for primary two English lesson periods from four schools was used to take the attention span of primary two pupils into consideration. Each of the play in FPSP was written and rehearsed to take not more than five minutes of the lesson period. The content of FPSP included what each character in the play should say (see Appendix 3).

Validation of FPSP

FPSP was subjected to face and content validity by giving copies to some primary two teachers, some lecturers in the Department of Early Childhood and Educational Foundations, the supervisor of the researcher and some language experts, University of Ibadan to critically look at the suitability in terms of content coverage and the relevance of the play to the instructional objectives. The suitability for the target population was also considered.

3.4.2 Role-play Script Package (RSP)

RSP contained all the role-plays that pupils acted during the experiment. The researcher produced this instrument by writing some short plays and adapting some stories from some of the recommended English textbooks for primary two pupils in Ondo State. The stories were adapted into play by changing them into dialogue. The role-play scripts had acceptance and friendship skills as their theme. Primary two pupils acted roles like father, mother, doctor, nurse, pregnant woman, farmer, and grandparent. The scripts were in the form of dialogue to prepare both pupils and teachers for the play experience. Each of the play in RSP took five minutes of the lesson period (see Appendix 5).

Validation of RSP

In order to ensure face and content validity, RSP was submitted to lecturers in the Department of Early Childhood and Educational Foundations and some primary two teachers for constructive criticism. This was to ensure that was age and culture-appropriate. Their criticism helped in the production of the final copy.

3.4.3 Instructional Guide on Fantasy Play (IGFP)

This was the lesson plan used in teaching the pupils who participated in the experiment. This instrument was adapted from Salami's (2014) Activity-Based Lesson Plan format. The instrument was originally designed and used to teach pre-service primary Mathematics teachers in three Colleges of Education in Southwestern Nigeria. It was used in both the experimental and conventional groups. The researcher adapted the activity-based nature of Salami (2014) and prepared the lesson guide that provided direction and guidance for the teachers who participated in the study on how to use fantasy play as an instructional strategy to teach expressive and social skills. This was to ensure that the pupils participated fully. The researcher modified the activity-based lesson plan to suit the context of this study to prepare lessons to teach expressive and social skills at the level of primary two pupils. These skills were taught using fantasy play during English Language lessons. All the teachers who participated in the study were trained on how to use both the instrument and all the instructional materials before the commencement of treatment. IGFP was designed to guide the teachers on how to facilitate the fantasy instructional activities. This guide had two main parts: the teachers' activities and pupils' activities. It also included the instructional materials and how to bring out the important lessons from the play (see Appendix 4).

3.4.4 Instructional Guide on Role-play (IGR)

This instrument was also adapted from Salami's (2014) Activity-Based Lesson Plan format. The tabular format was adapted and modifications were made. The lesson guides were modified to teach primary two pupils expressive and social skills during English Language lessons. All the lessons were taught through the use of role-play instructional strategies. In this study, IGR covered all the activities in the role-play, which were directed at helping the children learn acceptance and friendship skills as well as writing and speaking skills. IGR was designed to guide the teachers in their roles and also the roles of the pupils during the role-play lessons. This was to ensure that the teachers followed all the steps in the role-play. It also ensured uniformity in the delivery of instruction in the two schools assigned to role-play instructional strategy. It guided against distractions and undue emphasis and helped to prevent derailing. The guide also specified the procedure of the role-play activities in order to achieve the objectives of the research (see Appendix 6).

3.4.5 Conventional Lesson Guide (CLG)

This lesson guide, like the other ones used in the experimental groups, was also adapted from Salami (2014) for uniformity. This instrument was modified to guide the primary two teachers and the research assistants in the control groups on the steps to follow during speaking and writing activities in the class. CLG was prepared for each of the topics to be taught. The researcher modified CLG so that both the teachers and the pupils were actively involved in the teaching and learning process. This instrument enabled the teachers to emphasise the writing and speaking lessons and also the acceptance and friendship lessons from each topic (see Appendix 7).

3.4.6 Question Guide on Speaking Skills of Pupils (QGSSP)

The researcher designed this instrument using all the lessons taught on expressive and social skills. QGSSP was used during pretest and posttest. It guided the teachers and research assistants on the speaking exercise. The pupils were asked to answer some questions verbally. This helped in assessing how well they could speak before and after being exposed to fantasy play and role-play. It was divided into four parts. There were five items under each part. The first set of questions were on simple greeting; the second on introducing self and others; while the third and fourth parts were on all the other topics treated in fantasy play and role-play (see Appendix 8).

Validity and reliability of QGSSP

The instrument was given to some experts in the Department of Early Childhood and Educational Foundations, Faculty of Education, University of Ibadan to assess the content coverage and the relevance to the instructional objectives specified for the treatment. Some primary two teachers were also asked to assess the suitability of QGSSP for primary two pupils in public and private schools. After making the necessary corrections, copies of the instrument were administered to 40 primary two pupils (15 pupils from private schools and 25 pupils from public schools) in Ibadan. These pupils were not from the same environment where the research was carried out. Their answers were subjected to a reliability test using Cronbach's Alpha, which gave a reliability coefficient of 0.83.

3.4.7 Question Guide on Writing Skills Of Pupils (QGWSP)

The researcher designed QGWSP for both the pretest and the posttest to find out the level of acquisition of writing skill of the pupils before and after the administration of treatment. The instrument was made up of two sections (A and B). Section A dealt with information on school type, while section B required the pupils to write composition about self, about “my friend”, simple greeting and other themes treated in expressive and social skills. Each of the composition attracted ten marks, while each sentence attracted two marks (see Appendix 9).

Validity and Reliability of QGWSP

This instrument was given to some lecturers in the Department of Early Childhood and Educational Foundations, University of Ibadan to assess the content coverage and some primary two teachers to assess the difficulty level. After making the necessary corrections, copies of the instrument were administered to 40 primary two pupils in Ibadan outside the location for this study. Their answers were subjected to a reliability test. The reliability coefficient of 0.81 was obtained using Cronbach’s Alpha formular.

3.4.8 Rating Scale on Speaking Skill of Pupils (RSSSP)

This instrument was adapted from Harris’s Oral English Rating Scale Frame. The instrument has been used by some other researchers such as Rayhan (2014), who used it in investigating the impact of role-play on the speaking skill of female primary school pupils in Babylon city, Iraq. The instrument was divided into five areas: pronunciation, grammar, vocabulary, fluency, and comprehension. This instrument was modified to suit the context of this study to speaking at the primary two level in Ondo city. The socio-cultural and linguistic environments of the current study were considered in the modification of the instrument. It was also modified to work with the content of Question Guide on Speaking Skills of Pupils (QGSSP). The instrument was used to rate and score pupils as they were answering the questions on QGSSP. RSSSP was used during the posttest and posttest (see appendix 10).

Validity of RSSSP

The instrument was given to some lecturers in the Department of Early Childhood and Educational Foundations, University of Ibadan and some primary two teachers to critically look at its suitability in terms of content coverage and the difficulty level. Their comments and suggestions were used to produce the final copy.

3.4.9 Rating Scale on Writing Skills for Pupils (RSWSP)

The researcher designed this instrument to rate pupils' writing skills. The instrument had two sections: Sections A and B. Section A was on school type (public or private). Section B assessed how well pupils could write based on four criteria, namely grammar, punctuation, spelling and sentence structure and linking words. The rating score was from 5 to 1. Each of the five rating scores defined how each ability level of skills should be rated under each of the four criteria. the instrument was used alongside QGWSP (see Appendix 11).

Validity and reliability of RSWSP

Copies of RSWSP were shown to lecturers and some higher degree students in the Department of Early Childhood and Educational Foundations, University of Ibadan. Their suggestions, corrections and constructive criticism were used to produce the final copy. Forty copies of OCPFS were administered on forty primary two pupils outside Ondo State. The data collected were subjected to a reliability test using Cronbach's Alpha, which gave a reliability coefficient of 0.96.

3.4.10 Observation Checklist on Pupils' Friendship Skills (OCPFS)

This instrument was adapted from Tony Attwood rating scale for Friendship Skill. It was modified into two sections (section A and section B) to accommodate school type, which was a moderator variable. Section A was used to collect information about school type: private or public. Section B was for the observation and rating of friendship skills, like entry skills, assistance, sharing, conflict resolution, compliments, criticism, accepting suggestions and reciprocity. There are other sub-skills under these broad friendship skills. These were rated from 1 and 2 which were also tagged poor and good. This instrument

was used to rate how each pupil performed some specific listed friendship skills before and after role-play and fantasy play experiments (see Appendix 12).

Validity of RSWSP

Copies of OCPFS were given to some lecturers and higher degree students of the Department of Teacher Education, University of Ibadan. Their suggestions, corrections and constructive criticism were helpful in producing the final copy.

3.4.11 Observational Checklist on Pupils' Acceptance Skill (OCPAS)

The researcher designed this instrument to observe and rate the pupils on specific acceptance skills. The instrument was used to observe how each pupil performed some specific listed acceptance skills during and after role-play and fantasy play. There were two sections in OCPAS: section A and B. Section A was on school type, while section B was on some observable traits of acceptance skills. The question items were generated from some characteristics of acceptance skills from Sasson (2015). There were two columns for the rating of OCPAS: poor and good (see Appendix 13).

Validity and Reliability of OCPAS

To establish face, construct and content validity of the instrument, copies of it were distributed to lecturers and some higher degree students of the Department of Teacher Education, University of Ibadan. The experts were asked to critically review the instrument. Their comments and suggestions were put into consideration before the final copy was produced. The instrument was also administered to primary two pupils in Ibadan, which was not part of the experiment. The data collected were subjected to a reliability test using Cronbach's Alpha, which gave a reliability coefficient of 0.82.

3.4.12 Rating Scale on Research Assistants' Competence (RSRAC)

The researcher designed RSRAC. It was designed to assist in the selection of research assistants after the training. Many research assistants were trained but RSRAC was used to select those with the best performance. It was used to assess the research assistants after the training exercise. The primary responsibilities of the research assistants were listed in RSRAC. Each of the research assistants was called to perform

such tasks and was rated accordingly. Selection was based on performance (see Appendix 14).

Validity of RSRAC

Copies of this instrument were given to some higher degree students and lecturers in the Department of Teacher Education, University of Ibadan. Their suggestions and comments helped in the production of the final copy.

3.4.13 Parenting Style Questionnaire (PSQ)

This instrument was designed by the researcher to elicit responses from the parents on their parenting styles. It was used to examine the moderating effect of parenting style on the development of expressive and social skills. This questionnaire had a four-point Likert scale, with ‘Strongly Agreed (SA), Agreed (A), Strongly Disagreed (SD) and Disagreed (D).’ There were twenty items on PSQ. Five items were generated from the characteristics of each of the four parenting styles discussed in the study (see Appendix 15).

Validity and Reliability of PSQ

Copies of the instrument was given to some lecturers in the Department of Teacher Education, University of Ibadan to critically look at its suitability to find out the parenting style adopted by the parents. Their comments, suggestions and corrections were used to produce the final copy. Twenty-five copies of the questionnaire were administered to some parents who were not part of the sample of this work. The respondents were selected from Oyo State. Their answers were subjected to a reliability test using Cronbach’s Alpha, which gave a reliability coefficient of 0.75.

3.5 Treatment procedure

The following were the procedures for the presentation of fantasy play instructional strategy, role-play instructional strategy and the conventional strategy.

3.5.1. Procedure For Fantasy Play Instructional Strategy

Fantasy Play Instructional Strategy Guide included the following steps:

- Step 1: Teacher selects the cast for the play and distributes the play script to the casts. The criteria for the selection of casts are the interest of the pupils and whether the pupil's stature and gender matches the role. He/she reads out the play together with the selected pupils and explains the action that goes with each statement.
- Step 2: when pupils volunteer for the character he or she prefers to play, the teacher should consider the criteria listed in step 1 before the final decision is taken. In a situation where two or more pupils desire to play the same role, both or all should be tested during rehearsal. The child that performs best and matches the role better should be selected.
- Step 3: The teacher and pupils agree on rehearsal time during break time the next day (second half of the break time after pupils must have taken refreshment, which is fifteen minutes).
- Step 4: Teacher advises the pupils to take their scripts home and memorise before the rehearsal. This serves as additional homework for pupils selected for each play.
- Step 5: Each of the pupils reads out his lines during the rehearsal but encouraged to rehearse without the book the second time. The ability of each child should be considered.
- Step 6: The research assistants assist pupils with their costumes within the first three minutes of the lesson while all the other pupils assist the class teacher to re-arrange the classroom.
- Step 7: Pupils act the play. After the play, the research assistants assist the pupils to remove the costumes in order not to cause distraction during further instructional activities.
- Step 8: The class teacher asks pupils to mention the lessons they learnt about friendship and acceptance skills from the fantasy play. Then, the teacher corrects and explains more lessons from the fantasy play.
- Step 9: Pupils are given writing exercise. This is in the form of the questions they will answer. The teacher marks their work and does correction with them.
- These steps will be repeated for the other topics in the study.

3.5.2 Procedure for Role-play Instructional Strategy

Role-play Instructional Strategy Guide included the following steps:

Step 1: The teacher explains the theme of the role-play to the pupils and mentions the characters in the play. Pupils are encouraged to choose the role they prefer but the teacher guides the choice based on the pupils' ability.

Step 2: The selected pupils are to read their roles and rehearse with the teacher during break time.

Step 3: The research assistants assist the pupils with their costumes and arrange the stage for the role-play.

Step 4: The pupils act the play and the whole class go into a time of discussion, while the teacher moderates.

Step 5: The teacher summarises the lesson and gives the pupils some questions to answer through writing. Their exercise books will be marked and correction will be done.

These steps will be repeated for the other topics in the study.

3.5.3 Procedure for the Conventional Strategy

Step 1: Teacher introduces the lesson to the pupils and tells them that they will be learning some friendship and acceptance skills. Teacher tells them the topic and asks them what they understand about it.

Step 2: Teacher explains the lesson by describing the skills and using the play as example of how to practice each of the skills and allows pupils to ask and answer questions.

Step 3: Teacher writes some questions based on the lessons and asks the pupils to answer by writing the answers in their exercise books.

Step 4: Teacher marks their work and does the correction with the pupils.

These steps will be repeated for the other topics in the study.

3.6 Research procedure

The total number of weeks for this research work was nine and the schedule was as follows:

Week 1: Visitation and submission of the letters of introduction to the head teachers of the selected schools. Parental consent was sought from parents of the pupils that were part of the population of the study. Parental consent letters were distributed to the pupils, through their teachers, to give their parents at home. Orientation and training programme for the teachers involved in the research took place. Adeyemi College of Education, Ondo was used as the venue of the orientation programme. The teachers and research assistants in each of the groups (fantasy, role-play and conventional) were trained together so that they could work together effectively. The roles of the teachers and those of the research assistants were clearly stated. The general set-up of the work was discussed and the techniques were also discussed in depth. The advantages of the work assigned to the teachers were emphasised. Proper training was carried out on how to use RSSSP, RSWSP, OCPAS and OCPFS. Copies of the instruments were distributed to the teachers and the research assistants. Then the researcher explained the objectives of each instrument and how to use each of them. Microteaching was organised to ensure the teachers understood and were capable of handling the research work. Administration of RSRAC to the research assistants was also carried out and those who performed better were selected for the research.

