

perceptual skills, they will be able to avoid actions that make others unhappy. This in turn would improve their relationships with others.

ii) Communication or Presentational Skills

These are verbal and non-verbal abilities that children need to acquire in order to be understood effectively by others. Children for example need to speak with clarity, confidently, loud enough for others to hear, modulate (raise/lower) their voices in order not to be boring, articulate words correctly and use acceptable speech. They also need to use non-verbal forms of communication in order to present appropriate emotions and emphasize or reinforce the content being presented. Use of moments of silence or pauses, gestures, facial expressions, eye contact, movement as well as physical contact are for example important because they give life to communication. Presentational skills in children are best enhanced during news-telling sessions, story-telling, riddling and discussions (Bennaars, Otiende and Boisver, 1994). As children make their presentations, the teacher should however refrain from discouraging them by for example correcting their pronunciation of words but instead repeat them so that they hear the proper pronunciation. Children also need to be reminded that a good communicator looks at their audience since this helps in making oneself to be understood well by others.

iii) Listening Skill

Listening is an important skill that enhances interaction with others. A good communicator is also a good listener and does not dominate in a conversation. In this way, he/she gets to hear and understand the other person's point of view. Listening is also important because it helps one to be able to know how to respond towards others in a conversation. Children can be helped to be good listeners during singing, poetry, news-telling and story-telling sessions. They can also be trained to listen during language drills so that they hear and pronounce the words properly. They can similarly listen to a story or news that be asked to retell the story or answer questions regarding various events in the story.

As a teacher, you have a responsibility to be firm but friendly to children so that they can be able to interact with you and other children freely. Guide, counsel, demonstrate or model acceptable habits to children so that they can emulate the intended behaviours or actions. You also need to provide the necessary resources and opportunities for them to perform different tasks so that they acquire various relevant skills. Encourage children to be in good company and give them opportunities to exercise responsibility. In addition, be patient with them by being non-judgmental. Be ready to provide remedial teaching where necessary and create confidence in them as they struggle to learn what seems difficult to them. You should also help children to learn to set goals for themselves, and also to meet them. As much as possible, children should be rewarded when they display the desired skills so as to motivate them to repeat these actions more often. You may use negative reinforcement which entails withdrawing of favours to the child and punishment when necessary but sparingly so as to minimise discouragement among children. Most importantly, children should be encouraged to appreciate and accept themselves but strive hard to improve or remain at their best. You should also encourage children to appreciate others so as to cultivate positive relationships with those within their environment.

Effect of Personality on Interpersonal Relationships and Learning