

**RESEARCH PAPER****Effect of Teachers' Instruction on Learners' Social Skills, Self-Confidence Building, Relationship Building, and Mannerism in Early Childhood Education****¹Ghazala Shaheen* ² Dr. Naeem Ullah and ³ Dr. Jam Muhammad Zafar**

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Corresponding Author gshaheen791@gmail.com**ABSTRACT**

The study intended to explore effect of teachers' instruction on learners' social skills of self-confidence building and relationship building in Early Childhood Education. The study was experimental in nature in which the quantitative method was used. The randomized pre-test and post-test control group design was applied. The study hypotheses were to investigate that there is no statistically significant effect of teachers' instruction on learners' social skills, there is no significant association between teachers' instruction and learners' social skills of self-confidence building and there is no significant association between teachers' instruction and learners' social skills of relationship building in early childhood education. The sample size was selected from expected population and seventy participants were chosen randomly by using a random number table from those enrolled students during the 2023 academic year. The learners' social skills observation checklist was employed as data collection tool to examine the association between groups and statistically analyzed through non-parametric test of chi-square. The study recommends that the play-way method of instruction is more effective in developing learners' social skills as compared to traditional methods.

Keywords: Early Childhood Education, Mannerism Skills, Relationship Building Skills, Self-Confidence Building Skills, Social Skills, Teachers' Instruction**Introduction**

Early childhood education is an essential component of a child's overall growth and development, since it lays the groundwork for a child's potential intellectual and social achievement in later years. During this formative era, the teaching that instructors provide has a tremendous impact on the cognitive and social abilities of their students. (Fayyaz, Lashari et al. 2023). Early childhood education is a crucial stage in a child's development since it lays the groundwork for a child's future academic performance as well as their social and emotional well-being. Because children experience substantial social development during this formative age, it is vital to understand the crucial role that the education that they get from their instructors has in molding their skills and talents. (Muzaffar, 2016; Weber & Greiff 2023). The instruction provided by teachers is an essential component in the process of fostering learners' social competence. Teachers cultivate a classroom climate that is welcoming to all students in the development of fundamental social competences such as communication, collaboration, relationship building and self-confidence building skills (Moore, Woodcock et al. 2023). The purpose of this review article is to investigate the effect of teachers' instruction on learners' social skills of self-confidence building and relationship building in Early Childhood Education.

Literature Review

The development of social competences such as active listening, empathy, conflict resolution, and courteous behavior might be facilitated by these encounters (Chan 2023). Teachers help young students achieve their full potential for growth and development by applying suitable instructional methodologies and establishing a learning environment that is caring. This puts students on the path to achieving success throughout their whole lives (Luckey et al. 2021). This study literature review stresses the significance of teacher training, pedagogical techniques, and classroom practices in improving the social development of learners during the formative years of their education, to continue making strides in bettering pedagogical methods and ensuring favorable results for children in early childhood education.

Teachers' Instruction

The instructional methods of teachers contribute to the development of learners' social skills and the ability to regulate their emotions. Teachers encourage good communication and interpersonal skills by having students participate in group discussions, role-playing activities, and other activities that involve collaborative learning. (McNulty & Politis 2023). Teachers build vitally essential social skills in their students by designing lessons and activities that demand cooperation, collaboration, and sharing. They serve as positive role models for students and encourage pro-social behaviors, fostering a classroom environment that values empathy, compassion, and inclusiveness (Moore, Woodcock et al. 2023). Teachers make it possible for meaningful interactions to take place, such as group conversations, joint projects, and activities in which peers communicate with one another. (Farswan, 2023). The instructors plan group projects and activities that require the students to cooperate with one another, divide up the tasks, and find solutions to difficulties as a group (Toh & Kirschner 2023). Children are able to develop skills such as taking turns, sharing, compromising, and supporting one another as a result of participating in these cooperative learning situations. (Rice-Bailey & Chong, 2023).

