



INFLUENCE OF PRE PRIMARY EDUCATION ON EMOTIONAL SKILL ACQUISITION OF PUPILS IN ILORIN SOUTH LOCAL GOVERNMENT AREA OF KWARA STATE

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Abstract

The study examines the influence of pre-primary education on emotional skill acquisition of pupils in Ilorin south local government area of Kwara state. Descriptive survey research design was used. Three hundred and eighty-one (368) pupils were randomly selected for this study from twenty (20) schools both private and public using simple random sampling technique. Rating scale was used as the research instrument to measure the level of emotional skill acquisition of pupils. One research question and three hypotheses was formulated at 0.05 level of significance. The findings revealed the level of emotional skills acquisition of pupils' in Ilorin South Local Government Area of Kwara State Mean (2.53) which indicate that the level of emotional skill acquisition of pupils' in Ilorin South Local Government Area of Kwara State is high. Also, Preprimary education have significant influence on pupils' emotional skill acquisition in Ilorin South Local Government Area of Kwara State ($F_{1,368} = 149, P < 0.05$). Also there was significant difference in emotional skills acquisition of pupils' based on Gender ($t = 783; df = 366; P < 0.05$), this implies that male emotional skill acquisition (Mean = 38.03) is significantly higher than of female (Mean = 37.87). the findings also shows that there was significant difference in emotional skills acquisition of pupils' based on school type ($t = 294; df = 366; P < 0.05$). The researcher therefore recommends that every child should be exposed to preprimary school education and there should be more focus on pupils emotional.

Keywords: *Pre-primary Education; Emotional Development; Child Development; School Type.*

1. INTRODUCTION

In every modern society it is believed that education is the key to national development and there is a need to maintain every level of education especially the pre-primary stage, because it is the bedrock upon which all other educational levels is built. Once a child misses that early stage it is usually difficult for the learner to get back to the basics. Pre-primary education is a common practice in most societies; they make provision for early childhood education programs of various types for children below the official school age (usually 6 years) mainly to prepare them for the rigors of primary education and beyond. It should be noted that not everyone is in support of early childhood education. Robinson and Robinson (1968) hold the view that young children are not mature enough to learn complex task or skills that are required of them in the pre-school programs.

They also argue that the love and warmth of a mother is more important than any educational program, however, its equally important to state that pre-primary education is a preparatory level of education with emphasis on social and emotional development of pupils rather than every other levels of education. More so, some research evidence shows that early childhood education has a positive influence in children's affective, conceptual and social development in later years (Baker 1973; Gormley, Gayer, Phillips and Dawson 2005; Rolnick & Grunewald 2003). This implies that pre-primary education is more than just completion of tasks, but extends to social and emotional development, this paper focus is on emotional development. Emotional skill development begins early in life. This is when children start to understand who they are, what they are feeling and what to expect when interacting with others. It's when they learn how to form and sustain positive relationship; experience, manage and express emotions. A growing body of scientific evidence confirms that children who acquire a strong emotional foundation skill in the early years can better manage everyday social interactions later in life. Teachers can use variety of

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materials and activities in the pre-school classroom to help children learn about dealing with their feeling in positive ways. As children feel safe and learn how to inhibit disruptive emotional impulses, they exhibit greater self-confidence, better behavior and enhanced memory. They enjoy the learning process and thus, readily engage and fully immerse themselves in gaining new information and skills. Teachers and caregivers promote children's emotional health by establishing trusting relationships, created when teachers express warmth, affection, and respect (Anderson 2017). Teachers can intentionally teach and enhance these skills using evidence-based strategies to teach, model, and reinforce positive behaviors. Emotional skill development in children involves the acquisition of set of skills: the ability to identify and understand one's own feelings, accurately read and comprehend emotional states in others, manage strong emotions and their expression in a constructive manner, regulate one's own behavior, develop empathy for others and establish and sustain relationships (Abok, 2016).

Children emotional development grow as they aged, they will be able to communicate comfortably and effectively with words, rather than physical displays. They will be able to show more patience waiting their turn for something they want, and they will ask for things rather than taking them immediately. Education is one of the tools used to achieve a society's goal towards development. Through a well-planned educational structure, the manpower needed by the community can be provided. Education helps to integrate the individual into the society in which he is born. Education is the process by which people develop their intellectual, emotional, spiritual and physical powers so as to become fully participating members of the community. According to Onuselogu (2007), education is referred to as a means of enlightenment and a process of training and preparation for useful life in the community. Education is an instrument for national development, in this end, the formulation of ideas, their integration for national development, and the interaction of persons and ideas are all aspects of education.

