

PSYCHO-SOCIAL CHALLENGES TO PRE-PRIMARY EDUCATION IN EBONYI STATE, NIGERIA

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Abstract

This study sought to investigate the psycho-social challenges to children's emotional and social well-being and disposition to acquire pre-primary education in Ebonyi State. The psycho-social challenges in focus include those posed by parents, teachers/care-givers, the community, government and natural factors. Survey design was used to collect information required for the study from 240 primary school head teachers (162 males and 78 females). A 24-item questionnaire was the instrument used to generate data. The data generated was analyzed using Mean and Standard Deviation while the only hypothesis postulated was tested at 0.05 level of significance using t-test. The findings of the study revealed that both parents, teachers/care-givers, the community, government and natural factors pose psycho-social challenges that hinder children's active participation in learning activities in the school. Based on the findings, conclusion was made followed by recommendations among which include that relevant authorities and regulatory bodies should sensitize parents, teachers/care-givers and government on the roles expected of them to boost children's emotional and social well-being necessary for their meaningful learning in the school. Also, Education Quality Assurance Officers should be properly oriented on how to mentor teachers on the correct teaching methods, skills and classroom administration techniques that are in line with the national policy and children's learning needs and styles.

Keywords: Pre-Primary Education, Parents, Teachers Community and Nature.

Introduction

Pre-primary education simply refers to the type of education designed for children who are below primary school age. This explanation is in line with the definition given by Nnachi and Ojigbo (2013) that pre-primary education is the education for pre-schoolers or those children who are not up to primary school age in Nigeria. All the same, the Federal Republic of Nigeria (2014) explained pre-primary education as the education given in educational institutions to children prior to their entering the primary school.

In Nigeria, pre-primary education operates in different forms. Maduewesi (2003), Nnachi and Ojigbo (2013) and the Federal Republic of Nigeria (2014) identified three forms of pre-primary education that operate in Nigeria as Crèche or Day Care Centre, Nursery and Kindergarten. Crèche or Day Care is a place that provides care and support to tender children (0-3 years) of business or working mothers. Nursery school is an educational programme that fosters total development of young children between ages 3 to 5 through activities which include social integration as well as intellectual growth. Kindergarten on the other hand is the school for five year olds, a kind of stepping stone or transition class to the primary school at age six (Maduewesi, 2003, Nnachi and Ojigbo, 2013 and Federal

Republic of Nigeria, 2014). In this study the focus is kindergarten or pre-primary school.

From the foregoing, it is clear that pre-primary education is meant for pre-schoolers. Sequel to this understanding, people have come to realize that this level of education is crucial in the over all development of children and in preparing them for further educational advancement. This corroborates the observation of Olaleye, Florence and Omotayo (2009) that pre-primary education is the function upon which excellent basic and sound education is built. Similarly, Sack and Ruzzi in Onu, Obiozor, Agbo and Chiamaka (2010) remarked that research evidences abound to prove that attending high quality pre-primary programme not only increases children's readiness for primary education, but also brings positive changes in participants' school performance and social outcomes.

Despite the relevance of pre-primary education as highlighted afore, the Nigerian government, not until recently, had focused more attention on other levels of education with little or no support at all to the pre-primary level. In support of this claim, United Nations Children's Fund (2003) complained that government's efforts at improving access to education has never included pre-primary education. In an example to support this complaint, United Nations Children's Fund pointed out that when Universal Primary Education (UPE) was launched in 1976, the Federal Government did not make any provision for pre-primary education. However, today in Nigeria, pre-primary education is gaining more attention as people have come to realize its relevance in the overall development of children which is essential for useful future life. In that circumstance, government in recent times has increased her efforts in ensuring reasonable support to pre-primary education.

In the real sense however, many parents still lack functional knowledge of pre-primary education and are therefore, usually nonchalant to send their children to school. This may be due to ignorance of child's school readiness profiles which also may bring lack of preparedness for early schooling of their children. School readiness is imperative in giving the idea of the time when the child's physical, social, cognitive and emotional maturity are at a level that permits new learning, activity that is demanding and sensible stage of sensible movement. Realistically, starting primary school is a very critical experience for most children as they have to leave home for a new learning environment most of the time for the first time. In effect, they may encounter shock due to lack of readiness to cope with learning experiences and environment (Federal Ministry of Education and UNICEF, 2016).

It is in realization of the above scenario that Dr. Goodluck Jonathan, the then President of the Federal Republic of Nigeria, approved the inclusion of one year of early child care and education as part of a formal school system thereby making the nation's education structure to be 1-6-3-3-4 (1 year of pre-primary education, 6 years of primary education, 3 years of Junior Secondary education (Basic Education), 3 years of Senior Secondary education and 4 years of tertiary (Federal Ministry of Education and UNICEF, 2016).