Social Skills

The development of a learners' social skills talents may be helped along by using teaching methods that are effective in improving the instructional tactics used by instructors contribute to their students' development of social competence, which includes communication, and collaboration (Rice-Bailey and Chong 2023). The ability to collaborate and cooperate is an essential social skill that enables pleasant relationships and productive teamwork. The instructors plan group projects and activities that require the students to cooperate with one another, divide up the tasks, and find solutions to difficulties as a group (Rice-Bailey and Chong 2023). Teachers act as models for appropriate moral and social conduct and beliefs to their students. They assist children develop social competence and responsible citizenship by establishing clear expectations for the children's conduct, promoting healthy social standards (Ahmad et al., 2022, 2023). In early childhood education, a crucial factor that contributes to the development of learners' social skills is the teaching that instructors provide (Muzaffar, et. al. 2020). Teachers cultivate communication and collaboration and may enable students to develop strong social skills by cultivating a classroom atmosphere that is friendly and welcoming to all students (Fuller, Luckey et al. 2021).

Early Childhood Education

In early childhood education, teachers play a vital role in the creation of a learning environment that is helpful and stimulating for children, which in turn promotes the children's overall development. (Muzaffar & Javaid, 2018; Toh & Kirschner, 2023). In early childhood education, the instruction that children get from their teachers is very important

to the development of the children's intellectual and social abilities. Not only can efficient teaching methods make it easier for students to acquire new information, but they also encourage the growth of students' cognitive and social competencies (Kilag, Ignacio et al. 2022). Early childhood education should place equal emphasis on helping children develop their social abilities. The instructional methods of teachers contribute to the development of learners' social competence, which includes communication, collaboration, empathy, and the ability to regulate their emotions. (Ashraf, Hashmi, & Jabbar, 2022).

Material and Methods

In this study examined the effect of teachers' instruction on learners' social skills at early childhood education through experimental research. The learners' social skills observation checklist was employed to examine the effect of teachers' instruction on learners' social skills in grade one at early childhood education in selected school. The researcher made the learners, social skills observation checklist and obtained statistical data for analysis and interpretation of results. The learners, social skills observation checklist focus on social skills of confidence building and relationship building skills. The concern teachers and parents were also part of this session for collecting information about learners' social skill that comprised of statistical values showing comparison between control and experimental groups of learners' social skills on pre-test and post-test mentioned frequencies. The data collected from the observation checklist was tabulated, interpreted and statistically analyzed. The learners' social skills observation checklist was analyzed separately using Chi-square tests and utilized for conclusions.

Research Design

The nature of the study was experimental research. The randomized pre-test and post-test control group design method was applied according to the nature of study. The random assignment and selection factors other than the dependent variables, making it possible to directly infer cause and effect. The participants were randomly assigned to treatment and control groups. The students were separated into two equal groups. The one group with play-way teachers' instruction and other group with traditional teachers' instruction. The researcher was employed qualitative tool using Observation Checklist. This was manipulated the independent variable, Teachers' Instruction, to gauge its effect on the dependent variable, learners' social skills, self-confidence building and relationship building and assessed through anecdotal records, portfolios, and social skills observation checklist. This checklist covered basic aspects such as self-confidence and relationship building skills aligning with the key learning areas outlined in the SNC curriculum for pre-primary education.

Population

The population under scrutiny for this study encompassed all male and female pre-primary learners enrolled in grade one at Government elementary school located in Punjab, Pakistan. The selection of Rahim Yar Khan as the research site stemmed from securing approval from the higher authority CEO to conduct the experiment for the current research endeavor. At the onset, there were two hundred learners officially registered at the pre-primary levels within this educational institution. Consequently, the population size earmarked for this particular study amounted to seventy individuals. Each distinct group within this population was constituted by thirty-five early childhood learners.

Sample Size

The study focused on a cluster of learners from a public sector Government Girls Elementary School in Islamia colony, Rahim Yar Khan. To select participants, seventy learners of grade one were chosen randomly using a random number table from those

enrolled during the 2023 academic year. Subsequently, these seventy learners were evenly divided into two groups of thirty-five each, with the assistance of a random number table. The selection of the experimental group was determined by tossing a coin following the methodology outlined by Hameed (2017), Scott & Usher (2011), and Singh (2007).

Both the experimental and control groups were instructed by the researcher himself. The experimental group received instruction utilizing the play-way method of teachers' instruction, as recommended by the SNC (Single National Curriculum), while the control group received teachers' instruction through traditional method commonly employed in public schools in Pakistan.