Week 2: Administration of Pre-test. This was done by administering the achievement test instruments, that is, QGSSP, RSSSP, OCPFS, QGWSP, RSWSP and OCPAS, to all the groups. Pupils were tested for speaking through oral test. Parts A and B of section B were done by speaking in front of the class, while parts C and D were done by having a dialogue with the teacher and research assistants. Pupils had a dialogue on greeting, introducing self, helping one another, giving gifts, team spirit and togetherness, and accepting one another. This was an oral test for the role-play, fantasy play and the conventional group during the pretest and posttest. Harris's Oral English Rating Scale Frame was used to assess this oral test. They were tested on writing through the administration of QGWSP. PSQ was given to the pupils to give to their parents at home. The pupils were instructed to bring back PSQ after their parents had filled the questionnaire.

Weeks 3-8: Treatment was administered for six (6) weeks. The two experimental groups and control group were run concurrently.

Week 9: Posttest was administered to the three groups. The same tests for pretest were used and the same procedure for pretest was followed.

3.7 Method of data analysis

The data collected were analysed using both descriptive statistics, which included frequency counts, mean and standard deviations as well as inferential statistics of Analysis of Covariance (ANCOVA). ANCOVA was used to evaluate whether the means of expressive skills and social skills, which were the dependent variables of this study, were equal across level of a categorial Independent variables (Fantasy Play Instructional Strategy, Role-play Instructional Strategy and the Conventional Strategy) which were referred to as treatment in this study. The Estimated Margin Mean (EMM) was used to show the difference in the mean scores across the groups while Bonferroni Post-hoc test was used to determine the source of such difference. A graph was used where interaction effect is significant. All the hypotheses were tested at 0.05 level of significance.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter presents the findings of this study. The results are presented to show the effects of fantasy play and role-play instructional strategies on expressive and social skills of primary two pupils in Ondo city. The results are presented according to the order in which the hypotheses were stated.

4.1 Test of the Null hypotheses

Analysis of Covariance (ANCOVA) was adopted to test all the null hypotheses.

H_{01a}: There is no significant main effect of treatment on primary two pupils' expressive skills. Analysis of covariance was used to test the hypothesis and the result is presented in Table 4.1

Table 4.1: Analysis of Covariance (ANCOVA) of Posttest Expressive Skills of pupils' by Treatment, Parenting style and School type

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	31801.034 ^a	24	1325.043	5.759	0.000	0.585
Intercept	31281.183	1	31281.183	135.955	0.000	0.581
Expressive skills (Pretest)	179.781	1	179.781	0.781	0.379	0.008
Treatment	2809.611	2	1404.806	6.106	0.003*	0.111
Parenting style	3537.425	3	1179.142	5.125	0.002*	0.136
School type	9493.675	1	9493.675	41.262	0.000*	0.296
Treatment x Parenting style	810.581	6	135.097	0.587	0.740	0.035
Treatment x School type	1199.476	2	599.738	2.607	0.079	0.051
Parenting styles x School type	92.025	3	30.675	0.133	0.940	0.004
Treatment x Parenting style x School type	2293.457	6	382.243	1.661	0.139	0.092
Error	22548.283	98	230.085			
Total	397317.000	123				
Corrected Total	54349.317	122				

R Squared = .585 (Adjusted R Squared = .484) * denotes significant at $p < 0.05$

Table 4.1 shows that there was significant main effect of treatment on primary two pupils' expressive skills ($F_{(2,98)} = 6.106$; $p < 0.05$, partial $\eta^2 = 0.111$). The effect size was 11.1%. This means that there was a significant difference in the mean of posttest

expressive skills score of primary two pupils. Thus, hypothesis 1a was rejected. In order to determine the magnitude of the significant main effect across treatment groups, the estimated marginal means of the treatment groups was carried out and the result is presented in Table 4.2.

Table 4.2: Estimated Marginal Means of the Treatment Groups

Treatment	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Fantasy Play Strategy (FPS)	62.49	2.659	57.210	67.762
Role Play Strategy (RPS)	52.05	2.411	47.268	56.839
Conventional Teaching Strategy (CTS)	47.61	3.558	40.549	54.672

Table 4.2 reveals that primary two pupils in Fantasy Play Strategy (FPS) treatment Group 1 had the highest adjusted posttest expressive skills mean score (62.49), and was followed by Role-play Strategy (RPS) treatment Group 2 (52.05), while the Conventional Teaching Strategy (CTS) Control Group had the least adjusted posttest expressive skills mean score (47.61). This order is represented as $FPS > RPS > CTS$.

Table 4.3: Bonferroni Post-hoc Analysis of Posttest Expressive Skills by Treatment and Control Group

(I) Treatment	(J) Treatment	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval for Difference	
					Lower Bound	Upper Bound
Fantasy Play Strategy (FPS)	Role Play Strategy (RPS)	10.432*	3.604	.014	1.654	19.210
	Conventional Teaching Strategy (CTS)	14.876*	4.734	.007	3.344	26.408
Role Play Strategy (RPS)	Fantasy Play Strategy (FPS)	-10.432*	3.604	.014	-19.210	-1.654
	Conventional Teaching Strategy (CTS)	4.444	4.284	.906	-5.990	14.877
Conventional Teaching Strategy (CTS)	Fantasy Play Strategy (FPS)	-14.876*	4.734	.007	-26.408	-3.344
	Role Play Strategy (RPS)	-4.444	4.284	.906	-14.877	5.990

Table 4.3 reveals that the posttest expressive skills score of primary two pupils exposed to Fantasy Play Strategy (FPS) was significantly different from their counterparts taught using Role-play Strategy (RPS) and Conventional Teaching Strategy (CTS). Furthermore, the score of primary two pupils taught using Role-play Strategy posttest expressive skills was not significantly different from that of those exposed to conventional teaching strategy. This implies that fantasy play strategy was the main sources of significant differences in treatment.

H01b: There is no significant main effect of treatment on primary two pupils' social skills.

Table 4.4: Analysis of Covariance (ANCOVA) of the Posttest Social Skills by Treatment, Parenting Style and School Type

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	1929.761 ^a	24	80.407	1.519	0.079	0.271
Intercept	5212.796	1	5212.796	98.497	0.000	0.501
Social skills (Pretest)	7.611	1	7.611	0.144	0.705	0.001
Treatment	297.929	2	148.965	2.815	0.000*	0.105
Parenting style	368.406	3	122.802	2.320	0.080	0.066
School type	173.811	1	173.811	3.284	0.040*	0.032
Treatment x Parenting style	219.545	6	36.591	0.691	0.657	0.041
Treatment x School type	368.657	2	184.328	3.483	0.035*	0.066
Parenting style x School type	87.049	3	29.016	0.548	0.650	0.017
Treatment x Parenting style x School type	181.200	6	30.200	0.571	0.753	0.034
Error	5186.499	98	52.923			
Total	56990.000	123				
Corrected Total	7116.260	122				

R Squared = .271 (Adjusted R Squared = .093)

Table 4.4 indicates that there was significant main effect of treatment on primary two pupils' social skills ($F_{(2,98)} = 2.815$; $p < 0.05$, partial $\eta^2 = 0.105$). The effect size was 10.5%. This means that there was a significant difference in the mean post-social skills scores of the primary two pupils. Thus, hypothesis 1b was rejected. In order to determine the magnitude of the significant main effect across treatment groups, the estimated marginal means of the treatment groups was carried out. The result is presented in Table 4.

Table 4.5: Estimated Marginal Means for Posttest Social Skills by Treatment and Control Group

Treatment	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Fantasy Play Strategy (FPS)	70.48	1.394	67.713	73.248
Role Play Strategy (RPS)	67.55	2.228	63.132	71.977
Conventional Teaching Strategy (CTS)	66.46	1.203	64.067	68.843

Table 4.5 reveals that primary two pupils Fantasy Play Strategy (FPS) treatment Group 1 had the highest adjusted posttest social skills mean score (70.48), and was followed by Role-play Strategy (RPS) treatment Group 2 (67.55), while the Conventional Teaching Strategy (CTS) Control Group had the least adjusted posttest social skills mean score (66.46). This order is represented as FPS > RPS > CTS.

Table 4.6: Bonferroni Post-hoc Analysis of Posttest Social Skills by Treatment and Control Group

(I) Treatment	(J) Treatment	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval for Difference	
					Lower Bound	Upper Bound
Fantasy Play Strategy (FPS)	Role Play Strategy (RPS)	4.026*	1.699	.059	-.113	8.165
	Conventional Teaching Strategy (CTS)	2.926*	3.045	1.000	-4.490	10.342
Role-play Strategy (RPS)	Fantasy Play Strategy (FPS)	-4.026*	1.699	.059	-8.165	.113
	Conventional Teaching Strategy (CTS)	1.100	2.730	1.000	-5.550	7.749
Conventional Teaching Strategy (CTS)	Fantasy Play Strategy (FPS)	-2.926*	3.045	1.000	-10.342	4.490
	Role Play Strategy (RPS)	-1.100	2.730	1.000	-7.749	5.550

Table 4.3 indicates that the posttest social skills score of primary two pupils exposed to Fantasy Play Strategy (FPS) were significantly different from their

counterparts taught using Role Play Strategy (RPS) and Conventional Teaching Strategy (CTS). Furthermore, the score of the primary two pupils taught using Role-play Strategy posttest social skills was not significantly different from those exposed to conventional teaching strategy. This implies that Fantasy Play Strategy was the main sources of significant differences in treatment.

Ho2a: There is no significant main effect of parenting style on primary two pupils' expressive skills.

Table 4.1 shows that there was a significant main effect of parenting styles on primary two pupils' expressive skills ($F_{(3,98)} = 5.125, p < 0.05, \text{partial } \eta^2 = 0.136$). The effect size was 13.6%. This means that there was a significant difference in the mean posttest expressive skills scores of primary two pupils by parenting styles. Therefore, hypothesis 2a was rejected. The implication of this is that parenting style had effects on the treatment. In order to determine the magnitude of the significant main effect across parenting styles, the estimated marginal means of the groups was carried out. The result is presented in Table 4.7

Table 4.7: Estimated Marginal Means for Posttest Expressive Skills by Parenting Style.

Parenting style	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Authoritarian	66.19	3.848	58.552	73.824
Authoritative	50.53	2.837	44.898	56.156
Permissive	50.99	3.149	44.738	57.236
Neglectful	48.50	2.851	42.840	54.155

Table 4.7 reveals that the primary two pupils brought up with authoritarian parenting style had the highest adjusted posttest expressive skills mean score (66.19). This was followed by permissive parenting style counterparts (50.99), authoritative parenting style (50.53) and pupils brought up with neglectful parenting style, who had the least adjusted posttest expressive skills mean score (48.50). This order is represented as authoritarian > Permissive > authoritative > Neglectful.

Table 4.8: Bonferroni Post-hoc Analysis of Posttest Expressive Skills by Parenting Style.

(I) Parenting styles	(J) Parenting styles	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval for Difference	
					Lower Bound	Upper Bound
Authoritarian	Authoritative	15.660*	4.781	.009	2.784	28.536
	Permissive	15.201*	4.972	.017	1.812	28.590
	Neglectful	17.690*	4.787	.002	4.801	30.580
Authoritative	Authoritarian	-15.660*	4.781	.009	-28.536	-2.784
	Permissive	-.459	4.241	1.000	-11.879	10.960
	Neglecting	2.030	4.053	1.000	-8.885	12.945
Permissive	Authoritarian	-15.201*	4.972	.017	-28.590	-1.812
	Authoritative	.459	4.241	1.000	-10.960	11.879
	Neglectful	2.489	4.242	1.000	-8.933	13.912
Neglectful	Authoritarian	-17.690*	4.787	.002	-30.580	-4.801
	Authoritative	-2.030	4.053	1.000	-12.945	8.885
	Permissive	-2.489	4.242	1.000	-13.912	8.933

Table 4.8 reveals that the posttest expressive skills score of authoritarian parenting style of the primary two pupils was significantly different from their counterparts in permissive, authoritative and neglecting parenting style. Furthermore, the score of permissive parenting style of primary two pupils' posttest expressive skills was not significantly different from the score of their authoritative and neglectful parenting style counterparts. This implies that authoritarian parenting style was the main sources of significant differences in parenting style.

Ho2b: There is no significant main effect of parenting style on primary two pupils' social skills.

As seen in Table 4.4, there was no significant main effect of parenting style on primary two pupils' social skills ($F_{(3,98)} = 2.320$, $p > 0.05$, partial $\eta^2 = 0.066$). Hence, hypothesis 2b was not rejected. This indicates that parenting style had no effect on primary two pupils' social skills.

Ho3a: There is no significant main effect of school type on primary two pupils' expressive skills.

Table 4.1 shows that there was a significant main effect of school type on primary two pupils' expressive skills ($F_{(1,98)} = 41.262$, $p < 0.05$, partial $\eta^2 = 0.296$). The effect size was 29.6%. This means that there was a significant difference in the mean posttest expressive skills scores of primary two pupils by school type. Thus, hypothesis 3a was rejected. In order to determine the magnitude of the significant main effect across school type, the estimated marginal means of the groups was carried out. The result is presented in Table 4.9.

Table 4.9: Estimated Marginal Means for Posttest Expressive Skills by School Type.

School type	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Public	40.72	2.481	35.795	45.643
Private	67.38	2.746	61.931	72.831

Table 4.9 indicates that primary two pupils from private school had the highest adjusted posttest expressive skills mean score (67.38), while their public school counterparts had the least adjusted posttest expressive skills mean score (40.72). This order is represented as Private > Public.

Ho3b: There is no significant main effect of school type on primary two pupils' social skills.

Table 4.4 shows that there was a significant main effect of school type on primary two pupils' social skills ($F_{(1,98)} = 3.284$, $p < 0.05$, partial $\eta^2 = 0.032$). The effect size was 3.2%. This means that there was a significant difference in the mean posttest social skills scores of the primary two pupils by school type. Thus, hypothesis 3b was rejected. In order to determine the magnitude of the significant main effect across school type, the estimated marginal means of the groups was carried out. The result is presented in Table 4.10.

Table 4.10: Estimated Marginal Means for Post-social Skills by School Type

School type	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Public	66.78	.992	64.810	68.747
Private	69.55	1.182	67.202	71.894

Table 4.10 indicates that primary two pupils from private school had the highest adjusted posttest social skills mean score (69.55), while their public school counterparts had the least adjusted posttest social skills mean score (66.78). This order is represented as Private > Public.

Ho4a: There is no significant interaction effect of treatment and parenting style on primary two pupils' expressive skills.

Table 4.1 shows that there was no significant two-way interaction effect of treatment and parenting style on primary two pupils' expressive skills ($F_{(6,98)} = 0.587$, $p > 0.05$, partial $\eta^2 = 0.035$). Thus, the null hypothesis 4a was not rejected. This implies that treatment and parenting style had no effect on primary two pupils' expressive skills.

Ho4b: There is no significant interaction effect of treatment and parenting style on primary two pupils' social skills.

Table 4.4 shows that there was no significant two-way interaction effect of treatment and parenting style on primary two pupils' social skills ($F_{(6,98)} = 0.691$, $p > 0.05$, partial $\eta^2 = 0.041$). Thus, the null hypothesis 4b was not rejected. This implies that treatment and parenting style had no effect on primary two pupils' social skills.

Ho5a: There is no significant interaction effect of treatment and school type on primary two pupils' expressive skills.