In clear terms, the one year pre-primary education programme is meant to operate in public primary schools across the states in Nigeria including Ebonyi State. Although the programme has been implemented nation-wide, it would be proper to note that it cannot effectively operate in a situation where children are vulnerable to psycho-social challenges that hinder their active engagement in learning activities in the school. It is in the face of this understanding that the researcher feels the need to survey the psycho-social factors that pose challenges to children's disposition to engage actively in pre-primary education in Ebonyi State. Hence, the background of this study.

Statement of the Problem

It is quite obvious that the Federal Government of Nigeria, nowadays, has started to show reasonable commitment towards promoting pre-primary education. However, there is need to take cognizance of the fact that the Nigeria society this day witnesses myriads of psycho-social challenges which usually affect children's well-being and opportunity to attend school. For example, insurgency, kidnapping, child trafficking, inter community crisis, natural disasters, family conflicts and others, are among the psycho-social challenges that have negative effects on pre-primary education in Nigeria (Federal Ministry of Education and UNICEF, 2016). As it stands, there is no part of Nigeria including states, local government areas, communities and even villages that is not identified with one factor or the other that poses psycho-social challenges to children in acquiring pre-primary education. This therefore, translates to the need to investigate what the situation looks like in Ebonyi State. Hence, the problem of this study is, to investigate the psycho-social challenges that hinder effective operation of pre-primary education in Ebonyi State?

Purpose of the Study

The main purpose of the study was to survey the psycho-social challenges that hinder children from acquiring pre-primary education in Ebonyi State. Specifically, the study sought to investigate the dimensions of challenges posed by the following factors:

- (a) Parents,
- (b) Teachers/care-givers,
- (c) The community,
- (d) Government and
- (e) Nature.

Research Questions

The following research questions guided the study:

- (a) How do parents pose psycho-social challenges to pre-primary education in Ebonyi State?
- (b) What psycho-social challenges emanate from teachers/caregivers in pre-primary schools in Ebonyi State?
- (c) How does community pose psycho-social challenges to pre-primary education?
- (d) How does the influence of government pose psycho-social challenges?
- (e) What are the psycho-social challenges that arise in pre-primary education

in Ebonyi state as a result of natural factors?

Hypothesis:

One hypothesis also guided the study.

Ho₁: There is no significant mean difference in the ratings of male and female head teachers on the psycho-social challenges to pre-primary education in Ebonyi State.

Review of Related Literature

Related literature to this study spans through the opinions or views of people on those elements that interplay in pre-primary education namely parents, teachers/care-givers, community, government and nature.

Parents, according to Quirk (2009) mean father and mother of a person or persons. Remarking on the roles of parents, Ugwu (1997) maintained that parents are the first people the child comes in contact with and therefore depends on them for the basic things he needs to facilitate his growth and development namely food, clothing, shelter, comfort, protection and emotional support. The roles of parents in pre-primary education are also highlighted. For example, the National Commission for Colleges of Education and United Nations Children's Fund (2016) outline the roles of parents in this direction to include telling stories, singing local songs and playing games with children, engaging them in oral discussions and make up games using items at home, linking up with teachers to encourage their learning, donating materials for them to play with at school, supporting them at home in their school work and promoting their skills.

Pertaining to roles of teachers, Federal Ministry of Education and UNICEF (2017) maintained that to support learning for children, pre-primary education teachers/care-givers must be specialists in that area who can give up overly controlling children's thinking, conversations and creativity. In this light, the teacher should possess a minimum qualification of the Nigeria Certificate in Education (NCE) and should be capable of playing the roles of positive relationship building with children, families and community, planning the curriculum based on children's learning needs and styles, researching by observing and listening to children as they play so as to learn each child's preferences, strengths and areas to strength. He also needs to study for continuous professional development, organizing the classroom to enable children work in collaborative groups using at least five learning centres with simulating materials that appeal to all the senses and also ensure a good balance between in-door and out-door play. Finally, he should exhibit positive behaviours and handle challenging behaviours gently and appropriately (FME and UNICEF, 2017).

The roles of the community as stipulated by the FME and UNICEF (2017) include provision/donation of school needs like learning materials, play and health facilities, ensuring safety of children as they travel to and from school, using community and government resources to maintain the school, interacting positively with teachers and rendering voluntary services and assisting to organize out of school activities like field trips. On part of government, the FME and UNICEF (2017) specified the roles to include, provision of learning resources including enough and qualified teachers, equipment and facilities. Government

should also ensure regular monitoring of pre-primary education and set up for purposes of quality assurance.