Data Collection Tool

The learners' social skills selected from SNC curriculum at early childhood education in Punjab, Pakistan. In this study, it is worthwhile to mention that the learners' social skills observation checklist consisted of two constructs of prominent basic social skills at early childhood education and each construct has six items. Total items were twelve that prepared for learners' social skills. The learners' social observation checklist was based on four Point-Likert rating scale, Almost Never, Seldom, Sometimes, Often, and Almost Always. All these items were tested on SPSS-27 for validity through experts' opinions and reliability process Cronbach's (α). The preferable statistics calculate the co-efficient of Cronbach's α as $\alpha=0.85$ for each item. The observation checklist items improved and finalized with respect to content usability and level of early childhood education learners. Some items were reshaped and rewarded and some were removed.

Learners' Social Skills Observation Checklist

1. Self-confidence Building Skills
2. Relationship building Skills

Statistical Analysis of Data

The observation checklist comprised twelve statements rated on a four-point scale ranging from "almost always" to "almost never". The learners' social skills were evaluated based on this checklist, with the total number of responses and frequencies of each social skill and its sub-statements computed using Chi-square tests. To test hypothesis, Chi-square tests were conducted on response frequencies with a significance of $\alpha = 0.05$. The data collected from the observation checklist was tabulated, interpreted and statistically analyzed. Chi-square (χ^2) tests were applied individually to data from the learners' social skills observation checklist was analyzed separately using Chi-square tests and utilized for conclusions.

The Chi-Square Test (χ^2)

Expected Cell Frequency

$$\text{Expected cell frequency} = \frac{(\text{row total}) \times (\text{column total})}{(\text{grand total of all cells})}$$

Conducting this test involves five key steps.

1. Formulate Hypothesis: Define the null and alternative hypothesis, typically stating that there is no association between the variables under study (null hypothesis) versus the presence of an association (alternative hypothesis).

2. Specify Expected Values: Determine the values expected in each cell of the contingency table assuming the null hypothesis is true. These expected values indicate what would be observed if there were no association between the variables.

3. Values: Calculate Expected Values: use a formula involving the sample size, rows totals, and column totals to compute the expected values for each cell of the table. These initial steps set the stage for the subsequent analysis of the observed versus expected values to determine if there's significant association between the variables.

To see if the data give convincing evidence against the null hypothesis, compare the observed counts from the sample with the expected counts, assuming H_0 is true.

Fourth step: Calculate the observed values. These values are the actual counts derived from the sample data. Statistical software, such as SPSS, will compute both the observed and expected counts for each cell in the table when performing a chi-square test. The table generated by SPSS displays the observed and expected values in each cell.

Fifth step: Calculate the test statistic. The chi-square test statistic evaluates the difference between the observed and expected values. This statistic is used to assess whether the observed differences are statistically significant.

$$\chi^2 = \sum \frac{(\text{observed count} - \text{expected count})^2}{\text{expected count}}$$

Indeed, the Chi-Square test statistic, denoted as $(\chi^2 = \sum ((O - E)^2 / E))$ is calculated using the formula. In this formula

- **O** represent the observed frequencies each level of agreements
- **E** represents the expected frequencies for each level of agreement, calculated assuming the null hypothesis is true

The Chi-Square statistical test is calculated by using **O** defines to observed count and **E** to define expected counts. The formula of Chi-Square has been given above as we say that;

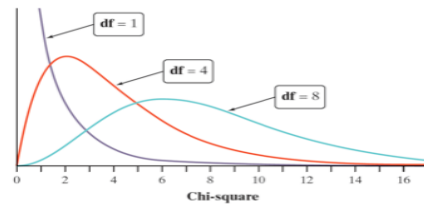
$\chi^2 =$ Sum of across the categories

O = Represent the observed frequencies for each level of agreement

E = Represent the expected frequencies for each level of agreement

Divided by expected frequencies

The chi-square test for a two-way table with r rows and cc columns uses critical values from the chi-square distribution with $(r-1)(c-1)$ degrees of freedom. The P-value is determined by the area under the chi-square distribution curve to the right of the calculated test statistic.



$$df = (\#rows - 1) * (\#columns - 1)$$

Example:
 $df = (2 - 1) * (2 - 1) = 1$

The depicted image illustrates that the chi-square statistic distribution begins at zero and consists solely of positive values. Unlike the t or z statistic distributions, it exhibits a right-skewed shape. Additionally, the distribution's shape alters with changes in degrees of freedom. The chi-square distribution table is utilized to obtain critical values based on the degrees of freedom and the chosen alpha level.