Table 4.1 reveals that there was no significant two-way interaction effect of treatment and school type on primary two pupils' expressive skills ($F_{(2,98)} = 2.607$, $p > 0.05$, partial $\eta^2 = 0.051$). Thus, the null hypothesis 5a was not rejected. This implies that treatment and school type had no effect on the primary two pupils' expressive skills.

Ho5b: There is no significant interaction effect of treatment and school type on primary two pupils' social skills.

Table 4.4 shows that there was a significant two-way interaction effect of treatment and school type on primary two pupils' social skills ($F_{(2,98)} = 3.483$, $p < 0.05$, partial $\eta^2 = 0.066$). The effect size was 6.6%. Thus, the null hypothesis 5b was rejected. This implies that treatment and school type had effect on the primary two pupils' social skills. In order to disentangle the interaction effect, Figure 4.1 presents the interaction in line graph. The interaction is disordinal.

The Interaction Effect of Treatment and School Type on Pupils' Social Skills is Presented in Fig. 4.1

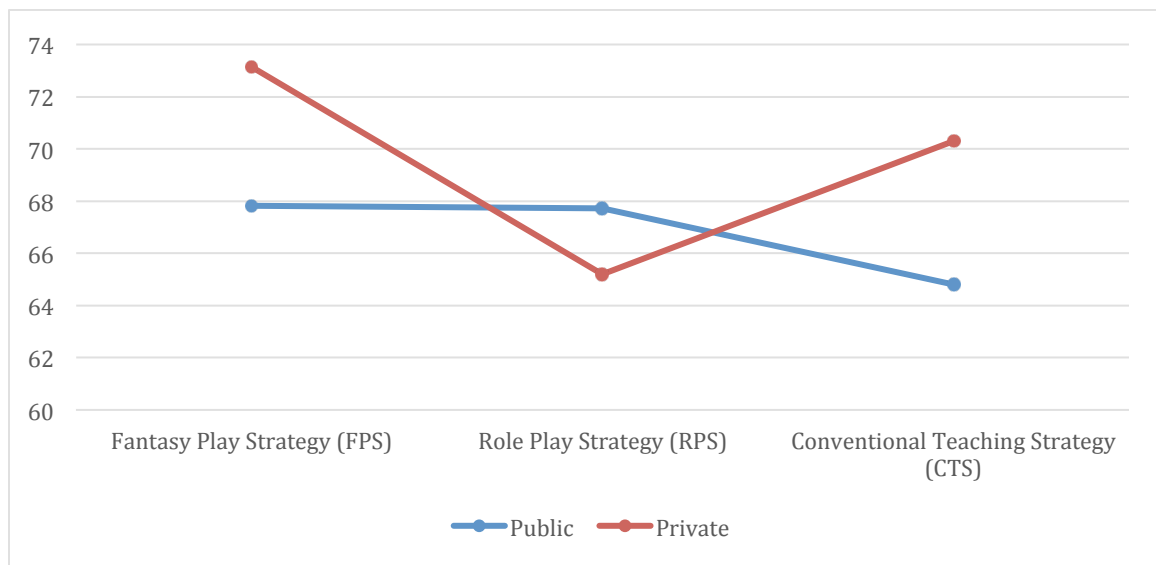


Fig. 4.1: Line graph showing the interaction effect of treatment and school type on primary two pupils' social skills

Ho6a: There is no significant interaction effect of parenting style and school type on primary two pupils' expressive skills.

Table 4.1 shows that there was no significant two-way interaction effect of parenting style and school type on primary two pupils' expressive skills ($F_{(3,98)} = 0.133$, $p > 0.05$, partial $\eta^2 = 0.004$). Hence, the null hypothesis 6a was not rejected. This implies that parenting style and school types had no effect on primary two pupils' expressive skills.

Ho6b: There is no significant interaction effect of parenting style and school type on primary two pupils' social skills

Table 4.4 shows that there was no significant two-way interaction of parenting style and school type on primary two pupils' social skills ($F_{(3,98)} = 0.548$, $p > 0.05$, partial $\eta^2 = 0.017$). Thus, the null hypothesis 6b was not rejected. This implies that parenting style and school type had no effect on primary two pupils' social skills.

Ho7a: There is no significant interaction effect of treatment, parenting style and school type on primary two pupils' expressive skills

Table 4.1 reveals that there was no significant three-way interaction effect of treatment, parenting style and school type on primary two pupils' expressive skills ($F_{(6,98)} = 1.661$, $p > 0.05$, partial $\eta^2 = 0.092$). Thus, the null hypothesis 7a was not rejected. This implies that treatment, parenting style and school type had no effect on primary two pupils' expressive skills.

Ho7b: There is no significant interaction effect of treatment, parenting style and school type on primary two pupils' social skills.

Table 4.4 indicates that there was no significant three way interaction effect of treatment, parenting style and school types on primary two pupils' social skills ($F_{(6,98)} = 0.571$, $p > 0.05$, partial $\eta^2 = 0.034$). Thus, the null hypothesis 7b was not rejected. This implies that treatment, parenting style and school types had no effect on primary two pupils' social skills.

4.2 Discussion of findings

The discussion of findings is presented according to the hypotheses raised in the study.

4.2.1 Effects of treatment on primary two pupils' expressive and Social skills

The purpose of this study was to determine whether or not there would be any significance in the treatment conditions, which were fantasy play instructional strategy, role-play instructional strategy and conventional method. The findings of this study revealed that there was significant difference in the posttest expressive skills mean score

of pupils in the treatment conditions. This may be due to the fact that children, by nature, love to play and when play is used as instructional strategy learning becomes fun, natural and real. According to Bratton, Ray, Rhine and Jones (2005), children use play as means of communication. Fantasy play and role-play had significant effect on expressive and social skills because play allows children to learn to communicate emotions, to think, be creative and solve problems. (Anderson-McNamee and Bailey, 2010). Out of the two types of play used in this study, Fantasy Play Instructional Strategy had significant main effect on primary two pupils' Expressive and social skills followed by Role-play Instructional Strategy and the least effect was in the control group (conventional method). This is in line with the findings of Pellegrini and Galda (1982) Ramirez (2008) Paley (2009) Seo (2010) and Figliotti and Figliotti (2014), that fantasy enhances learners' academic performance.

This shows that the treatments significantly affected the pupils' posttest expressive skills. The results of the ANCOVA in Tables 4.1, 4.2, and 4.3 confirmed that treatment had significant effect on expressive and social skills of pupils. This agrees with previous findings by Frederick-Jonah and Igbojinwaekwu (2015) Abidoeye (2014), Adelekan (2009) and Olagunju (2008), that learners are affected by the method of teaching employed in schools. The finding is also in agreement with Unachukwu (2015), who found that there was significant correlation between cognitive competence and play among other variables in her study. Therefore, it can be said that Fantasy Play Instructional Strategy facilitates learning more than the other strategies. This may be due to the fact that the majority of children naturally live in the world of fantasy. For instance, Ramirez (2008) reported that fantasy play takes 33 per cent out of all the types of play children engage in. Madoc-Jones and Egan (2001) also claim that 60 per cent of children have imaginary friends. Seo (2010) avers that psychiatric researchers define fantasy as a defence mechanism for the fulfilment of wishes and the resolution of conflict. The significant main effect of Fantasy Instructional Strategy on expressive skills is also in agreement with the claim of Figliotti and Figliotti (2014), that fantasy play helps to improve thinking, logic, and communication skills of children.

The significant effect of role-play on expressive and social skills is in line with

the results of Adelekan (2009) Aliakbari and Jamalvandi (2010) Al-Barri, Al-qadi, Al-Wa'ely, Khodair, and Alshawashreh (2014), and Rayhan (2014), who confirmed that role-play instructional strategy is more useful for helping pupils to develop speaking skill than the conventional strategy. The finding of this study also revealed that the treatment had significant main effect on primary two pupils' social skills. The result of ANCOVA in Tables 4.4, 4.5 and 4.6 confirmed this. This supports the results of past studies, where play was found to be effective in developing and acquiring social skills. Unachukwu (2015) claims that play and other variables had significant relative influence on social competence.

4.2.2 Effect of parenting style on primary two pupils' expressive and social skills.

The ANCOVA results as presented in Table 4.7 and 4.8, showed that Parenting Style has significant effect on expressive skills. This indicates that there was a significant difference in the mean posttest expressive skills scores of the primary two pupils by parenting styles. What may be responsible for this could be the fact that children are affected by the way their parents handle them at home. Authoritarian parenting style (also known as autocratic parenting style) had the highest mean score. This shows that authoritarian parenting style was the main source of the significant difference in parenting style, followed by permissive, authoritative (also known as democratic parenting style) and the neglecting parenting styles. Pupils whose parents are authoritarian performed better than other pupils. This showed that authoritarian parenting style was more effective. Literature submit that authoritarian parenting style does not allow children to express themselves very well due to the autocratic nature which tend to dictate rather than seek the opinion of the children, but the good thing about this style is that the children from such homes do well in school and they are not likely to engage in any antisocial activities, like joining gangs, abuse of alcohol and drugs (Grobman, 2008; Cherry, 2016). The result of this study has proved that authoritarian parenting style is good for the environment of this research. It also confirms Unachukwu (2015), who notes that parenting style had significant relative effect on cognitive competence of pre-school children.

On social skills, the ANCOVA results presented in Table 4.4 and 4.9 revealed that parenting styles had no effect on primary two pupils' social skills. This is contrary to the findings of Leigh (2010), Mensah and Kuranchie (2013), and Unachukwu (2015), that parenting styles had significant effect on pupils' social behaviour. It also contradicts the research report of Bornstein and Bornstein (2014), that parenting style had a great influence on social development.

4.2.3 Effect of school type on primary two pupils' expressive and social skills.

The finding of this study, as shown in Tables 4.1 and 4.9 indicated that there was significant difference in the mean posttest expressive skills scores of the primary two pupils by school type. Table 4.9 indicated that primary two pupils from private schools had the highest adjusted posttest expressive skills mean score, while their public school counterparts had the least adjusted posttest expressive skills mean score. This means that the primary two pupils in private schools performed better than their counterpart in public schools. This finding also agrees with the result of Awoyemi (2016), who found out that there was significant effect of school type on pre-school children's interest in number work. Pre-school children in the private schools performed better than their counterparts in the public schools. The same applies to social skills because the result also revealed that there was significant difference in the mean of posttest social skills of primary two pupils. Primary two pupils in private schools performed better than their counterparts in the public schools.

4.2.4 Effect of treatment and parenting style on primary two pupils' expressive and social skills.

Parenting style and school type had no effect on primary two pupils' expressive skills. Table 4.1 and Table 4.4 showed that there was no significant two-way interaction effect of treatment and parenting style on primary two pupils' expressive and social skills. This showed that treatment was not sensitive to parenting style. In other words, treatment and parenting style did not have joint effect on the pupils' expressive and social skills. This is contrary to the findings of Bornstein and Bornstein (2014), that parenting

style affects both academic and social development of the child.

4.2.5 Effect of treatment and school type on primary two pupils' expressive and social skills.

Table 4.1 indicated that there was no significant two-way interaction effect of treatment and school type on primary two pupils' expressive skills. This implies that there was no interaction effect of treatment and school type on expressive skills of primary two pupils. This agrees with Awoyemi (2016), who found that there was no significant interaction effect of treatment and school type on pre-school children's interest in number work. On the other hand, the results in Table 4.4 showed that there was significant two-way interaction effect of treatment and school type on the primary two pupils' social skills. This implies that treatment and school type had a joint effect on pupil's social skill. This agrees with the result of Unachukwu (2015), who found a joint relationship between her independent variables and social competence of pre-school children.

4.2.6 Effect of parenting style and school type on primary two pupils' expressive and social skills.

Tables 4.1 and 4.4 reveal that there was no significant two-way interaction effect of parenting style and school type on primary two pupils' expressive and social skills. This result is inconsistent with the report of Unachukwu (2015), who found a joint relationship between parenting style and cognitive competence of pre-school children.

4.2.7 Effect of treatment, parenting style and school type on primary two pupils': expressive and social skills.

As seen in Tables 4.1 and 4.4 there was no significant three-way interaction effect of treatment, parenting style and school type on primary two pupils' expressive and social skills. This is contrary to the report of Leigh (2010) who found that there was correlation between parental practice and bullying behaviour.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter presents the summary, conclusion and recommendations on effects of fantasy and role-play instructional strategies on primary two pupils' acquisition of expressive and social skills in Ondo city.

5.1 Summary

The main purpose of this study was to find out the difference between the means of expressive and social skills of primary two pupils exposed to fantasy play, role-play and the conventional instructional strategies. This is important because primary two pupils and other children across different age brackets naturally love to play. They enjoy lessons taught through play methods, as revealed in this and other previous studies. Therefore, fantasy, role-play and conventional strategies were used to teach expressive and social skills. The result of this study revealed that fantasy play had significant main effect followed by role-play. This was because the lessons became real-life experiences and all the senses were involved in learning activities as all the pupils participated actively in the teaching and learning process. The pupils were playing and learning at the same time, while the teacher became the moderator. The interest of the pupils was stimulated, pupils were free to express themselves and they enjoyed the lessons on expressive and social skills. Moreover, the assumptions that play was a time-consuming strategy has been debunked by this study because all the fantasy and role plays that were used in this study only took about five minutes out of the allocated time for each lesson. All the steps of the instructional strategies were done within the stipulated thirty minutes on the timetable.

The findings of this study are summarised as follows:

1. There was a significant main effect of treatments on pupils' expressive skills and social skills. Fantasy Play Instructional Strategy turned out to be the most effective, followed by Role-play Instructional Strategy and Conventional Instructional Strategy.
2. Parenting style had significant effect on pupils' expressive skills. Children whose parents adopt authoritarian parenting style had higher degree of expressive skills and least is

children whose parents adopt neglecting parenting style. However, parenting style had no effect on pupils' social skills.

3. School type had significant effect on both expressive and social skills. In other words, pupils in private schools had greater mean score in both expressive and social skills compared to their counterparts in public schools.
4. Treatment and parenting style had no interaction effect on expressive and social skills. There was no significant interaction effect of treatment and parenting style on expressive and social skills.
5. Treatment and school type had no effect on primary two pupils' expressive skills. On the other hand, treatment and school type had effect on social skills.
6. Parenting styles and school type had no significant effect on pupils' expressive skills neither was there significant effect of parenting style and school type on pupils' social skills.
7. There was no significant three-way interaction effect of treatment, parenting style and school type on both expressive and social skills.

5.2 Conclusion

The findings of this study agree with the findings of previous studies on the effectiveness of play as a means of teaching and learning. The result of this research showed that Fantasy Play Instructional Strategy, followed by Role-play Instructional Strategy, were more effective than the conventional method in the acquisition of expressive and social skills. It should be noted that children learn better when the method of teaching is age- and culture-appropriate. Moreover, activity-based strategies, like fantasy play and role-play are pupil-centred and experiential in nature. Therefore, the interest and attention of the sampled pupils were sustained and the lessons learnt were easily recalled.