In respect of the role of nature, the study discusses it in terms of the critical situations that traumatize children and make them unsafe or insecure to learn in the school. According to UNECO (2017), pre-primary education cannot operate in an atmosphere of critical or tragic experiences that infringe on the child's well being and their disposition to learn. UNESCO maintained that such traumatic experiences like fire disaster, disease epidemics, community crisis, family conflicts, among others, overly give children shock or trauma that affects their learning.

In summary, the review of related literature to this study showed that child care and education is a function of the interaction between the child and stable environment. Stable environment in this context is one that is sensitive to children's health and nutritional needs, protection from threats and ensures early learning opportunities. Realistically, pre-primary education cannot effectively operate in an atmosphere that is plagued with psycho-social challenges. It is on this premise that this study becomes relevant as it is intended to survey the dimensions of psycho-social challenges posed by the key agents in pre-primary education.

Methodology

The study is a survey design. A sample of 260 head teachers was selected from the 1,060 primary schools across the state (Ebonyi State Ministry of Education, 2014). 20 central schools were chosen from each of the 13 local government areas of the state through Simple Random Sampling Technique bringing the total number of schools to 260. One head teacher was taken from each school giving a total 260 head teachers. Out of this number, 176 head teachers were males while the remaining 84 were females. The researcher decided to use central schools for the study because being larger schools they are more likely to have more children that are victims of psycho-social challenges.

A 24-item instrument titled, "Survey of Psycho-social Challenges Questionnaire" (SOSQC) designed by the researcher and structured in line with the five research questions posed was used. The instrument, after undergoing necessary statistical processes for validity and reliability was taken to the head teachers directly (with the help of 13 research assistants) during their management meetings at their respective Local Education Authority Secretariats to respond to. The response was in the Likert Type pattern of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) with values as 4, 3, 2 and 1, respectively. However, out of the 260 questionnaires distributed, 240 were filled while 20 were returned blank perhaps due to the absence of the head teachers (14 males and 6 females) who were supposed to fill them. Eventually, there were 162 male head teachers and 78 female head teachers bringing the sample to 240 head teachers.

The data generated were analyzed using Mean and Standard Deviation. A mean of 2.50 and above showed acceptance of the opinion sought while any mean below that value meant rejection. The lone hypothesis postulated was tested at 0.05 level

of significance using *t-test*.

Results

The findings of the study are presented in tables according to the five research questions that were used.

Research Question One

How do parents contribute to psycho-social challenges to pre-primary education in Ebonyi State? Answers to the above research question are contained in table 1 below:

Table 1: Mean and Standard Deviation of Responses by Head teachers on How Parents contribute to Psycho-social Challenges to Pre-primary Education (N=240)

S/N	Item Statement	Male Headteachers (N=162)			Female Headteachers (N=78)		
		\bar{X}	SD	Decision	\bar{X}	SD	Decision
	Psycho-social challenges from parents						
1.	Parental conflicts usually affect pupils psychological well-being and learning mood in my school.	2.37	0.34	Accepted	2.48	0.74	Accepted
2.	Family conflicts usually make some parents not to take proper care of their children in my school.	3.53	0.26	Accepted	3.20	0.60	Accepted
3.	Death of parents usually affects my pupils' emotional well-being and opportunity to attend school.	3.68	0.24	Accepted	3.52	0.55	Accepted
4.	Parents lack fundamental understanding of pre-primary education and therefore always show negative attitudes.	3.30	0.27	Accepted	2.85	0.66	Accepted
5.	Many parents do not provide their children with the necessary things they need for pre-primary education in my school.	2.56	0.25	Accepted	2.75	0.68	Accepted
Grand Mean		3.13	0.26		2.96	0.65	

Data presented in table 1 revealed that the mean responses by all the respondents (male and female head teachers) for items 1 to 5 which are concerned with psycho-social challenges posed by parents exceed the cut of mean (2.50). The findings therefore show that the respondents accept all the opinions which the items represent as ways in which parents contribute to psycho-social challenges to pre-primary education in Ebonyi State. The mean ratings for the items which authenticate the findings are 2.57, 2.48; 3.53, 2.20; 3.68, 3.50; 3.30, 2.85; and 3.56, 2.75; respectively.

Research Question Two

What psycho-social challenges do teachers/care-givers pose to pre-primary education in Ebonyi State?

Table 2 below provides answers to this research question.

Table 2: Mean and Standard Deviation of Responses by Head teachers on the Psycho-social Challenges posed to Pre-primary Education in Ebonyi State by Teachers/care-givers (N=240).