Table 1
Significance level of alpha (a)

Degrees of freedom (df)	Significance level (α)							
	.99	.975	.95	.9	.1	.05	.025	.01
1	-----	0.001	0.004	0.016	2.706	3.841	5.024	6.635
2	0.020	0.051	0.103	0.211	4.605	5.991	7.378	9.210
3	0.115	0.216	0.352	0.584	6.251	7.815	9.348	11.345
4	0.297	0.484	0.711	1.064	7.779	9.488	11.143	13.277
5	0.554	0.831	1.145	1.610	9.236	11.070	12.833	15.086
6	0.872	1.237	1.635	2.204	10.645	12.592	14.449	16.812
7	1.239	1.690	2.167	2.833	12.017	14.067	16.013	18.475
8	1.646	2.180	2.733	3.490	13.362	15.507	17.535	20.090
9	2.088	2.700	3.325	4.168	14.684	16.919	19.023	21.666

Results and Discussion

Hypothesis-1 There is no statistically significant effect of teachers’ instruction on learners’ social skills at early childhood Education. The first hypothesis was achieved by the second and third hypothesis findings results

Hypothesis-2 There is no significant association between teachers’ instruction and learners’ social skills with reference to self-confidence building skills at early childhood education

Indicator.1: Self-Confidence Building Skills

Table 2

SR/Items	Learners Responses	Level of Agreement				df	Table C value	%	(Cal Value) X2	Chi-Square Significance (p) Value
		AN	ST	OFT	AA					
1.Expresses likes & dislikes against	Method 35	10	11	12	2	3	7.815	32%	16.60	.000
	P. Method 35	2	4	17	12					
2.Asks for help to others when needed	T. Method 35	13	12	10	2	3	7.185	24%	15.70	.001
	P. Method 35	3	6	18	8					
3.Expresses feeling about different occasions	T. Method 35	15	10	7	3	3	7.185	10%	17.52	.000
	P. Method 35	3	5	20	7					

4. Accepts & give compliments to peer and others	T. Method	35	12	10	9	4	3	7.185	26%	11.34	.010
	P. Method	35	2	8	19	6					
5. Participates in conversation easily & happily	T. Method	35	11	9	12	3	3	7.185	30%	14.83	.001
	P. Method	35	2	6	12	15					
6. Identifies the problems and describe them	T. Method	35	10	12	8	5	3	7.185	26%	8.89	.030
	P. Method	35	3	7	16	9					

Table.1: Item.1 presents the learners reveal that χ^2 calculated value (16.60) is greater than the value of table (7.815) and the calculated difference between χ^2 and table value are as $16.60 - 7.81 = 8.79$. The Significance level of alpha is $\alpha = .05$ and p value = .000 that was occurred in the statistical test. The result has been examined as $\alpha = .05 > p = .000$. This shows that the significant association between teachers' instruction and learners' social skills to express their likes and dislikes against different things. Whereas, S. No.1 for the learners of traditional method gain scores of χ^2 (32%) is less than the learners of play-way method gain scores of χ^2 (58%) and the difference is calculated as $58\% - 32\% = 26\%$. Furthermore, it is inferred that comparatively the learners of play-way method were expressed their likes and dislikes against different things more easily than the learners of traditional method.

Table.1: Item.2 presents the learners reveal that the χ^2 calculated value (15.70) is greater than the value of table (7.815) and the calculated difference between χ^2 and table value are as $15.70 - 7.81 = 7.79$. The Significance level of alpha is $\alpha = .05$ and p value = .001 that was occurred in statistical test. The result has been examined as $\alpha = .05 > p = .001$. This shows that the significant association between teachers' instruction and learners' social skills to ask for help to others when they needed. Whereas, S. No.2 for the learners of traditional method gain scores of χ^2 (24%) is less than the learners of play-way method gain scores of χ^2 (52%) and the difference is calculated as $52\% - 24\% = 28\%$. Furthermore, it is inferred that comparatively the learners of play-way method were asked for help to others when they needed more freely than the learners of traditional method.