This means that education is the process of training and developing the mental potentials, physical knowledge, skill and character of individuals by formal and informal schooling. Education provides individuals with the knowledge and skills necessary to advance themselves and their nation socially, economically and politically. Socioeconomic factors –such as family income level, parents' level of education, race, and gender all do influence the quality and availability of education as well as the ability of education to improve life circumstances, FRN on her National Policy on Education (2004) Education is the right of every child and must not be denied it for any reason. This has been the assertion of the World Summit on the state of global children, which has led to the inclusion and expansion of early childhood care and education in the global Education for All programmed (Ajayi, 2008). Early Childhood Care and Development is an investment that offers outstanding returns- both in human and financial terms. However in most parts of the globe, the political will to put children at the center, to provide adequate supports for young children living in poverty, and to make sure that all children are ensured their rights from the start is nowhere near adequate as yet (Arnold, 2004). The literature on child development is replete with empirical findings demonstrating a strong causal relationship between foundation stage of the education of young children and their academic and social competence at secondary and tertiary levels. Such studies have demonstrated that the foundation stage is most important stage as children are growing and learning physically, socio-emotionally and intellectually (Degtyarev, 2012).

Early childcare education can be a double edged sword that can both alleviate and exacerbate disparity. Providing early childcare services can have an equalizing effect on cognitive and affective development, compensating for the disadvantaged backgrounds. Even if early childcare services cannot entirely close the cognitive and social development gap between the rich and poor children, a lack of this service can certainly widen the gap in a relatively well-off country (Cekaite & Ekström 2019). The provision of early childcare education can exacerbate disparities between rich and poor children, as the wealthy are its biggest users and beneficiaries. Early childcare education can have an equalizing effect on cognitive and affective development of young children. The gains such as early reading, phonological awareness results are revealed in Merrell, Tymms and Jones (2007) seven years longitudinal study on Changes in Children's Cognitive Development; and invariably early mathematical awareness and general knowledge of their



environment. Cognitive development associated with early childcare suggests that government should encourage the provision of early childcare programs as is been done in other developed countries such as Sure Start center's UK and The Early Head Start in the US. Take a moment to think about a teacher who had an impact on your life. For most children, their positive or negative educational experiences affect their development. These experiences affect children's academic development, behavior, and social and emotional competence. Thus, in-depth examinations of the teacher-child relationship are essential. In addition, ensuring that these relationships are healthy and strong will help children to develop social-emotional, academic, and behavioral skills.

Young children are very sensitive, so most teachers try to help them to build important social skills. The teacher-child relationship must be examined in depth because many researchers have found strong links between these relationships and the children's behavior and academic success (Lippard, Paro, Rouse, & Crosby, 2018). Particularly in preschool and kindergarten, this relationship has a big impact on children's development; this impact lasts well into primary school (Kislova & Rusalova, 2013). also found that strong teacher-child relationships help children to develop good behavioral skills and school success, cognitive, social, and emotional skills. To ensure that children are healthy, adults must support the development of their social and emotional skills, which are of great importance to the children's education as well. Social and emotional skills also help children to live healthy and safe lives. Children must develop many skills in their early years, including the ability to do the following: communicate with adults, interact with peers in the classroom, form relationships with others, express emotions, self-regulate, show empathy, be motivated, and engage socially. Children need a long time to develop these skills, so teachers must develop children's social and emotional competence every day through the use of various activities.

Statement of the Problem

The influence of pre-primary education on the acquisition of emotional skills among pupils in Ilorin South Local Government Area of Kwara State has become a matter of increasing concern. As pre-primary education programs gain prominence as an essential foundation for a child's development, it is imperative to investigate whether these early educational experiences have a discernible impact on the emotional skill development of pupils. The problem at hand encompasses several key aspects that warrant investigation. The basic problem of this study is to determine the influence of pre-primary education on emotional skills acquisition of pupils. The researchers in this study investigate if emotional development of a child is influenced by his exposure to pre-school education or not is what forms the bases of this study. Meanwhile many researchers over the years have tried to establish its importance of pr-primary education, it is against these reasons that the study critically examined the influence of preprimary education on pupils' emotional skills acquisition in Ilorin South Local Government Area of Kwara State.

Research Question

1. What is the level of emotional skills acquisition of pupils in Ilorin South Local Government Area of Kwara State?

Research Hypotheses

- H01 : There is no significant influence of preprimary education on emotional skills acquisition of pupils in Ilorin South Local Government Area of Kwara State.
- H02 : There is no significant difference in emotional skills acquisition of pupils' in Ilorin South Local Government Area of Kwara State base on gender
- H03 : There is no significant difference in emotional skills acquisition of pupils in Ilorin South Local Government Area of Kwara State base on school type

2. IMPLEMENTATION METHOD

Descriptive survey research design was used for this study. The populations of the study comprises of all the primary schools in Ilorin South local Government Area of Kwara State which comprises of two hundred and seventy (270) schools both private and public school in Kwara

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Central senatorial district. Which include sixty(60) public schools and two hundred and ten (210) private schools according to annual census report, Kwara State Ministry of Education and Human Capital Development (2019). 30 schools from Ilorin south local government were sampled. The researchers randomly sampled the selected schools. Pre-primary education emotional development rating scale was developed and used to measure the level of emotional skill acquisition of pupils in the schools, the rating scale contain the school type, gender, preschool experience, pupils emotional skills indices and school location. The instrument was validated by expert and tested reliability, and yielded 0.87.