5.3 Educational implications and recommendations

How well a child writes, speaks and relates with peers as a friend, and how well the child accepts himself and others and is accepted by others can be determined by the

way the parents bring up the child and the type of school the child attends. Based on the result of this study, the following recommendations are important:

- i. Teachers should be encouraged to use creative and innovative activities, such as fantasy and role-play instructional strategies, to teach primary school pupils in order to help the pupils learn better and well. This could also help the pupils to have a change of behaviour according to the lessons they learn through fantasy and role-play. These play strategies are age- and culture-appropriate. Teachers should give every child a chance in fantasy play and role-play so that every child can benefit. Initially, the shy and the quiet pupils may miss some lines when they face the class for the first time but a second chance will prove how far the child has overcome shyness and is bold to speak out. Teachers should have the interest of the pupils in mind and be ready to use the strategies that would have a life-long effect on the pupils. Therefore, all the efforts put into fantasy and role-play are worth it.
- ii. Parents should support the teachers in educating their children. There are costumes that parents should provide for their children when they take part in fantasy and role-plays at school. For example when the child needs to use some clothes apart from their school uniforms, the parents should happily provide such. Parents should also be curious enough to learn about the best practices and appropriate strategies for the age and stage of their children. They should not be ignorant about the importance of fantasy play and role-play as powerful learning tools for their children. They should not see play as trivial and a waste of time. The parents who are knowledgeable about the importance of play should help to educate other parents either as friends or through the Parent-Teachers Association (PTA) of the school. Parents should also create time to play with their children at home. Parents should also adopt the best parenting style for their children and environment instead of adopting foreign culture without looking at its suitability for their own environment. For instance, many western cultures are not in favour of authoritarian parenting style, which has been the most effective in expressive skills in this research.
- iii. Producers of educational and instructional materials should invest in the production of props and costumes for fantasy play and role-play. If the props and costumes are

- readily available, teachers and parents would find it easy to use fantasy play and role-play to teach the children. This would also take the strategies further since the costumes and props could also be used at children parties and amusement parks.
- iv. Television stations should go into the production of fantasy play and role-play that are culturally appropriate for the Nigerian child. Nigerian folktales should be used to produce plays that teach moral lessons. The culturally appropriate fantasy play and role-play should be used to teach expressive and social skills. They could also be used to teach other skills that would help the child learn and develop rather than projecting all the foreign cartoons that merely entertain the child. Culturally appropriate fantasy play and role-play have the ingredients that entertain and educate the child at the same time.
 - v. School authorities should include fantasy play and role-play in their end-of-the-year activities, so that the parents can have a first-hand experience of the efficacy of fantasy play and role-play. They should also make these and other instructional strategies that have been proven to be effective in teaching their priorities. Therefore, they should provide costumes and props from their internally generated funds. The private and public schools have their own way of generating funds. For example, many public schools generate funds through avenues like the rent of their football fields and other large open spaces for parties.
 - vi. Training of teachers should be more practical in the area of teaching methodology. Teacher training institutions, like colleges of education, should insist on the use of fantasy play and role-play as instructional strategies during the one-semester compulsory teaching practice exercise. Apart from the courses that are play-related, in-service teachers should be encouraged to design some improvised play materials props and costumes that can be used to teach expressive and social skills.
 - vii. Religious organisations, like Sunday school centres, should use fantasy play and role-play to teach bible stories. This would help the children to understand things better and be able to behave according to the lessons taught.
 - viii. Government should make education one of their priorities. The government schools, which are popularly referred to as public schools, are in deplorable condition both in terms of physical structures and in terms of academic performance. It has become so

common in research reports that the private schools performed better than the government school, which are popularly called public schools. At the primary school level, the gap is so wide. Government should consider the fact that both private and public primary schools will write the same standardised test such as National Examination Council examination, Senior School Certificate Examination and Unified Tertiary Matriculation Examination in the future. It is quite unfair to continue to have a laissez faire attitude toward the deplorable condition of government schools. Therefore, governments should repair and renovate public schools' facilities and structures. They should take a cue from the immediate past regime of the government of Ondo State by establishing more Caring Heart Mega Schools from the existing public schools. If each regime can restructure and renovate a number of schools, all the public schools would soon be revived. Teachers' activities in the public school should be properly monitored to ensure that they are using the appropriate method of teaching. For instance, school inspectors should be recruited to visit the schools unannounced. A lot of resources should be put into monitoring and evaluation of teachers. Condition of service of teachers should be reviewed and public school teachers should be given the same condition like their counterparts in the Ministry of Education. More funds and attention should be given to the education sector. If education is adequately funded, there would be enough to get props, costumes and other instructional materials.

- ix. Curriculum planners and developers should incorporate and enforce the use of fantasy play and role-play instructional strategies in primary schools. The National Policy on Education (2013) 6th edition is silent on the use of play as the main method of teaching in primary schools. This should be included in the next edition of the National Policy on Education, especially for primary classes 1-3.

5.4 Limitations of the study

Some of the constraints encountered in the course of this study included insufficient ready-made animal costumes. This led the researcher to the production of such costumes before commencing the study. The study was limited to two expressive

skills out of the four language skills. Private and public schools were used. The study did not include schools in rural locations.

5.5 Suggestion for further study

Based on the limitation of this study, the following suggestions are important for further studies:

- i. This research can be replicated by looking at school location. The rural communities could be involved.
- ii. Fantasy play and role-play are very good tools in teaching many skills. The study can be replicated for teaching mathematical concepts, science and social studies.
- iii. A survey research could be conducted on teachers' and parents' attitude to and knowledge of fantasy play and role-play instructional strategies at the lower primary.
- iv. This study could also be replicated in other parts of Nigeria, like the northern, eastern and southern parts.

5.6 Contribution to knowledge

This study has contributed to knowledge by:

- i. Providing empirical support for the superiority of fantasy play and role-play over the conventional strategy on primary two pupils' acquisition of expressive and social skills. This would encourage primary school teachers to adopt play in the teaching and learning activities at the primary school level.
- ii. Designing and adapting indigenous stories into play for effective acquisition of expressive and social skills among primary school pupils.

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APPENDICES

Outline of Field Work

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Primary Schools used in the study

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Role-play Script Package (RSP)

Instructional Guide on Fantasy Play (IGFP)

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Rating Scale On Speaking Skills of Pupils (RSSSP)

Rating Scale On Writing Skills of Pupils (RSWSP)

Observational Checklist on Pupils' Friendship Skills (OCPFS)

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Appendix i

Outline of Field Work

Week 1: Submission Letter of introduction and distribution of parental consent letter.

Orientation and training of research assistants.

Week 2: Introduction of course and administration of pre-test.

Week 3: Greeting and Introducing self and others

Week 4: Helping one another

Week 5: Giving Gifts

Week 6: Togetherness/ Team spirit

Week 7: Making requests and enquiries

Week 8: Solving problems among friends

Week 9: Administration of Posttest

Appendix iv
Primary Schools used in the study
Ondo Town

Private Schools

Graceland Nursery and Primary School, Ajilo, Ondo

Temidire Group of Schools, Oka, Ore road, Ondo

Foundation Nursery and Primary School, Ife road, Ondo

Public Schools

St. Matthews Roman Catholic Primary School, Oke-Padre, Ondo

Our Saviour's Anglican Primary School, Ezzo, Ondo

Awosika Memorial Caring Heart Mega School, Omoloore Street, Yaba, Ondo

Appendix v

Fantasy Play Script Package (FPSP)

Week three Play One

Greeting: Baba and Yaya, The young monkeys.

(Baba greets everyone he meets on the way anytime he goes to get banana. His friend Yaya does not greet)

Baba: good morning sir.

Old monkey: Good morning. How are you?

Baba: I am fine thank you and how are you sir?

Old monkey: I am doing great. Why is your friend not greeting me.

Baba: Yaya! Greet the old monkey now.

Yaya: leave me alone.

(Baba saw some young children and some less privileged. He greeted some, waved and smiled at others).

Baba: good afternoon ma.

Mama Nne: Good afternoon, Baba. Where are you coming from?

Baba: I went to get banana but I could not find any.

Mama Nne: Come and take some. I have more than enough for my family.

Baba: thank you ma.

Yaya: excuse me madam, you have not given me my own.

Mama Nne: I will not give you because you don't greet people. You are not friendly.

(Old monkey met them on the way)

Old monkey: hello boys. You look tired.

Baba: good afternoon sir. Yes, we are tired. We went round the market and could not get banana until Mama Nne gave me some.

Old monkey: Good, you are getting the reward for being friendly. Come, let me carry you on my back. Your friend that doesn't greet people can walk home.

(Yaya started crying) Yaya, you don't have to cry. Listen to me, when you greet people it shows that you see them as friends and you are happy to see them but people you don't greet will think that you are not their friend.

Week Four

Play Two: Introducing oneself and others

Super Prince: Good evening. My name is Super Prince.

Fruity: Good evening, my name is Fruity and this is my friend Butterfly.

Super Prince: I am happy to meet you.

Fruity: I am happy too.

Butterfly: Super Prince, how old are you?

Super Prince: I am seven years old. What about you?

Butterfly: I am six and Fruity is also six.

Super Prince: Where do you live?

Fruity: I live in the green house while Butterfly lives in the flower house.

Super Prince: That is beautiful. I live in my father's palace across the road. Come, let me show you my father's palace because I want you to attend my birthday next week. *(he took them to the palace and they met some dogs fighting)* stop fighting, Jack and Bingo.

Jack: He took my bone.

Bingo: The bone is my own.

Super Prince: say the truth.

Jack: I saw the bone but he took it.

Fruity: The two of you can share the bone.

Super Prince: Yes, share the bone and be friends again. Bye bye

Jack and Bingo: Thank you. We will share the bone.

Week Five: Play three

Helping one another

The old woman, the Dove and the Hawk.

Old woman: I need to cook a meal for this boy. Everybody abandoned him because he is deaf and blind, that is why he cannot become the next king even though he is the heir. *(As she started cooking, a dove flew into the room where the boy was lying down on the mat)*

Dove: Good day old woman. Please, I beg you allow me to hide inside your house. Shut the door and save my life.

Old woman: It's all right. Get inside the room.

Hawk: Knock, knock, woman! Open the door and let me kill the dove. I am very hungry.

Dove: old woman, please don't open the door. Help me! If you save my life, I will heal the boy. He will be able to hear.

Hawk: woman, if you give me the dove, I will give you medicine to cure the blindness of this boy. He will be able to see.

Old woman: oh! What am I going to do? I want to help the dove and I want the boy to see *(suddenly, she rushed out and took two of her fat chicken)* Hawk! Please take these two fat chickens. They are bigger than the dove. Take them and eat them. Please, leave the dove alone.

Hawk: Thank you, old woman. You have given me more than I desire. Take this medicine it will make your boy see.

Dove: Thank you, old woman. You have saved my life. Please, take this medicine; it will make the boy hear.

Old woman: Hurray! The boy can now see and he can also hear. He can now become the next King.

The boy: great woman thank you. Come with me to the palace. You are now the king's mother in my kingdom. You took care of me when nobody wanted me. You are a great woman. I will give you riches in my kingdom.

Dove: You are a great woman! You saved my life because of this; I am going to be your friend forever. I will bring joy and peace to you.

Week Six Play Four: Giving gifts.

Forest shopping

It was a love feast day and everyone was asked to get a gift for the other. They were instructed to get something the other person loves.

Monkey: I am going for shopping to get bone for the dog.

Lion: why?

Monkey: because dog is my friend and I want to give him something that will make him happy.

Lion: That is good. What can I give you to make you love me more because you are my friend.

Monkey: That is very simple. Banana will make me happy.

Tortoise: heee, why is that some big animals have small animals as friends?

Monkey: friendship is not about how big or how small somebody is. We need to accept each other the way we are. Let us go to angel's shop.

Angel: come to my shop and buy things for your friends.

All: thank you angel.

Angel: Please buy more gifts because you will meet a beggar on the way. Give her a gift and take her to the lonely princess, she will bless you with joy and happiness.

All: that is true (*they started shopping joyfully and also presented the gifts to their friends*).

Beggar: please, give me something (*they gave her some gifts and took her to the lonely princess*).

Little Princess: (*she stood by the road singing*) "who will be my friend" 4x

All (*All of them replied her song. They gave her the beggar*).

Beggar: "I will be your friend" 4x (*they shook hands and they were jumping and dancing happily*)

Week Seven Play Five: Togetherness / Team Spirit
Mr. Hare and Mr Tortoise.

Mr Tortoise: My dear family

Tortoise Family: yes

Mr Tortoise: I want to challenge Mr Hare to a race. He has been insulting us that we are too slow. I want all of us to run the race together as if we are one man. There is power in doing things together.

Tortoise Family: How are you going to do that, hare is a very fast animal?

Mr Tortoise: Very simple. When we all do it together, we will achieve the impossible.

Tortoise Family: How?

Mr Tortoise: The race is not difficult at all. Four of us look alike we will stand at different places from the starting point to the end.

Tortoise Family: That is a good idea. We will do it together. let us go and meet him (Tortoise went to meet hare).

Mr Tortoise: Mr Hare, I am challenging you and all your family to a race.

Mr Hare: This is an insult! I will do it alone. A million of Tortoises cannot win the race even if I am crawling.

Mr Tortoise: ok, Mr Hare. We shall see.

Mr Hare: every one is invited to come and see the race.

Other Tortoise: In togetherness we shall win!

During the race

Mr Hare: what? Tortoise is in the front again but I left him behind just now. Hee, my head oooo.

Tortoise: Despite your speed, I was here before you.

Referee (Elephant): Ladies and gentlemen, we have now come to the end of the race. Mr Tortoise and his family won the race! Please, always respect people who are doing things together as a team. Although Hare is a fast animal, he lost the race while the slow animals won the race because they worked together as a team.

Week eight

Play six: Can you accept him?

Tortoise is very ill after he fell from the sky and broke his shell. Many animals went to greet him.

He-goat: knock knock knock. Hello, is anybody home?

Tortoise: Monkey, please check who is at the door.

Monkey: It is he-goat.

Tortoise: Monkey, please lock the door very well. Don't allow him to come into my house.

Monkey: Tortoise, why?

Tortoise: He smells. That smelling thing will not enter my house.

He-goat: hello Tortoise, I am here to help you

Tortoise: Go away! I don't need your help. You always smell.

Monkey: Tortoise, you better accept him so that he can help you. No one is perfect.

He-goat: Tortoise, you are too proud. You will regret it because if I go away I will never come to help you again.

Tortoise: Hun hun you don't have power to help anybody because you are always smelling. (*He-goat left in anger. After some minutes....*) Monkey, Monkey, when is the person who wants to help me to make my back smooth coming?

Monkey: he has come and gone and he will never come back because he is very stubborn.

Tortoise: Who are you talking about?

Monkey: He-goat.

Tortoise: Are you serious?

Monkey: I am very serious.

Tortoise: (*started crying. He puts his hands on his head*) Yeee, I would have accepted him and tolerate the smell oooo. So this is how I will be forever!

Monkey: Please learn from this. Some people do not look beautiful but they have some good gifts. If you do not accept them, you will miss the good thing they have and you will loose a good friend.