Table.1 Item 3 presents the learners reveal that the χ^2 calculated value (17.52) is greater than table value of table (7.815) and the calculated difference between χ^2 and table value are as $17.52 - 7.81 = 7.79$. The Significance level of alpha is $\alpha = .05$ and p value = .000 that was occurred in the statistical test. The result has been examined as $\alpha = .05 > p = .000$. This shows that the significant association between teachers' instruction and learners' social skills to express their feeling about different occasions. Whereas, S. No.3 for the learners of traditional method gain scores of χ^2 (10%) is less than the learners of play-way method gain scores of χ^2 (54%) and the difference is calculated as $54\% - 10\% = 44\%$. Furthermore, it is inferred that comparatively the learners of play-way method were expressed their feeling about different occasions more conveniently than the learners of traditional method.

Table.1 Item 4 presents the learners reveal that the χ^2 calculated value (11.34) is greater than the value of table (7.815) and the calculated difference between χ^2 of both method learners that is $11.34 - 7.81 = 3.53$. The Significance level of alpha is $\alpha = .05$ and p value = .01 that was occurred in the statistical test. The result has been examined as $\alpha = .05 > p = .01$. This shows that the significant association between teachers' instruction and learners' social skills to accept and give compliments to peer and others. Whereas, S. No.4 for the learners of traditional method gain scores of χ^2 (26%) is less than the learners of play-way method gain scores of χ^2 (50%) and the difference is calculated as $50\% - 26\% =$

36%. Furthermore, it is inferred that comparatively the learners of play-way method were accepted and gave compliments to peer and others more comfortably than the learners of traditional method.

Table.1 Item 5 presents the learners reveal that the χ^2 calculated value (14.83) is greater than the value of table (7.815) and the calculated difference between chi- square χ^2 of both method learners that is $14.83 - 7.81 = 7.02$. The Significance level of alpha is $\alpha = .05$ and p value = .001 that was occurred in the statistical test. The result has been examined as $\alpha = .05 > p = .001$. This shows that the significant association between the teachers' instruction and learners' social skills to participate in conversation easily and happily. Whereas, S. No.5 for the learners of traditional method gain scores of $\chi^2(30\%)$ is less than the learners of play-way method gain scores of $\chi^2(54\%)$ and the difference is calculated as $54\% - 30\% = 24\%$. Furthermore, it is inferred that comparatively the learners of play-way method were participated in conversation easily and happily than the learners of traditional method.

Table.1 Item 6 presents the learners reveal that the χ^2 calculated value (8.89) is greater than the value of table (7.815) and the calculated difference between chi- square χ^2 of both method learners that is $8.89 - 7.81 = 1.08$. The Significance level of alpha is $\alpha = .05$ and p value = .03 that was occurred in the statistical test. The result has been examined as $\alpha = .05 > p = .03$. This shows that the significant association between teachers' instruction and learners' social skills to identify problems and describe them. Whereas, S. No.1 for the learners of traditional method gain scores of $\chi^2(26\%)$ is less than the learners of play-way method gain scores of $\chi^2(50\%)$ and the difference is calculated as $50\% - 26\% = 24\%$. Furthermore, it is inferred that comparatively the learners of play-way method were identified the problems and describe them more easily than learners of traditional method.

Hypothesis.3 There is no significant association between teachers' instruction and learners' social skills with reference to relationship building skills at early childhood education

Indicator.3 Relationship Building Skills

Table 3

SR/Items	Learners Responses	Level of Agreement				df	Table C value	%	(Cal Value) χ^2	Chi-Square Significance (p) Value
		AN	ST	OFT	AA					
1.Shares toys & lunch with friends	Method 35	10	12	8	5	3	7.815	26%	8.89	.030
	P. Method 35	3	7	16	9					
2.Shows excitement to works in Collaboration with group projects	T. Method 35	10	10	10	5	3	7.185	30%	12.60	.005
	P. Method 35	2	6	24	3					
3.Builds positive relationship with others classmate	T. Method 35	15	10	5	5	3	7.185	20%	17.99	.000
	P. Method 35	5	6	22	2					
4.Shows respect & Understand feeling of peers and others	T. Method 35	14	10	6	5	3	7.185	22%	9.84	.019
	P. Method 35	7	8	18	2					

5.Shows compromising behavior with peers in difficult situations	T. Method	35	16	10	5	4	3	7.185	18%	15.43	.001
	P. Method	35	5	7	20	3					
Cooperates with peers for the accomplishment of different tasks	T. Method	35	16	8	6	5	3	7.185	22%	13.70	.003
	P. Method	35	9	6	20	4					