3. RESULTS AND DISCUSSION

Results

Research Question 1: What is the level of emotional skills acquisition of pupils’ in Ilorin South Local Government Area of Kwara State?

Table 4: Frequency on the level of emotional skills acquisition of pupils’ in Ilorin South Local Government Area of Kwara State

S/N	Emotional Skills	ALWAYS	SOMETIMES	NEVER	MEAN
1.	Pupils are able to express their own feelings as well as the emotions of others	198(53.8)	166(45.1)	4(1.1)	2.53
2.	Pupils learn to express their needs, want and feelings with words	187(50.8)	181(49.2)	0(0.0)	2.51
3.	Pupils are able to exhibit the habit of asking for things rather than taking them without permission	104(28.3)	255(69.3)	9(2.4)	2.26
4.	Pupils listen to rules, follow simple direction and instruction	264(71.7)	97(26.4)	7(1.9)	2.70
5.	Pupils who attend preschool are able to develop reading skills	247(67.1)	116(31.5)	5(1.4)	2.66
6.	Pupils are able to recognize basic norms and appropriate behavior	222(60.3)	144(39.1)	2(0.5)	2.60
7.	Pupils are able to manipulate and explore objects through play	173(47.0)	191(51.9)	4(1.1)	2.46
8.	Pupils who attend preschool display greater self- regulatory behaviour and academic skills than others who did not attend preschool	158(42.9)	200(54.3)	10(2.7)	2.40
9.	Pupils are able to identify other feelings aside from emotions	152(41.3)	213(57.9)	3(0.8)	2.40
10.	Pupils are able to play respectfully with others	164(44.6)	197(53.5)	7(1.9)	2.43
11.	Pupils enjoy being around friends	234(63.6)	133(36.1)	1(0.3)	2.63



S/N	Emotional Skills	ALWAYS	SOMETIMES	NEVER	MEAN
12.	Pupils learn about concept of compassion and empathy	201(54.0)	155(42.1)	12(3.3)	2.51
13.	Pupils who attend preschool learn vocabulary as they play and learn with other kids	236(64.1)	129(35.1)	3(0.8)	2.63
14.	Pupils who attend preschool are able to express their emotions and social skills more easily than those who did not attend preschool	221(60.1)	128(34.8)	19(5.2)	2.55
15.	Pupils who attend preschool develop all skills needed for school readiness	258(70.1)	107(29.1)	3(0.8)	2.69
		Weighted Mean	2.53		

Decision rule: 2.5 and above- High 2.0- 2.49 – Average, 1.9 Below- Low

Data in Table 4 shows frequency on the level of emotional skills acquisition of pupils' in Ilorin South Local Government Area of Kwara State. The finding revealed the level of emotional skills acquisition of pupils' in Ilorin South Local Government Area of Kwara State. The weighted mean is 2.53 which is a clear indication that the level of emotional skills acquisition of pupils' in Ilorin South Local Government Area of Kwara State is high.

Research Hypothesis one: There is no significant influence of preprimary education on emotional skills acquisition of pupils' in Ilorin South Local Government Area of Kwara State.

Table 5: Summary of Regression Analysis showing the influence of preprimary education on emotional skills acquisition of pupils' in Ilorin South Local Government Area of Kwara State

Model	N	R	R Square	Adjusted R Square	F	Sig
1	368	.20	.000	-.002	.149	.000

Dependent Variable: emotional skill

Data in Table 5 showed the regression Analysis of the influence of preprimary education on emotional skills acquisition of pupils' in Ilorin South Local Government Area of Kwara State. The result indicated that there was positive relationship between pre primary education and pupils' emotional skill acquisition in Ilorin South Local Government Area of Kwara State ($R = .20$) while the R-Square is .000 which means that the independent variable (pre primary education) explained 0.0% variation of the dependent variable (emotional skill). This indicates a good fit of the regression equation. Thus, it is a reflection that pre primary education have significant influence on pupils' emotional skill acquisition in Ilorin South Local Government Area of Kwara State ($F_{(1,368)} = .149, P < 0.05$). The hypothesis is therefore rejected in the light of the result.