Appendix vi

Instructional Guide on Fantasy Play (IGFP)

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Instructional Guide on Fantasy Play Procedure

Step	Time	Teachers Activity	Pupils' Activity	Materials
Play	4 minutes	Manages the stage	Act Play	Costumes and props
Question and answer	4 minutes	Asks the pupils about the lessons learnt from the play	Speaking: pupils raise their hands and answer when called	
Explanations on the lesson	4 minutes	Explains and summarises the lessons in the play	Listening and speaking. Ask questions	
Relating the play to real every day life	5 minutes	Asks questions that help pupils relate the play to real life e.g. Baba greeted old Monkey, how would you greet an older person like your teacher and parent?	Speaking: pupils answer questions.	
Writing	8 minutes	Teacher writes some questions and asks pupils to answer through writing	Writing: pupils answer questions through writing.	Exercise books, pen or pencil
Marking and correction	5 minutes	Goes round to mark as pupils write and does the correction with them	Pupils answer questions and copy the correction	Exercise books, pen or pencil

Week Two

Introduction of the Package and Pretest

Subject: English Language (Speaking and Writing, Friendship and Acceptance skills) Date:

Class: Primary Two

Topic: Introduction of the course and administration of pre-tests

Duration: 45 minutes

Entry Behaviour: Pupils are familiar with some forms of fantasy play from folk tales like tales by moonlight. Television programmes such as cartoons and some Fantasy characters like super hero, masquerade, Santa Claus or Father Christmas.

Learning Environment: Classroom. The classroom is going to be re-arranged to allow free movement and space for acting (A big circle if possible or something close to it).

Resources/Materials:

- 1) **Already Existing:** Magic pencils (that is their fore fingers), exercise books for writing, pencil, sharpener, eraser etc.
- 2) **To be supplied:** props, costumes and other materials for the shopping centre.

Behavioural Objectives: By the end of the lesson, pupils should be able to:

- i) List the skills to be acquired during the programme.
- ii) Mention the roles they are going to play in the programme.

Classroom Activities

Teacher's Activities	Pupils' Activities
Motivation: the teacher introduces himself and other research assistants.	Pupils listen and clap.
The teacher displays the charts on which the topics are written and guide the pupils to read along.	Pupils read along as the teacher assists them in reading the topics.
The teacher distributes the tests to all the pupils.	Pupils spend ten minutes to answer the questions
The teacher explains what pupils should	Pupils listen and ask questions if they have

expect in each lesson (speaking, writing, friendship and acceptance skills).	any.
Explain to them that they will have to write the answers to the questions after each fantasy play.	Pupils listen and are free to ask questions.
Distribute the roles in each of the Fantasy play and ensure that all the pupils have a role to play in the fantasy play. Writing Activity i) Ask the pupils to bring out their magic pencils (their fore-finger is the magic pencil) ii) Ask all the pupils to write the name of their friends in the air. iii) Ask them to write their own names on the back of their friends	Pupils are free to ask questions about their own roles and collect their play booklets from the teacher.
Lesson Summary: Every lesson is going to be packed with a lot of fun. We are all going to enjoy the lessons because every one of us is going to take part in the fantasy play. Everyone give your friend a high five!	Pupils are expected to make a joyful noise.

Note: Teacher and other research assistants put on fantasy play costumes during the introductory lesson.

Week Three: Lesson One

Subject: English Language (Greeting) Date:

Class: Primary Two

Topic: Greeting

Duration: 45 minutes

Entry Behaviour: Pupils are familiar with greeting their teachers in the classroom

Learning Environment: classroom. The classroom is going to be re-arranged to allow free movement and space for acting (A big circle if possible or something close to it). The centre of the circle is the stage for fantasy play

Resources/Materials:

- 1) **Already Existing:** Magic pencils (their fore fingers), exercise books for writing, pencil, sharpener, eraser etc.
- 2) **To be supplied:** props, costumes and other materials for the animals.

Behavioural Objectives: by the end of the lesson, pupils should be able to:

- i) Mention two benefits of greeting
- ii) Write the answers to the questions.
- iii) State two indicators of friendship skill from the play
- iv) State two indicators of acceptance skill from the play.

Class Activities

Teacher's Activities	Pupils' Activities
i) Teacher greets the pupils. ii) Teacher calls out the pupils for the roles in fantasy play (Greeting) and assist them with the costumes and the props	i) Pupils respond to greeting. ii) Selected Pupils put on the costumes and others assist them with the props
Teacher moderates (with the help of research assistants)	Pupils act as Baba, Yaya, Old Monkey, Mama Nne and others.
Teacher moderates the discussion after the fantasy play by asking the lessons learnt from the play. Helps pupils to note that greeting is a sign of acceptance and friendship.	Pupils discuss freely and bring out the lessons in the play.

<p>Teacher asks the pupils to bring out their writing materials and do the writing activity.</p>	<p>The pupils bring out their writing materials</p>
<p>The teacher writes on the chalkboard and asks pupils to copy and complete the dotted lines.</p> <p>Writing Activity:</p> <p>i) Baba greeted old monkey by saying</p> <p>ii) Old monkey said “Good morning. ...are you?”</p> <p>iii) Yaya did not people</p> <p>iv) Mama Nne gave to Baba because he greeted her.</p> <p>v) Old Monkey carried Baba on his back because he him.</p>	<p>Pupils write the answers in their exercise books</p>
<p>Teacher goes round with the research assistants to assist pupils.</p>	<p>Pupils submit their books to the teacher.</p>
<p>Teacher does correction of the work with the pupils and gives home:</p> <p>i How do you greet your teacher in the morning?</p> <p>ii What is the answer to ‘how are you?’</p> <p>iii How do you greet your friend in the afternoon?</p> <p>iv What do you say to someone celebrating her birthday?</p>	<p>Pupils ask questions and copy the questions in their home-work note.</p>

Week four: Lesson Two

Subject: English Language (Introducing self and others) **Date:**

Class: Primary Two

Topic: Introducing self and others.

Duration: 45 minutes

Entry Behaviour: pupils are already familiar with the names and personal details of some of their friends and family members.

Learning Environment: classroom. The classroom is going to be re-arranged to allow free movement and space for acting (A big circle if possible or something close to it).

Resources/Materials:

- 1) **Already Existing:** exercise books for writing, pencil, sharpener, eraser etc.
- 2) **To be supplied:** props, costumes and other materials for a royal meeting.

Behavioural Objectives: by the end of the lesson, pupils should be able to:

- i) Mention their names.
- ii) The name of their school
- iii) Their age
- iv) Their class
- v) Their home address
- vi) And be able to write down all the above information correctly.

Classroom activities

Teacher's activities	Pupils' activities
Teacher introduces herself and all the other research assistants to the pupils.	Pupils clap and chorus 'we are pleased to meet you sir/ma'
Teacher calls out the pupils for the roles in fantasy play (introducing self and others) and assist them with the costumes and the props	Selected pupils come out to do fantasy play 3. Introducing self and others
Teacher moderates and assists pupils when	Pupils play

necessary	
<p>What lessons have you learnt from the fantasy play?</p> <p>How did Super Prince and Fruity introduce themselves?</p>	Pupils answer questions.
<p>Teacher moderates the discussion on the lessons learnt from the fantasy play. Help pupils to note that introducing self is a sign of acceptance and the beginning of friendship. Sharing is important. Fighting is not good. Teacher asks pupils how each of them would introduce himself.</p>	Free discussion and questions.
<p>Teacher writes the review questions on the board</p>	Reviewing the lessons from the play through writing.
<p>Writing Activity</p> <p>i My is Super Prince.</p> <p>ii Fruity said, ‘I am To meet you.’</p> <p>iii Butterfly is Fruity’s</p> <p>iv They became after introducing each other.</p> <p>v They told Jack and Bingo to fighting</p>	Pupils answer the questions by writing.

<p style="text-align: center;">Home Work on Writing</p> <p>i) Introduce yourself:</p> <p>My name is</p> <p>I live at</p> <p>The name of my school is</p> <p>I am years old.</p> <p>I am in primary</p>	<p>Pupils copy the home-work questions.</p>
<p>Teacher goes round with other research assistants to assist pupils.</p>	<p>Pupils submit their books to the teacher.</p>

Week five: Lesson three

Subject: English Language (Helping one another) **Date:**

Class: Primary Two

Topic: Helping one another. **Duration:** 45 minutes

Entry Behaviour: Pupils are familiar with some act of love, of kindness and helping one another.

Learning Environment: classroom. The classroom is going to be re-arranged to allow free movement and space for acting (A big circle if possible or something close to it).

Resources/Materials:

- 1) **Already Existing:** exercise books for writing, pencil, sharpener, eraser etc.
- 2) **To be supplied:** props, costumes of different animals and other materials like mat, cooking utensils.

Behavioural Objectives: by the end of the lesson, pupils should be able to:

- a) Mention different ways of helping one another in the class.
- b) Explain how to help their parents at home
- c) Give examples of how to improve the society through acts of kindness

Classroom activities

Teacher’s Activities	Pupils’ Activities
Teacher asks pupils to lift up their hands if they have helped someone before.	Pupils narrate stories to each other
Teacher calls out the pupils for the roles in fantasy play 4 and assists them with the costumes and the props	Selected pupils come out to do fantasy play 4. Introducing self and others
Teacher moderates and assists pupils when necessary.	Pupils play
Teacher asks them to mention the lessons learnt from the play. The teacher summarises the lesson learnt by emphasizing the wisdom and sacrifice of the woman by offering her two big chickens in	Free discussion and questions

place of the dove. He moderates class discussion and also encourages them to ask questions.	
Teacher writes the review questions on the board and encourages the pupils to answer them through writing.	Pupils answer the questions by writing.
Writing Activities i) The woman was preparing food. ii) The old woman saved thefrom the hands of the hawk. iii) The old woman was very (foolish, wise, wicked) iv) The boy promised to give her	Pupils write
Teacher goes round with other research assistants to assist pupils.	Pupils submit their books to the teacher.

Note: All of them helped one another.

*The kind woman gave two chickens to the hawk in order to save the life of the dove
The hawk gave medicine to cure the boy's blindness while the dove gave medicine to
cure the boy's deafness. We surely get the reward of anything we do.*

Week six- Lesson Four

Subject: English Language (Giving gifts) **Date:**

Class: Primary Two

Topic: Giving Gifts

Duration: 45 minutes

Entry Behaviour: Pupils must have received or give gifts in the past.

Learning Environment: classroom. The classroom is going to be re-arranged to allow free movement and space for acting (A big circle if possible or something close to it). The centre of the circle is the stage for fantasy play

Resources/Materials:

- 3) **Already Existing:** exercise books for writing, pencil, sharpener, eraser etc.
- 4) **To be supplied:** props, costumes and other materials for the animals.

Behavioural Objectives: by the end of the lesson, pupils should be able to:

- i) Mention one thing to consider before giving gift.
- ii) Mention two benefits of giving gifts.
- iii) State two indicators of acceptance skill from the play

Classroom activities

Teacher’s Activities	Pupils’ Activities
Arrange the pupils for the fantasy play and set up the shopping centre. Ensure that all the materials include the items that will be purchased during the fantasy play.	The selected pupils begin to play.
Assessment Ask the pupils to mention the lesson each of them learnt from the play. Also explain some of the vital lessons the pupils have not mentioned.	Pupils mention the lessons they learnt from the play. They are also free to ask questions.
Teacher writes the questions on the chalkboard and allows the pupils to write the answers.	The pupils pay attention and waits for instructions from the teacher.
Writing Activities i) Each of the animals bought a gift for	Pupils write the answers to the questions in their notebooks.

<p>his...</p> <p>ii) Mention one thing to you think about before giving gift.</p> <p>iii) Mention two importance of giving gifts</p> <p>iv) Friendship is not based on size but on.....</p> <p>(v) Thewas lonely.</p>	
<p>The teacher goes round to assists pupils as they write.</p>	<p>Pupils are free to ask questions.</p>
<p>Teacher and research assistants collect their note book</p>	<p>Pupils submit their exercise books for marking.</p>

Class Discussion : *Teacher should coordinate free discussion on the fantasy play. What lesson have you learnt?*

Everyone knows what the other person loves.

We need to find out what makes the other person happy.

We should always remember the lonely people.

We can make Our friends, neighbours and family members happy by giving them gifts that they love.

Week seven- Lesson five

Subject: English Language Date:

Class: Primary Two

Topic: Togetherness / Team Spirit

Duration: 45 minutes

Entry Behaviour: Pupils must have received or give gifts in the past.

Learning Environment: Classroom. The classroom is going to be re-arranged to allow free movement and space for acting (A big circle if possible or something close to it). The centre of the circle is the stage for fantasy play

Resources/Materials:

- 5) **Already Existing:** exercise books for writing, pencil, sharpener, eraser etc.
- 6) **To be supplied:** props, costumes and other materials for the animals.

Behavioural Objectives: by the end of the lesson, pupils should be able to:

- i) Mention two importance of team spirit.
- ii) Mention two benefits of togetherness.
- iii) Write the answers to the questions.

Teacher's Activities	Pupils' Activities
Bring out the costume for the play and assist pupils too dress up for their roles	Pupils get ready for the play with the assistance of the research assistants
The teacher moderates and directs the play	Pupils play
Ask pupils what they have learnt from the fantasy play. Teacher guides and mentions some of the lessons from the play.	Pupils mention the lessons they learnt from the play
The teacher writes some questions on the chalkboard and asks pupils to write.	Pupils answer the questions by writing in their exercise books
<p>Writing Activity</p> <p>i) Tortoise said, there is power in</p> <p>ii) The other tortoise said, in togetherness we will</p> <p>iii) There isin team spirit</p> <p>iv) What is difficult for only one person can be very <u>easy</u> when many people do it together (true / false).</p> <p>v) Things are done <u>faster</u> when work is done as a team (Yes / no)</p>	Pupils write
Teacher goes round to assist pupils and also mark their work	Pupils write
Teacher does the correction with the pupils	Pupils do the necessary correction and submit their note books to the teacher
Teacher distributes the scripts for the next play and explains it to them	Pupils take their script home

Week Eight: Lesson Six

Can you accept him?

Subject: English Language (Speaking and Writing, Friendship and Acceptance skills) Date:

Class: Primary Two

Topic: Can you accept him?

Duration: 45 minutes

Entry Behaviour: Pupils must have been taught how to care about others.

Learning Environment: classroom. The classroom is going to be re-arranged to allow free movement and space for acting (A big circle if possible or something close to it). The centre of the circle is the stage for fantasy play

Resources/Materials:

- 7) **Already Existing:** exercise books for writing, pencil, sharpener, eraser etc.
- 8) **To be supplied:** props, costumes and other materials for the animals.

Behavioural Objectives: by the end of the lesson, pupils should be able to:

- i) Mention why we need to accept others
- ii) Mention two benefits of accepting others.
- ii) Write the answers to the questions.
- iii) State two indicators of friendship skill from the play
- iv) State two indicators of acceptance skill from the play

Classroom activities

Teacher's Activities	Pupils' Activities
Arrangement of the class and dressing the pupils for the fantasy play.	Arrangement of the class and dressing up.
Teacher moderates and directs the play	Pupils play
Teacher asks the pupils about the lessons learnt from the play.	Pupils discuss
Teacher moderates the discussion, corrects and gives further explanation. Tortoise could not tolerate He-goat and could not enjoy the help he goat wanted to offer.	Pupils listen and ask questions

<p>Writing Activities</p> <p>1) Tortoise did not He-goat</p> <p>2) If we don't accept someone, we cannot getfrom him (help, fight, school).</p> <p>3) Proud people don't accept people easily (true/ false)</p> <p>4) He-goat left Tortoise (true/ false)</p> <p>iv we must learn to tolerate other people. (Yes / no)</p>	<p>Pupils write the answers in their note books</p>
<p>The teacher goes round to inspect and also mark their work.</p>	<p>Pupils ask questions.</p>
<p>Does the correction with the pupils</p>	<p>Pupils contribute by saying their own opinion.</p>

Appendix vii
Role-play Script Package

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Week three- Lesson one: Greeting

Bukky and Nkechi

(Bukky greets her parents. She kneels while her brother Olu prostrates)

Bukky and Olu: Good morning baba. Good morning mama.