Table 2. Item 1 presents the learners reveal that the χ^2 calculated value (8.89) is greater than the value of table (7.815) and the calculated difference between Chi- square χ^2 and table value are as $8.89 - 7.81 = 1.08$. The significance level of alpha is $\alpha = .05$ and p value = .03 that was occurred in the statistical test. The result has been examined as $\alpha = .05 > p = .03$. This shows that there is significant association between teachers' instruction and learners' social skills to share their toys and lunch with friends. Whereas, S. No.1 for the learners of traditional method gain scores of χ^2 (26%) is less than the learners of play-way method gain scores of χ^2 (50%) and the difference is calculated as $50\% - 26\% = 24\%$. Furthermore, it is inferred that comparatively the learners of play-way method were more agreed to share their toys and lunch with friends than the learners of tradition method.

Table. 2 Item. 2 presents the learners reveal that the χ^2 calculated value (12.60) is greater than the table value of table (7.815) and the calculated difference between chi-square χ^2 and table value are as $12.60 - 7.81 = 4.79$. The Significance level of alpha is $\alpha = .05$ and p value = .005 that was occurred in statistical test. The result has been examined as $\alpha = .05 > p = .005$. This shows that the significant association between teachers' instruction and learners' social skills to show excitement to works in collaboration with group projects. Whereas, S. No.2 for the learners of traditional method gain scores of χ^2 (30%) is less than the learners of play-way method gain scores of χ^2 (54%) and the difference is calculated as $54\% - 30\% = 24\%$. Furthermore, it is inferred that comparatively the learners of play-way method were showed excitement to works in collaboration with group projects more comfortably than the learners of traditional method.

Table.2 Item 3 presents the learners reveal that the χ^2 calculated value (17.99) is greater than the value of table (7.815) and the calculated difference between chi- square χ^2 and table value are as $17.99 - 7.81 = 10.18$. The Significance level of alpha is $\alpha = .05$ and p value = .000 that was occurred in the statistical test. The result has been examined as $\alpha = .05 > p = .000$. This shows that the significant association between teachers' instruction and learners' social skills to build positive relationship with others persons. Whereas, S. No.3 for the learners of traditional method gain scores of χ^2 (20%) is less than the learners of play-way method gain scores of χ^2 (48%) and the difference is calculated as $48\% - 20\% = 28\%$. Furthermore, it is inferred that comparatively the learners of play-way method were built positive relationship with others persons more friendly than the learners of traditional method.

Table.2 Item 4 presents the learners reveal that the χ^2 calculated value (9.84) is greater than the value of table (7.815) and the calculated difference between chia square χ^2 of both method learners that is $9.84 - 7.81 = 2.03$. The Significance level of alpha is $\alpha = .05$ and p value = .019 that was occurred in the statistical test. The result has been examined as $\alpha = .05 > p = .019$. This shows that the significant association between teachers' instruction and learners' social skills to show respect and understand the feeling of peers and others. Whereas, S. No.4 for the learners of traditional method gain scores of χ^2 (22%) is less than the learners of play-way method gain scores of χ^2 (40%) and the difference is calculated as $40\% - 22\% = 18\%$. Furthermore, it is inferred that comparatively the learners of play-way

were method showed respect and understand the feeling of peers and others more easily than the learners of traditional method.

Table.2 Item 5 presents the learners reveal that the χ^2 calculated value (15.43) is greater than the value of table (7.815) and the calculated difference between chi-square χ^2 of both method learners that is $15.43 - 7.81 = 7.62$. The Significance level of alpha is $\alpha = .05$ and p value = .001 that was occurred in the statistical test. The result has been examined as $\alpha = .05 > p = .001$. This shows that the significant association between teachers' instruction and learners' social skills to show compromising behavior with peers in difficult situations. Whereas, S. No.5 for the learners of traditional method gain scores of χ^2 (18%) is less than the learners of play-way method gain scores of χ^2 (46%) and the difference is calculated as $46\% - 18\% = 28\%$. Furthermore, it is inferred that comparatively the learners of play-way method were showed compromising behavior with peers in difficult situations more decently than the learners of traditional method.