Research Hypothesis two: There is no significant difference in preprimary education on emotional skills acquisition of pupils' in Ilorin South Local Government Area of Kwara State based on gender

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Table 6: Summary of t-test Analysis on the significance difference in preprimary education on emotional skills acquisition of pupils’ in Ilorin South Local Government Area of Kwara State based on gender

Gender	N	Mean	Std. Deviation	T	Df	Sig.	Remark
Male	214	38.03	2.071	.783	366	.050	Not Significant
Female	202	37.87	1.656				

Dependent Variable: emotional skill acquisition

Table 6 data shows significance difference in preprimary education on emotional skills acquisition of pupils’ in Ilorin South Local Government Area of Kwara State based on gender. The finding revealed that there was significant difference in emotional skills acquisition of pupils’ in Ilorin South Local Government Area of Kwara State based on gender ($t = .783$; $df = 366$; $P < 0.05$). The hypothesis was therefore rejected in the light of the result since the significant value is less than 0.05. This implies that male emotional skill acquisition (Mean= 38.03) is significantly higher than that of female (Mean= 37.87).

Research Hypothesis three: There is no significant difference in emotional skills acquisition of pupils’ in Ilorin South Local Government Area of Kwara State based on school type

Table 7: Summary of t-test Analysis on the significance difference in emotional skills acquisition of pupils’ in Ilorin South Local Government Area of Kwara State based on school type

School Type	N	Mean	Std. Deviation	T	Df	Sig.	Remark
Public	174	37.93	1.560	-.294	366	.018	Significant
Private	194	37.99	2.176				

Dependent Variable: emotional skill acquisition

Table 7 data shows significance difference in emotional skills acquisition of pupils’ in Ilorin South Local Government Area of Kwara State based on school type. The finding revealed that there was significant difference in emotional skills acquisition of pupils’ in Ilorin South Local Government Area of Kwara State based on school type ($t = -.294$; $df = 366$; $P < 0.05$). The hypothesis was therefore rejected in the light of the result since the significant value is less than 0.05. This implies that private school pupils’ emotional skill acquisition (Mean= 37.99) is significantly higher than that of public school pupils’ emotional skill acquisition (Mean= 37.93).

Discussion of Findings

The main objective of this study was to find out the influence of preprimary Kwara State. It was unfolded that the level of emotional skills acquisition of pupils’ in Ilorin South Local Government Area is high. there was positive relationship between preprimary education and pupil’s emotional skill acquisition in Ilorin South Local Government Area of Kwara State. The result of this findings also shows that there was significant difference in emotional skills acquisition of pupil’s based on gender, which means male emotional acquisition is higher than that of female .the same thing is applies to school type, private school pupils’ emotional skill acquisition is higher than that of public school pupils in Ilorin South Local Government Area of Kwara State. In order to achieve this objectives 20 private and public schools with 368 pupils in Ilorin South Local Government Area of Kwara State. The study reveals that the level of emotional skills acquisition among pupils in Ilorin South Local Government Area is high. This finding is consistent with previous research that emphasizes the importance of emotional intelligence and social-emotional learning in education. Goleman (1995) introduced the concept of emotional intelligence, and numerous studies have since demonstrated its positive impact on personal and



academic success (Goleman, 1995). The study suggests a positive relationship between preprimary education and emotional skill acquisition. This is in line with research that highlights the benefits of early childhood education and the development of emotional skills (Denham, 2006). Preprimary education often provides a foundation for emotional and social development, which can contribute to higher emotional skill levels in later years. The study found a significant difference in emotional skills acquisition based on gender, with male pupils showing higher emotional skill acquisition than females. Similar gender-based differences in emotional intelligence have been observed in other studies (Brackett & Mayer, 2003). These differences may be attributed to societal and cultural factors influencing how emotional expression is encouraged or discouraged among different genders. The findings also indicate that private school pupils have higher emotional skill acquisition compared to their public school counterparts. This result aligns with some previous research, which suggests that private schools may place a stronger emphasis on holistic education, including emotional and social development (Abdulkarim & Akinboye, 2018).

4. CONCLUSION

Based on the findings of this study, the following conclusion was drawn: the level of emotional skill acquisition of pupils' in Ilorin south local government area of kwara state is high. The findings of the study revealed that gender, school type all have a significant difference in emotional skills acquisition in Ilorin West Local Government Area of Kwara State.

Recommendation

Based on the findings and the conclusions drawn in this study. However, the following recommendation were made; Pupils should be assisted on how to manage, regulate and respond to the emotions of others as well as their own emotions. Teachers show assist in improving pupils emotional skill as measured by performance tests, without affecting pupils academic performance. Parents and teachers should try to be more supportive, and encourage their children to try new things.

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INFLUENCE OF PRE PRIMARY EDUCATION ON EMOTIONAL SKILL ACQUISITION OF PUPILS IN ILORIN SOUTH LOCAL GOVERNMENT AREA OF KWARA STATE

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