Baba and Mama: Good morning, Bukky and Olu. How are you?

Bukky and Olu: we are fine thank you sir, thank you ma.

Baba: God bless you, my children. We are talking about how to pay your school fees.

Bukky and Olu: Thank you baba.

Bukky: I am going for the rehearsal.

Baba: O.K. Please, continue to be of good behavior.

(Bukky greets some children on the way. She calls her friend Nkechi)

Bukky: Nkechi, you are walking too fast. Do you want me to be running after you?

Nkechi: I am not walking too fast. You are the one greeting everybody on the way.

That's why you can't walk as fast as you should.

Bukky: Good morning Mr Shehu.

Mr Shehu: Good morning Bukky. How are you?

Bukky: I am fine, thank you and how are you too sir.

Nkechi: Bukky, you have started again! That is how you always greet everybody.

Mr Shehu: Why are you shouting? You don't greet anybody and you don't want Bukky to greet me. Let me tell you something. I just submitted her name for a scholarship.

Nkechi: Haa! Mr Shehu, why didn't you submit my own name?

Mr Shehu: When I was asked to mention a name, I remember her because she greets me every time she sees me. That is one of the benefits of greeting people.

Bukky: Thank you Mr Shehu. God bless you.

Nkechi: Mr Shehu, good morning sir. Mr Shehu, I am greeting you sir (she continue greeting until she left the stage).

Week Four Lesson two

Introducing self and others

Dele, Dotun, and Mrs. Jones met. After introducing one another they became friends.

Dele: Good evening. My name is Dele Jacobs.

Dotun: Good evening, I am Dotun Bamidele.

Dele: I am happy to see you.

Dotun: I am happy too. May I sit beside you?

Dele: Yes, please sit. Dotun, how old are you?

Dotun: I am seven years old and you?

Dele: I am six years old. What class are you?

Dotun: I am in Primary two.

Dele: I am also in primary two. We are now friends, aren't we?

Dotun: Yes we are.

(They hold hands)

Mrs Jones: Good afternoon good boys. I am Mrs Jones.

Dele: Good evening ma. I am Dele Jacobs and this is my friend, Dotun.

Mrs Jones: I am happy to meet you. I want to invite you to my house for my son's birthday. Sit down let me get you some drinks?

Dotun: Thank you ma.

Mrs Jones: you are welcome. Both of you will be my son's friend.

Week five Lesson three
Helping one another

The good Samaritan at the clinic

A man and his wife came into the hospital with a pregnant woman

Doctor Jay: What is wrong with this woman?

Mr Dada: She is a homeless woman on our street. We found her crying by the roadside. Please help her. She is in pains.

Mrs Dada: Doctor, please take good care of her. We will pay for her treatment.

Doctor Jay: Nurse Tola take her into the labour room.

Nurse Tola: Alright Doctor.

Mrs. Dada: Dear Lord, please grant this woman safe delivery.

Mr Dada: Look. The doctor is out of the labour room.

Doctor Jay: Congratulations! She delivers a beautiful baby girl.

Mr and Mrs. Dada: Thank you doctor. God bless you.

Doctor Jay: you are welcome. I will give her a job and room to live in.

Mr and Mrs Dada: Thank you very much.

Nurse Tola: All her problems are over because we all helped her.

Nurse Ada: Yes, we all helped her without thinking about any reward from her.

Week six Lesson 4
Giving Gifts.

Shopping for gifts

There are different items and gift wrappers on display at the shopping centre.

Mrs Agnes is the shop owner. She sits quietly waiting for pupils to come and buy things in the shop.

Grandma Esther: Good morning Mrs. Agnes How are you?

Mrs. Agnes: Good morning grandma Esther. I am fine, thank you and you?

Grandma Esther: I am fine, thank you.

Mrs. Agnes What do you want to buy?

Grandma Esther: I want to buy a birthday gift for my friend.

Mrs. Agnes: that's very good. Think about what your friend loves because it is always good to give people what they love and what they need. A gift is a way to show that we like someone.

Grandma Esther: Thank you Mrs. Agnes. I will buy her a scarf because she likes tying scarf.

Paul: Good morning Mrs. Agnes. I want to buy a toy radio for my friend Silas. Tomorrow is his birthday.

Mrs. Agnes: That is very good.

Jane: Good evening Mrs. Agnes. I want to buy some crayons to paint a card and give to my mother on mothers' day.

Mrs. Agnes: It's alright. Here are the crayons. Take the colours you want.

(They present the gifts and shake hands with each other. A lonely princess came to meet them)

Princess: You are all happy because you have friends. (*she started singing*) 'who will be my friend' 4x (*a poor girl came and they became friends*)

Poor Girl: 'I will be your friend' 4x (*the princess gave her new dress and they became friends*)

Week seven Lesson five
Togetherness/ Team spirit
The Rich Farmers

Grandpa: Tade, Kunle, Taiwo, Kehinde and Clement.

All: yes grandpa.

Grandpa: I want you to form a group.

Tade: Grandpa, what is the group for?

Grandpa: You will be helping one another with your farm work. All of you will work in somebody's farm the first day. The next day, you will move to the next person's farm until you finish all the work in all the farms.

Kunle: Grandpa, why should we do that?

Grandpa: So that you will finish the work faster and better. Also, you do not get tired easily when many of you are working together.

Taiwo: Grandpa that is a good idea. We will start immediately.

Kehinde: Everybody listen, we are starting tomorrow morning.

Clement and Friends: Grandpa, we will come and give you a report in 6 months time.

After 6 months, they came to give a report to Grandpa

All: Grandpa good evening sir.

Grandpa: good evening my grand children.

Kehinde: We are here to give you the report about the advice you gave us six months ago.

Grandpa: yes, go on.

Tade: Thank you Grandpa. We are now very rich because we have the largest vegetable farms now.

Taiwo: Truly, there is power in togetherness and team work.

Kehinde: Grandpa, please accept this gift.

Kunle: The gift is from all of us.

They all prostrated in front of grandpa and they chorused 'thank you sir'.

Grandpa: I am very happy. Now you all know that there is power in togetherness and team work.

Week eight Lesson six

Can you accept him?

Seun: Bola, our football team will win if we take the new boy in primary two.

Bola: please call him and let us play together.

Seun: Bayo, please, come here.

Bola: (*sees Bayo*) No, I cannot play with this Bayo. Go away.

Bayo: That is not a problem. I will go and join another team.

Bola: Go away foolish boy. He spoilt my water bottle yesterday.

Seun: Forgive him and allow him to join our team so that we can win. I will ask him to say sorry.

Bola: No way!

Two weeks after

Seun: Bola, I am going to join Bayo's team they are always winning.

Bola: Seun, I am sorry that I did not allow him to join our team. I have forgiven him.

Seun: You are the only one left in this team now. Everybody has joined Bayo's team.

Bola: I will go and beg Bayo. I have forgiven him and I want him to be my friend.

Appendix viii

Instructional Guide on Role-play (IGR)

Week two

Subject: English Language **Date:**

Class: Primary Two

Topic: Introduction of the course and administration of pre-tests

Duration: 45 minutes

Entry Behaviour: Pupils are familiar with some forms of play on the television and some stage play.

Learning Environment: Classroom. The classroom is going to be re-arranged to allow free movement and space for acting at the front of the class.

Resources/Materials:

- 1) **Already Existing:** exercise books for writing, pencil, sharpener, eraser etc.
- 2) **To be supplied:** props, costumes and other materials.
- 3) **Behavioural Objectives:** by the end of the lesson, pupils should be able to:
 - i) Mention two importance of speaking
 - ii) State two importance of writing
 - iii) State two importance of friendship skills
 - iv) State two importance of acceptance skills
 - v) Explain what Role-play is

Class Activities

Teacher's Activity	Pupil's Activity
The teacher introduces himself and other research assistants.	Pupils listen and clap.
Teacher asks the pupils to introduce themselves.	Pupils introduce themselves.
Teacher explains role-play activity to the pupils. The teacher also explains that each of them will be playing different roles such as nurse, doctor, teacher, old man, etc.	Pupils listen.
Teacher explains that the role-play will be	Pupils mention the names of their best

used to teach friendship and acceptance skills. The teacher also asks the pupils to mention the names of their best friends. He also asks them if they love their friends.	friends.
Teacher explains that speaking and writing activities are parts of the programme. He explains that speaking helps us to start friendship, maintain friendship	Pupils listen.
Teacher allows the pupils to ask questions	Pupils ask questions.
Teacher answers their questions and give them more information on role-play programme	Pupils listen as their teacher explains.
Writing activities of the Pretest	Pupils write and submit their papers to the teacher and the research assistants.

Week Three Lesson one

Subject: English Language **Date:**

Class: Primary Two

Topic: Greeting

Duration: 45 minutes

Entry Behaviour: Pupils are familiar with some forms of greetings at home and in the class.

Learning Environment: Classroom. The classroom is going to be re-arranged to allow free movement and space for acting at the front of the class.

Resources/Materials:

1) **Already Existing:** exercise books for writing, pencil, sharpener, eraser etc.

2) **To be supplied:** props, costumes and other materials.

1) **Behavioural Objectives:** by the end of the lesson, pupils should be able to:

- i) exchange greetings among peers.
- ii) exchange greetings with older person
- iii) exchange greeting on special days

Class Activities

Teacher's Activities	Pupil's Activities
Teacher greets the pupils	Pupils respond
Teacher selects pupils for the role-play.	Selected pupils move to the front of the class
Teacher and research assistants help pupils with costumes and arrange the stage.	Pupils assist the teacher.
Teacher manages the stage	Pupils act the role play on greeting
After the play, teacher explains the importance of greeting: i. To start a relationship ii. To establish and maintain friendship iii. To gain favour.	Pupils listen and ask questions
Teacher asks the pupils to greet their friends in the class	Pupils greet each other by shaking hands with their friends.
Teacher asks the pupils to explain how to greet older persons	Pupils explain how to greet older persons in African culture (e.g. Good morning Ma/Sir,

	courtesy)
Teacher asks the pupils to explain how to greet at different time of the day and important day celebrations.	Pupils explain how to greet strangers. (greet according to the time of the day and season e.g. Christmas, New year, Eid el fitri,etc.)
Summary: Teacher summarises the lesson by explaining the importance of greeting, how to greet peers, older persons, and strangers.	Pupils listen and make contributions
Writing Activities: i. We can start friendship by ii. When we, our friends become closer to us iii. We can greet our friends by shaking with them iv. When we greet our parents in African culture, prostrate while kneel. v. We greet strangers according to the time of the	Pupils write and submit their work to the teacher.
Teacher collects their work and does the correction. The teacher also asks pupils what they have learnt from the lesson.	Pupils do the necessary correction and narrate what they have learnt from the lesson.
Home Work i How do you greet your teacher in the morning? ii What is the answer to ‘how are you?’ iii How do you greet your friend in the afternoon? iv What do you greet someone celebrating her birthday?	Pupils copy the home work questions.

Week Four Lesson two

Subject: English Language **Date:**

Class: Primary Two

Topic: Introducing self and others

Duration: 45 minutes

Entry Behaviour: Pupils are familiar with the names of their classmates.

Learning Environment: Classroom. The classroom is going to be re-arranged to allow free movement and space for acting at the front of the class.

Resources/Materials:

1) **Already Existing:** exercise books for writing, pencil, sharpener, eraser etc.

2) **To be supplied:** props, costumes and other materials.

2) **Behavioural Objectives:** by the end of the lesson, pupils should be able to:

- i) introduce self to others
- ii) introduce a friend to others
- iii) accept others and start friendship after introduction.

Class Activities

Teacher's Activities	Pupils' Activities
Teacher calls the selected pupils for the role-play.	Selected pupils put on their costumes.
Teacher moderates.	Pupils act the role-play.
After the play, teacher asks the pupils to explain how Dele, Dotun and Mrs Jones introduced themselves in the play.	Pupils explain.
Teacher explains how to introduce self in a socially acceptable way. i. greet the person you want to introduce yourself to. ii. mention your name iii. wait for the person to also introduce himself.	Pupils listen and ask questions

<p>Teacher explains how to introduce their friends to others.</p> <ol style="list-style-type: none"> i. mention your friend’s name to the person you are introducing him to ii. mention the name of the person you are introducing your friend to. 	<p>Pupils explain how to introduce their friends to others. (E.g. This is my friend, Tolu Adeniyi. Tolu meet Bola Amusan)</p>
<p>Teacher explains how to accept others and start friendship after introduction.</p>	<p>Pupils explain how to accept others and start friendship after introduction.</p>
<p>Summary: The teacher summarises the lesson by explaining to pupils how to introduce self, introduce friends, accept others and start friendship after introduction.</p>	<p>Pupils listen and make contributions</p>
<p>Writing Activities:</p> <ol style="list-style-type: none"> i. We should before introducing ourselves ii. We can introduce self by mentioning our iii. When we want to introduce our friends to others, we mention their iv. When we introduce ourselves to others, we become 	<p>Pupils write and submit their work to the teacher.</p>
<p>Teacher collects their work and does the correction with them. The teacher also asks them to write a composition about self.</p>	<p>Pupils do the necessary correction and copy the home work.</p>

Week 5 Lesson three

Subject: English Language **Date:**

Class: Primary Two

Topic: Helping one another

Duration: 45 minutes

Entry Behaviour: Pupils must have experienced acts of kindness in the past.

Learning Environment: Classroom. The classroom is going to be re-arranged to allow free movement and space for acting at the front of the class.

Resources/Materials:

- 1) **Already Existing:** exercise books for writing, pencil, sharpener, eraser etc.
- 2) **To be supplied:** props, costumes and other materials.
- 3) **Behavioural Objectives:** by the end of the lesson, pupils should be able to:
 - i) list 3 categories of people we can help
 - ii) list 3 ways we can help others
 - iii) mention 2 advantages of helping others.

Class Activities

Teacher's Activities	Pupils' Activities
After the play, the Teacher asks pupils to mention how the woman helped the dove, the hawk and the boy.	Pupils narrate how the woman showed kindness in the play.
Teacher explains different categories of people we can help. <ol style="list-style-type: none">i. The needy: people that cannot pay back your act of kindness.ii. our neighboursiii. our friends	Pupils listen and ask questions
Teacher explains how we can help others <ol style="list-style-type: none">i. when a person does not have a pencil, we can give our pencil if we have two.ii. When a person gets injured, we can help the person by informing the teacher	Pupils listen and ask questions.

<p>to apply first aid treatment on the person.</p> <p>iii. When a person falls, we can help the person to get up.</p>	
<p>Teacher explains the advantages of helping others.</p> <p>i. We will be happy.</p> <p>ii. We are able to save a person from problems.</p>	<p>Pupils listen and ask questions.</p>
<p>Summary: The teacher summarises the lesson by explaining to pupils the categories of people we can help, how we can help others, and the advantages of helping others.</p>	<p>Pupils listen and make contributions</p>
<p>Writing Activities:</p> <p>i. We should the poor</p> <p>ii. We can also help our neighbours and our</p> <p>iii. When we help other, we will be</p> <p>iv. If somebody misplaces his pencil, we canour own.</p>	<p>Pupils write and submit their work to the teacher.</p>
<p>Teacher collects their work and does the correction with them. Teacher also asks what they have learnt from the lesson</p>	<p>Pupils do the necessary correction and mention what they have learnt from the lesson.</p>

Week six Lesson four

Subject: English Language **Date:**

Class: Primary Two **Duration:** 45 minutes

Topic: Giving Gifts

Entry Behaviour: Pupils must have received gifts in the past.