Table 2 Item 6 presents the learners reveal that the χ^2 calculated value(13.70) is greater than the value of table (7.815) and the calculated difference between chia square χ^2 of both method learners that is $13.70 - 7.81 = 5.89$. The Significance level of alpha is $\alpha = .05$ and p value = .030 that was occurred in the statistical test. The result has been examined as $\alpha = .05 > p = .003$. This shows that the significant association between teachers' instruction and learners' social skills to cooperate with peers for the accomplishment of different tasks. Whereas, S. No.6 for the learners of traditional method gain scores of χ^2 (22%) is less than the learners of play-way method gain scores of χ^2 (48%) and the difference is calculated as $48\% - 22\% = 26\%$. Furthermore, it is inferred that comparatively the learners of play-way method were more cooperated with peers for the accomplishment of different tasks more comfortably than the learners of traditional method.

Discussion

Learners' Social Skills was based on the six selected skills recommended by SNC. It is discussed that these selected ECE Social skills were Self-Confidence Building, Relationship Building and Mannerism. Through interactive play activities, children learn to focus their action on takes, perceive and interpret their environment more effectively, and retain information better. They develop language learning skills through communication and storytelling during play, which further strengthens their social abilities it is also discussed that the play-way method encourages exploration and experimentation leading to improved problem-solving skills as children learn to overcome challenges in a playful and engaging manner. The play-way method proves to be a holistic approach for enhancing social skills in early childhood education. Overall, the play-way approach proves highly effective and significant in nurturing and enhancing various social skills crucial for early childhood development.

It is further discussed that The play-way method enhanced social development in early childhood and promotes active learning and engagement among young learners. children exposed to this method exhibit improved problem-solving skills. social skills are nurtured through role-playing and group interactions and creativity flourishes as a result of incorporating play into instruction. social skills, including communication, interaction and collaboration, are developed through interactive play activities. The play-way approach fosters a positive attitude towards learning. Learners develop resilience and adaptability through experiential learning parental involvement in play-based activities further enriches. The play-way method is significantly enhanced the social skills indicators such as self-confidence building, relationship building and mannerism skills in early childhood education.

Conclusion

The items with reference to “Self-Confidence Skills” concluded that learners of play-way method were more active capable to expresses likes and dislikes for different things, asks for help to others when needed expresses feelings about different occasions, accepts and gives compliments to peer and others, participates in conversation easily and happily and identify the problems and describe them. The learners of traditional method were passive and less able to display these self-confidence skills. So, there is enough evidence to reject the null hypothesis and accept the alternative hypothesis that there is significant association between teachers’ instruction and learners’ social skills to “Self-Confidence Building Skills”. The all items about self-confidence building social skills x2 gain scores results reveal that there is a significant difference between both traditional and play-way methods.

The items with reference to “Relationship Building Skills” concluded that learners of play-way method were more active and capable to share toys and lunch with friends, show excitement to works in collaboration with group projects, build positive relationship with others persons, show respect and understand the feeling of peers and others, show compromising behavior with peers in difficult situations and cooperates with peers for the accomplishment of different tasks. The learners of traditional method were less able and passive to display these relationship building skills. So, there is enough evidence to reject the null hypothesis and accept the alternative hypothesis that there is significant association between teachers’ instruction and learners’ social skills with reference to “Relationship Building Skills”. The all items about relationship building social skills x2 gain scores results reveal that there is a significant difference between both methods.

Recommendations

- Based on the study's findings and conclusions, it is recommended that the play-way method of instruction is more effective in developing learners' social skills compared to traditional instructional methods.
- Curriculum developers are advised to incorporate the play-way method into Early Childhood Education (ECE) curricula to enhance learners' social skills and promote holistic development in all public schools.
- Institutions and centers for teachers' professional development should integrate the play-way method into their study course content and training modules at all stages of professional development. Professional development opportunities for teachers are crucial to enhance their social skills, enabling them to effectively implement play-based instruction.
- The study is also recommended that the play-way method benefits not only learners' social skills but also their mental health in early childhood. Therefore, educators at the pre-primary level should be encouraged to adopt play-based methods in their instructional practices to foster social skills development in early childhood education.
- Pre-primary school management and organizations should provide professional development opportunities for teachers to learn effective models, methods, strategies, and skills for implementing play-based instruction. This includes techniques for facilitating play, fostering collaboration, and promoting problem-solving skills.
- The researcher further advocates for the inclusion of play-based learning models, instructional methods, and approaches in ECE curricula at both national and local levels.
- The results of this study are likely to attract the attention of institutional heads, educational administrators, policymakers, and curriculum developers. Consequently, this research study may help stakeholders identify gaps in existing teachers' professional development programs for early childhood education.

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