Learning Environment: Classroom. The classroom is going to be re-arranged to allow free movement and space for acting at the front of the class.

Resources/Materials:

1) **Already Existing:** exercise books for writing, pencil, sharpener, eraser etc.

2) To be supplied: props, costumes and other materials for shopping centre.

Behavioural Objectives: by the end of the lesson, pupils should be able to:

- i) Mention 3 categories of people they can give gifts to.
- ii) List 5 items that can be given to people
- iii) Mention 2 occasions when we can give gifts to others.

Class Activities

Teacher's Activities	Pupils' Activities
Teacher asks pupils to mention the gifts the people in the play gave their friends.	Pupils mention the gifts the people in the play gave their friends.
Teacher asks the pupils to mention different categories of people we can give gifts to.	Pupils mention the categories of people they can give gifts to; our neighbours, our parents, our friends, the poor and needy etc.
Teacher asks the pupils to mention some items that can be given to people.	Pupils mention some gift items like cards, pencil, eraser, crayon, sharpener, toys etc.
Teacher asks pupils to mention occasions when we can give gifts to others. He also explains to pupils that we don't need money before we give gifts, we can draw something on a paper and give it as a gift.	Pupils mention occasion for giving gifts examples; birthdays, mothers' day, fathers' day, Christmas, id el fitri etc

<p>Summary</p> <p>Teacher summarises the lesson by explaining that</p> <p>1) Giving gift is an expression of love. Giving gifts is a sign of acceptance and it makes friendship to be stronger.</p> <p>2) we can give gifts on special occasion like birthday, Christmas, New year, id el kabir etc</p> <p>3) The people we give gift to: our friends, parents, brothers, sisters, neighbours, teacher, the poor, etc</p>	<p>Pupils listen and ask questions. They are also allowed to explain other things they know about giving gifts.</p>
<p>Writing activity</p> <p>i) Write the gift you want to give to someone</p> <p>ii) List 3 people you can give a gift to</p> <p>iii) List 5 items that can be given to people</p> <p>iv) Mention 2 occasions when we can give gifts to others</p>	<p>Pupils write in their exercise book</p>

Week seven: Lesson Five

Subject: English Language **Date:**

Class: Primary Two

Duration: 45 minutes

Topic: Togetherness/Team Spirit

Entry Behaviour: Pupils must have been part of a team during Physical Education lesson before.

Learning Environment: Classroom. The classroom is going to be re-arranged to allow free movement and space for acting at the front of the class.

Resources/Materials:

1) **Already Existing:** exercise books for writing, pencil, sharpener, eraser etc.

2) To be supplied: props, costumes and other materials such as farm produce.

Behavioural Objectives: by the end of the lesson, pupils should be able to:

- i) Explain togetherness/team spirit
- ii) Mention two benefits of togetherness

Class Activities

Teacher's Activities	Pupils' Activities
After the play, teacher asks pupils what they have learnt from the play.	Pupils mention the lessons they have learnt.
Teacher asks the pupils to mention the teams they have been part of in the past.	Pupils mention the teams they have been part of. (see-saw, football, dance group, who-is-in-the-garden, etc.)
Teacher explains what togetherness/team spirit is. <ul style="list-style-type: none"> i. Having the same purpose. ii. Pursuing the same purpose together. iii. Doing things together. 	Pupils listen and ask questions.
Teacher explains the importance of togetherness/team spirit.	Pupils listen and clap for the pupil that got the answer.

<p>i. Our works are done faster and better</p> <p>ii. We do not get tired easily when we work together.</p> <p>Teacher asks pupils to mention some other importance of togetherness/team spirit.</p>	
<p>Writing activities</p> <p>i) Togetherness/team spirit means having the same</p> <p>ii) There is in togetherness.</p> <p>iii) When there is togetherness, our works are done and</p> <p>iv) We do not geteasily when we work together.</p>	<p>Pupils write in their exercise book and submit to the teacher.</p>
<p>Teacher collects their work and does the correction with them.</p>	<p>Pupils do the necessary correction.</p>

Week eight Lesson six

Subject: English Language Date:

Class: Primary Two

Topic: Can you accept him?

Duration: 45 minutes

Entry Behaviour: Pupils must have been taught how to care about other people.

Learning Environment: classroom. The classroom is going to be re-arranged to allow free movement and space for acting (A big circle if possible or something close to it). The centre of the circle is the stage for Role-play

Resources/Materials:

9) **Already Existing:** exercise books for writing, pencil, sharpener, eraser etc.

10) **To be supplied:** props, costumes and other materials for the role-play.

Behavioural Objectives: by the end of the lesson, pupils should be able to:

- i) Mention why we need to accept others
- ii) Mention two benefits of accepting others.
- v) Write the answers to the questions.
- vi) State two indicators of friendship skills from the play
- vii) State two indicators of acceptance skills from the play

Classroom activities

Teacher's Activities	Pupils' Activities
Arrangement of the class and dressing the pupils for the role-play.	Arrangement of the class and dressing up.
Teacher moderates and directs the play	Pupils play
Teacher asks the pupils about the lessons learnt from the play. Bola would have listened to Seun and accept an apology from Bayo.	Pupils discuss
Teacher moderates the discussion, corrects	Pupils listen and ask questions

and gives further explanation.	
<p>Writing Activities</p> <p>1) Bola did not accept</p> <p>2) If we don't accept someone, we cannot getfrom him (help, fight, school).</p> <p>3) We should forgive people when they are sorry (true/ false)</p> <p>4) Bayo joined another team. (true/ false)</p> <p>iv we must learn to tolerate other people. (Yes / no)</p>	Pupils write the answers in their note books
The teacher goes round to inspect and also mark their work.	Pupils ask questions.
Does the correction with the pupils	Pupils contribute by saying their own opinion.

Appendix ix

Conventional Lesson Guide (CLG)

Lesson one

Subject: English Language **Date:**

Class: Primary Two

Topic: Introduction of the lessons

Duration: 45 mins

Entry Behaviour: Pupils are familiar with inter-personal dialogue in the class, with formal writing, and interpersonal interaction within and outside the class.

Learning Environment: classroom. Classroom should be properly arranged to allow everyone have an eye contact with the teacher.

Resources / Materials:

- 1) **Already existing:** exercise books for writing, pencil, sharpener, eraser etc.
- 2) **To be supplied:** pictures, charts and other Instructional materials.

Behavioural Objectives: by the end of the lesson, pupils should be able to:

- i) Mention two importance of speaking
- ii) State two importance of writing
- iii) State two importance of friendship skills
- iv) State two importance of acceptance skills

Classroom Activities

Teacher's Activities	Pupils' Activities
Motivation: the teacher introduces himself and other research assistants.	Pupils listen and clap.
The teacher displays the charts on which the topics are written. He reads and guides the pupils to read along.	Pupils read along as the teacher assists them in reading the topics.
The teacher distributes the pre-tests to all the pupils.	Pupils spend some minutes to answer the questions.
The teacher explains what pupils should expect in each lesson.	Pupils are free to express their own opinion. They are also encouraged to ask questions if they have any.

Explain to them that they will have to write the answers to the questions after each lesson.	Pupils listen and are free to ask questions
The teacher asks if there is any question	Pupils are free to ask questions.
Lesson Summary: Teacher assures them that they will enjoy the lessons. He encourages them to be active during the lesson.	Pupils are expected to clap happily.

Conventional Lesson Guide Week 2: Greeting

Subject: English Language (Speaking and Writing, Friendship and Acceptance skills)

Date:

Class: Primary Two

Topic: Greeting

Duration: 45 mins

Entry Behaviour: Pupils are familiar with greeting their parents, teachers and friends.

Learning Environment: classroom. Classroom should be properly arranged to allow everyone have an eye contact with the teacher.

Resources / Materials:

3) **Already Existing:** exercise books for writing, pencil, sharpener, eraser etc.

4) **To be supplied:** pictures of children greeting each other.

Behavioural Objectives: by the end of the lesson, pupils should be able to:

- i) Mention how to greet their peers at different times of the day (morning, noon or night).
- ii) Explain how to greet their friends on different events (new year, new month, Christmas, id el fitri etc).
- iii) Demonstrate how to greet their friends in different conditions of life (happy times during celebrations or memorable events e.g birthday and at a time when things are not too good e.g. ill health).
- iv) Mention two importance of greeting.

Classroom Activities

Teacher's Activities	Pupils' Activities
Motivation: the teacher greets the pupils e.g. good morning pupils.	Pupils respond to greeting
Writes the topic (Greeting) on the chalk board and tell them the topic.	Pupils look and listen
Explains greetings at different times of the day (morning, afternoon and evening) and asks pupils to repeat them.	Pupils say it after the teacher.

Teacher emphasises that greeting is a sign of acceptance and friendship. Teacher demonstrates how greetings are done in a friendly manner with a smile and hand shake.	Pupils repeat the demonstration.
Teacher explains greetings on special occasion like Christmas, Easter, Birthdays and other special occasions.	Pupils listen and responds
Teacher show some pictures of children greeting their friends	Pupils look on
<p>Writing Activity</p> <p>i).....is a sign of acceptance and friendship.</p> <p>ii) We say good in the morning</p> <p>iii) we say happy to someone who is celebrating birthday.</p> <p>iv) greetings help us to have friends. True or false.</p>	Pupils write and submit their exercise books to the teacher.

Tools: charts showing pupils exchanging greetings

Conventional Lesson Guide Week 3

Subject: English Language **Date:**

Class: Primary Two

Topic: Introduction

Duration: 45 minutes

Entry Behaviour: Pupils are familiar with the names of their classmates.

Learning Environment: Classroom. The classroom is going to be re-arranged to allow free movement and space for acting at the front of the class.

Resources/Materials:

- 1) **Already Existing:** exercise books for writing, pencil, sharpener, eraser etc.
- 2) **To be supplied:** props, costumes and other materials.
- 4) **Behavioural Objectives:** by the end of the lesson, pupils should be able to:
 - iv) introduce self to others
 - v) introduce a friend to others
 - vi) accept others and start friendship after introduction.

Class Activities

Teacher's Activities	Pupils' Activities
Teacher introduces himself to the pupils and asks pupils to introduce themselves.	Pupils listen and introduce themselves.
Teacher explains how to introduce self in a socially acceptable way. <ul style="list-style-type: none">iv. greet the person you want to introduce yourself to.v. mention your namevi. wait for the person to also introduce himself.	Pupils listen and ask questions
Teacher explains how to introduce their friends to others.	Pupils explain how to introduce their friends to others. (E.g. This is my friend,

<p>iii. mention your friend's name to the person you are introducing him to</p> <p>iv. mention the name of the person you are introducing your friend to.</p>	Tolu Adeniyi. Tolu meet Bola Amusan)
Teacher explains how to accept others and start friendship after introduction.	Pupils explain how to accept others and start friendship after introduction.
Summary: The teacher summarises the lesson by explaining to pupils how to introduce self, introduce friends, accept others and start friendship after introduction.	Pupils listen and make contributions
<p>Writing Activities:</p> <p>v. We should before introducing ourselves</p> <p>vi. We can introduce self by mentioning our</p> <p>vii. When we want to introduce our friends to others, we mention their</p> <p>viii. When we introduce ourselves to others, we become</p>	Pupils write and submit their work to the teacher.
Teacher collects their work and does the correction with them. The teacher also asks them what they have learnt from the lesson.	Pupils do the necessary correction and mention what they have learnt from the lesson.

Conventional Lesson Guide Week 4: Helping one another

Subject: English Language

Date:

Class: Primary Two

Topic: Helping one another

Duration: 45 minutes

Entry Behaviour: Pupils must have experienced acts of kindness in the past.

Learning Environment: Classroom. The classroom is going to be re-arranged to allow free movement and space for acting at the front of the class.

Resources/Materials:

- 1) **Already Existing:** exercise books for writing, pencil, sharpener, eraser etc.
- 2) **To be supplied:** Instructional materials like cards and poster.
- 5) **Behavioural Objectives:** by the end of the lesson, pupils should be able to:
 - iv) list 3 categories of people we can help
 - v) list 3 ways we can help others
 - vi) mention 2 advantages of helping others.

Class Activities

Teacher's Activities	Pupils' Activities
Teacher asks pupils to mention how other people have been kind to them in the past.	Pupils narrate how others have been kind to them in the past.
Teacher explains different categories of people we can help. iv. The needy: people that cannot pay back your act of kindness. v.our neighbours vi. our friends	Pupils listen and ask questions
Teacher explains how we can help others iv. when a person does not have a pencil, we can give our pencil if we have two.	Pupils listen and ask questions.

<p>v. When a person gets injured, we can help the person by informing the teacher to apply first aid treatment on the person.</p> <p>vi. When a person falls, we can help the person to get up.</p>	
<p>Teacher explains the advantages of helping others.</p> <p>iii. We will be happy.</p> <p>iv. We are able to save a person from problems.</p>	<p>Pupils listen and ask questions.</p>
<p>Summary: The teacher summarises the lesson by explaining to pupils the categories of people we can help, how we can help others, and the advantages of helping others.</p>	<p>Pupils listen and make contributions</p>
<p>Writing Activities:</p> <p>v. We should the poor</p> <p>vi. We can also help our neighbours and our</p> <p>vii. When we help other, we will be</p> <p>viii. If somebody misplaces his pencil, we canour own.</p>	<p>Pupils write and submit their work to the teacher.</p>
<p>Teacher collects their work and does the correction with them. Teacher also asks what they have learnt from the lesson</p>	<p>Pupils do the necessary correction and mention what they have learnt from the lesson.</p>

Conventional Lesson Guide week 5: Giving Gifts

Subject: English Language **Date:**

Class: Primary Two **Duration:** 45 minutes

Topic: Giving Gifts

Entry Behaviour: Pupils must have received gifts in the past.

Learning Environment: Classroom.

Resources/Materials:

1) **Already Existing:** exercise books for writing, pencil, sharpener, eraser etc.

2) To be supplied: wrapped gifts, pictures of different kinds of gifts.

Behavioural Objectives: by the end of the lesson, pupils should be able to:

- iv) List 3 categories of people they can give gifts to.
- v) List 5 items that can be given to people
- vi) Mention 2 occasions when we can give gifts to others.

Class Activities

Teacher's Activities	Pupils' Activities
Teacher asks pupils to mention the gifts they have received in the past.	Pupils mention the gifts they have received in the past.
Teacher asks the pupils to mention different categories of people we can give gifts to.	Pupils mention the categories of people they can give gifts to; our neighbours, our parents, our friends, the poor and needy etc.
Teacher asks the pupils to mention some items that can be given to people.	Pupils mention some gift items like cards, pencil, eraser, crayon, sharpener, toys etc.
Teacher asks pupils to mention occasions when we can give gifts to others. He also explains to pupils that we don't need money before we give gifts, we can draw something on a paper and give it as a gift.	Pupils mention occasion for giving gifts examples; birthdays, mothers' day, fathers' day, Christmas, id el fitri etc
Summary	Pupils listen and ask questions. They are

<p>Teacher summarises the lesson by explaining that giving gift is an expression of love. Giving gifts is a sign of acceptance and it makes friendship to be stronger.</p>	<p>also allowed to explain other things they know about giving gifts.</p>
<p>Writing activity</p> <ul style="list-style-type: none"> v) Write the gift you want to give to someone vi) List 3 people you can give a gift to vii) List 5 items that can be given to people viii) Mention 2 occasions when we can give gifts to others 	<p>Pupils write in their exercise book</p>

Conventional Lesson Guide Week 6: Togetherness/Team Spirit

Subject: English Language **Date:**

Class: Primary Two

Duration: 45 minutes

Topic: Togetherness/Team Spirit

Entry Behaviour: Pupils must have been part of a team during Physical Education lesson before.

Learning Environment: Classroom.

Resources/Materials:

1) **Already Existing:** exercise books for writing, pencil, sharpener, eraser etc.

2) To be supplied: pictures on cardboard.

Behavioural Objectives: by the end of the lesson, pupils should be able to:

- iii) Explain togetherness/team spirit
- iv) Mention two benefits of togetherness

Class Activities

Teacher's Activities	Pupils' Activities
Teacher asks pupils to break a broom. He also asks them to break a bunch of broom. He asks them to mention the lessons they learnt.	Pupils mention the lessons they have learnt from breaking a stick of broom and a bunch of broom.
Teacher asks the pupils to mention the teams they have been part of in the past.	Pupils mention the teams they have been part of. (see-saw, football, dance group, tug-of-war, etc.)
Teacher explains what togetherness/team spirit is. <ul style="list-style-type: none"> iv. Having the same purpose. v. Pursuing the same purpose together. vi. Doing things together. 	Pupils listen and ask questions.
Teacher explains the importance of	Pupils listen and clap for the pupil that

<p>togetherness/team spirit.</p> <p>iii. Our works are done faster and better</p> <p>iv. We do not get tired easily when we work together.</p> <p>Teacher asks pupils to mention some other importance of togetherness/team spirit.</p>	<p>got the answer.</p>
<p>Writing activities</p> <p>v) Togetherness/team spirit means having the same</p> <p>vi) There is in togetherness.</p> <p>vii) When there is togetherness, our works are done and</p> <p>viii) We do not geteasily when we work together.</p>	<p>Pupils write in their exercise book and submit to the teacher.</p>
<p>Teacher collects their work and does the correction with them.</p>	<p>Pupils do the necessary correction.</p>

Can you accept him?

Subject: English Language (Speaking and Writing, Friendship and Acceptance skills) Date:

Class: Primary Two

Topic: Can you accept him?

Duration: 45 minutes

Entry Behaviour: Pupils must have been taught how to care about others.

Learning Environment: classroom.

Resources/Materials:

Already Existing: exercise books for writing, pencil, sharpener, eraser etc.

Behavioural Objectives: by the end of the lesson, pupils should be able to:

- i) Mention why we need to accept others
- ii) Mention two benefits of accepting others.
- iii Write the answers to the questions.
- iv State two indicators of friendship skill from the play
- v State two indicators of acceptance skill from the play

Classroom activities

Teacher's Activities	Pupils' Activities
Teacher asks questions about the previous lesson. What are the benefits of doing things as a team in togetherness.	Pupils answer the questions.
Teacher explains how we can accept others. We can accept a new pupil as our friend. We can accept someone who offended us.	Pupils listen
Teacher asks the pupils to give some instances when they had to accept someone as their friend or team member.	Pupils discuss
Teacher moderates the discussion, corrects and gives further explanation. He asks if any of the pupils will accept an albino, a	Pupils listen and ask questions

cripple or a beggar's child as friend.	
<p>Writing Activities</p> <p>1) it is good to forgive those who offend us (True/false).</p> <p>2) If we don't accept someone, we cannot get ...from him (help, fight, school).</p> <p>3) Proud people don't accept people easily (true/ false)</p> <p>4) A blind boy is also a good boy(true/false)</p> <p>5) we must learn to tolerate other people. (Yes / no)</p>	Pupils write the answers in their note books
The teacher goes round to inspect and also mark their work.	Pupils ask questions.
Does the correction with the pupils	Pupils contribute by saying their own opinion.

Appendix xi
University of Ibadan, Ibadan
Department of Early Childhood and Educational Foundations
Question Guide on Speaking Skill of Pupils (QGSSP)

Section A

School Type: Public [] Private []

Section B

A) Simple Greeting

- i. How would you greet your teacher in the afternoon?
- ii. What do you say if your friend says 'good morning'?
- iii. What would be your answer to 'How are you?'
- iv. Mention two benefits of greeting.
- v. Explain two things that happens when you do not greet people

B) Introducing self and others

i) What is your name?

Where do you live?

What is the name of your school?

What class are you?

ii) Tell us about your best friend.

(same as above)

C) i) What would you tell your friend when you want to borrow pencil from him?

ii) What would you do when you have two things and your friend has none?

iii) What do you do when you see two people fighting or about to fight?

iv) What do you think about how your friend looks?

v) What do you think about the behavior of your friend?

D) i) What do you do when you need help?

ii) Who is always helping you in your class?

iii) Are there people you always want to help?

iv) Who do you like to listen to and why?

v) Do you belong to any group or team? What role do you play in your group?

Appendix xii

University of Ibadan, Ibadan

Department of Early Childhood and Educational Foundations

Question Guide on Writing Skill of Pupils (QGWSP)

Section A

1. School Type: Public [] Private []

Section B

- 1) Write a composition about myself

(name, age, home address, school and class)

- 2) About my friend

(same as in A)

- 3) Simple Greeting

- i. How would you greet your teacher in the afternoon?
- ii. What do you say if your friend says ‘good morning’?
- iv. Write what would be your answer to ‘How are you?’
- v. Write one example of what people who greet in the play got.
- vi. Give example of what happened to someone who did not greet in the play.

- 4)

- i I like my friend because he with me.
- ii When I offend my friend, I should say I am
- iii When my friend offends me, I should him (tell, ignore, fight)
- iv Work is when I do it with my friend (slowly, faster, badly)
- v My friend is (good, bad, wicked)

Appendix xiii
University of Ibadan, Ibadan
Department of Early Childhood and Educational Foundations
Rating Scale on Speaking Skills Of Pupils (RSSSP)

Section A

1. School Type: Public [] Private []

Section B

SN	Criteria	Rating Score	Comments
1	Pronunciation	5	Pronunciation of words does not reflect any traces of local language interference.
		4	Pronunciation of words reflects a few traces of local language.
		3	Pronunciation problem necessitating concentrated listening and occasionally lead to misunderstanding.
		2	Very hard to understand because of pronunciation problem, most frequently asked to repeat
		1	Pronunciation problem making speech unintelligible
2	Grammar	5	Make few (if any) noticeable errors of grammar and word order
		4	Occasionally makes grammatical and or word order errors that do not, however obscure meaning
		3	Make frequent errors of grammatical and word order, which occasionally obscure meaning
		2	Grammar and word order errors make comprehension difficult, must often rephrases sentence
		1	Errors in grammatical and word order, so severe as to make speech virtually unintelligible
3	Vocabulary	5	Use of vocabulary and idioms is virtually that of native speaker.

		4	Sometimes uses inappropriate terms and must rephrases ideas because of lexical and equities.
		3	Frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary.
		2	Misuse of words and very limited vocabulary makes comprehension quite difficult.
		1	Vocabulary limitation so extreme as to make conversation virtually impossible.
4	Fluency	5	Speech as fluent and efforts less as that of native speaker.
		4	Speed of speech seems to be slightly affected by language problem.
		3	Speed and fluency are rather strongly affected by language problem.
		2	Usually hesitant, often forced into silence by language limitation.
		1	Speech is so halting and fragmentary as to make conversation virtually impossible.
5	Comprehension	5	Appears to understand everything without difficulty
		4	Understand nearly everything at normal speed although occasionally repetition may be necessary
		3	Understand most of what is said at slower than normal speed without repetition
		2	Has great difficulty in comprehending. Social conversation spoken slowly and with frequent repetition
		1	Cannot be said to understand even simple conversation.

Appendix xiv
University of Ibadan, Ibadan
Department of Early Childhood and Educational Foundations
Rating Scale on Writing Skills of Pupils (RSWSP)

Section A

School Type: Public [] Private []

Section B

SN	Criteria	Rating score	Comment
1	Grammar	5	Ability to use parts of speech in an exceptionally correct way.
		4	Uses parts of speech correctly
		3	Inability to use grammar correctly but able to make meaningful writing
		2	Mostly writing one word answer therefore using less parts of speech
		1	Pupil's writing is not making grammatical sense.
2	Punctuation	5	Very appropriate use of punctuation.
		4	Effective use of punctuation but not in all areas needed.
		3	Punctuation not adequately placed but writing still meaningful
		2	Only able to use one punctuation mark instead of more
		1	No use of punctuation making the writing unintelligible.
3	Spelling	5	Words are correctly spelt. There is hardly any mistake

		4	Very few spelling error not affecting the meaning
		3	Few spelling error, writing still able to give an idea intended to be expressed
		2	Spelling error making the writing difficult to understand
		1	Spelling error making the writing unintelligible
4	Sentence structure and linking words	5	Sentences are very well structured
		4	Sentences are not totally well structured but very meaningful
		3	Sentences are badly structured but the idea is not totally lost
		2	Sentences are structured giving misleading idea
		1	Sentences are meaningless due to the structure.

Appendix xv

University of Ibadan, Ibadan

Department of Early Childhood and Educational Foundations

Observational Checklist on Pupils' Friendship Skills (OCPFs)

Section A

1. School Type: Public [] Private []

Section B

Friendship skills	Friendship skill	Poor	Good
Entry Skills	Joining a group		
	Welcoming Others		
	Introduces self appropriately		
	Smiles at others		
Assistance	Given		
	Sought for		
Compliments	Given		
	Received appropriately		
Criticism	Appropriately given		
	Appropriately received		
Accepting Suggestions	Incorporating other's ideas		
Reciprocity	Conversation		
Sharing	Toys		
	Writing materials		
Interest	Listening		

	Looking		
	Asks others to join in play activities		
Conflict Resolution	Compromise		
	Aggression		
	Says sorry		
Monitoring	Observing Others		
Empathy	Responding appropriately		
	Ignoring		
Avoiding	Seeks solitude appropriately		
Eye Contact	Social punctuation		
	Read facial clues		

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Observation Checklist on Pupil's Acceptance Skills (OCPAS)

Section A

1. School Type: Public [] Private []

Section B

SN		Poor	Good
1	Always has something good to say about others		
2	Not abusive		
3	Tolerant of other's behavior, height, size and complexion		
4	Forgiving others		
5	Does not show dislike for others because of inability.		
6	Hears the other person out.		
7	Cries for a long time when the undesirable happens.		
8	Does not demonstrate evidence of 'Others are wrong, I am always right'.		
9	Evidence of putting self in other people's shoes		
10	Does not withdraw from others or runs away from unattractive peers.		
11	Always wants to be a friend to all.		
12	Quick to dismiss others idea or opinion		
13	Bully others		
14	Cannot tolerate gentle pupils		

Appendix xvii

University of Ibadan, Ibadan

Department of Early Childhood and Educational Foundations

Rating Scale On Research Assistants' Competence (RSRAC)

SN	Item	Poor	Fair	Good	Very good	Excellent
	Research assistant can					
1	Select appropriate costume for play					
2	Dress pupils appropriately with costume					
3	Effectively organize play activities					
4	Manage transition from one scene to the other					
5	Organize and manage time effectively					
6	Effectively manage stage for play					
7	Guide and moderate children's action and behavior					
8	Verbally recount the experimental procedure after training					
9	Handle the rating scale on pupils' speaking skills correctly					
10	Handle the rating scale on pupils' writing skills correctly					
11	Handles the checklists on friendship and acceptance skills correctly					

Appendix xviii

University of Ibadan, Ibadan

Department of Early Childhood and Educational Foundations

Questionnaire on Parenting Style (QPS)

Dear Respondent,

This questionnaire is for research purpose only. Your sincere response will be treated with confidentiality. Please place a tick (✓) in the right box.

SA means Strongly Agreed

A Agreed

D Disagree

SD Strongly Disagree

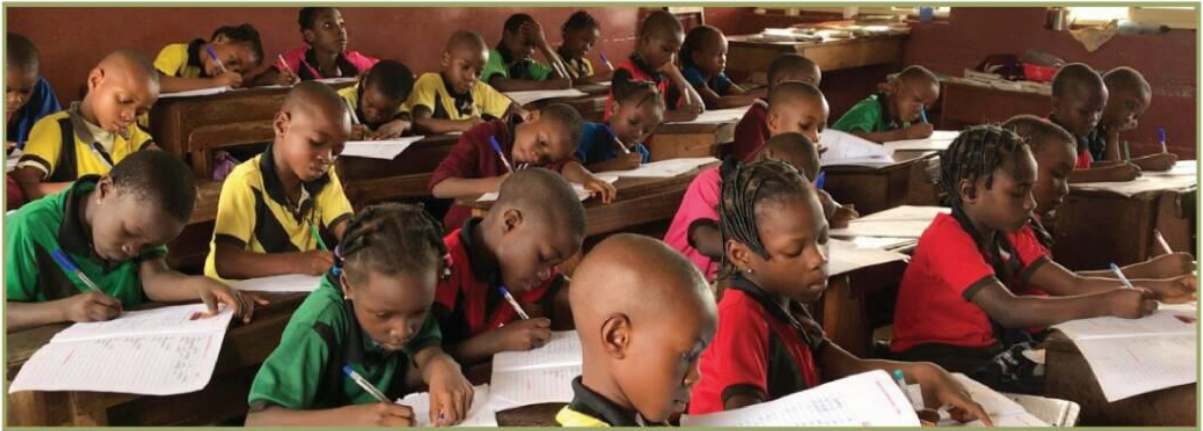
SN	Item	SA	A	D	SD
1	I always tell my children that they should respond to my view.				
2	I use physical punishment as a way of disciplining my children.				
3	Children get spoilt when allowed to do things the way they want.				
4	I do rebuke my children anytime they go wrong.				
5	I provide for my family according to my taste.				
6	I give responsibilities to my children according to their ability.				
7	I spend a lot of time explaining why my children should not do certain things.				
8	I do not need to have free discussion and play with my children.				
9	I do not need praise my children when they do well.				
10	My children and I make choices and decisions democratically.				
11	Children will always be children, when they misbehave I overlook their mistakes.				
12	Children are precious, they should be allowed to always have their ways.				
13	I provide anything my children need.				
14	I cannot allow anyone to discipline my children even their teachers.				
15	I do not involve my children in house-chores.				
16	Children should not depend on their parents.				
17	I do not stress myself about any child, I have my life to live.				
18	I am too busy to care about any child who stresses				

	me.				
19	Life is full of too many problems, children should not add to the problems for parents.				
20	Children should be made to understand that parents also need care.				

GREETING



CARING



INTRODUCING SELF & OTHERS



THE DOVE, THE HAWK & THE WOMAN



THE HARE & THE TORTOISE



SHOPPING FOR GIFTS



CO-OPERATION & TEAM SPIRIT



GIFTS