S/N	Item Statement	Male Headteachers (N=162)			Female Headteachers (N=78)		
		\bar{X}	SD	Decision	\bar{X}	SD	Decision
	Psycho-social challenges from teachers/caregivers						
6.	Pre-primary school teachers/care-givers in my school usually find teaching that class stressful.	2.58	0.34	Accepted	2.64	0.70	Accepted
7.	Pre-primary school teachers/care-givers in my school adopt play method to teach pupils.	2.26	0.37	Rejected	1.98	0.83	Rejected
8.	Pre-primary school teachers/care-givers in my school do not allow pupils chance to do things in their own ways	2.10	0.39	Rejected	1.86	0.86	Rejected
9.	Pre-primary school teachers/care-givers in my school do not usually bring themselves low to the levels of their pupils while teaching them	2.13	0.38	Rejected	2.10	0.81	Rejected
10.	Corporal punishment is the device commonly used by pre-primary school teachers/care-givers to correct erring pupils.	2.84	0.32	Accepted	3.12	0.61	Accepted
	Grand Mean	2.38	0.26		2.34	0.76	

Available data in table 2 showed that the mean ratings for items 6 and 10 by both male and female head teachers are all above the cut of mean. This implies acceptance of the opinion stated. The mean responses on which this finding is based are 2.58, 2.64 and 2.84, 3.12; respectively. On the other hand, the mean responses for items 7, 8 and 9 which are 2.26, 1.98; 2.10, 1.86; 2.13 and 2.10 showed rejection of the opinions listed, hence another aspect of the findings.

Research Question Three

How does the community pose psycho-social challenges to pre-primary education in Ebonyi State?

Date on table 3 addresses this research question.

Table 3: Mean and Standard Deviation of Responses by Head teachers on the Psycho-social Challenges posed to Pre-primary Education in Ebonyi State by the Community (N-240).

S/N	Item Statement	Male Headteachers (N-162)			Female Headteachers (N=78)		
		\bar{X}	SD	Decision	\bar{X}	SD	Decision
	Psycho-social challenges from the community						
11	The community always provides necessary materials required for pupils learning in the school	2.13	0.38	Rejected	2.40	0.75	Rejected
12.	The community does not assist to make my school environment fit for learning activities.	2.27	0.37	Rejected	2.10	0.81	Rejected
13.	Parents from the community usually confront teachers for punishing their erring children.	2.20	0.38	Rejected	2.43	0.74	Rejected
14.	Inter-community crisis does not disrupt my school activities or stop pupils from attending school.	2.34	0.36	Rejected	2.25	0.78	Rejected
Grand Mean		2.24	0.37		2.30	0.77	

Data in table 3 showed that the mean scores for items 11-14 are all below 2.50 which signifies rejection of the opinions presented. The mean responses to these items which testify the rejection are 2.13, 2.40; 2.27, 2.10; 2.20, 2.43; 2.34 and 2.25, respectively.

Research Question Four

How does government contribute to psycho-social challenged to pre-primary education in Ebonyi State?

Information pertaining to this research question is contained in table 4.

Table 4: Mean and Standard Deviation Responses by Head teachers on how Government contributes to Psycho-social Challenges to Pre-primary Education in Ebonyi State (N=240).

S/N	Item Statement	Male Headteachers (N=162)			Female Headteachers (N=78)		
		\bar{X}	SD	Decision	\bar{X}	SD	Decision
	Psycho-social challenges from Government						
15.	Government has posted trained teachers for pre-primary education in my school.	1.58	0.44	Rejected	2.21	0.79	Rejected
16.	Government has not provided equipment and facilities for pre-primary education in my school.	3.08	0.29	Accepted	3.15	0.61	Accepted
17.	Education Quality Assurance Officers always visit my school for monitoring and mentoring services.	3.17	0.29	Accepted	3.30	0.58	Accepted
18.	Education Quality Assurance Officers usually mentor my teachers/care-givers on teaching method and skills.	2.10	0.39	Rejected	2.95	0.65	Rejected
19.	Education Quality Assurance Officers do not usually mentor my teachers/care-giver on how to organize their classes.	3.35	0.27	Accepted	3.40	0.57	Accepted
20.	Education Quality Assurance Officers usually mentor my teachers/care-givers on how to handle erring pupils.	2.34	0.36	Rejected	2.38	0.56	Rejected
21.	Education Quality Assurance Officer usually mentor my teachers/care-givers on how to provide and use learning materials.	2.53	0.34	Accepted	2.55	0.72	Accepted
	Grand Mean	2.79	0.34		2.99	0.64	

The data in table 4 showed that items 15, 18 and 20, have their mean responses below 2.50 which reveal that the respondents reject the opinions stated. More clearly, mean responses to those items which are 1.58, 2.21; 2.10, 2.95; 2.34; 2.38, respectively, prove the findings reported.

Conversely, the mean responses for items 16, 17, 19 and 21, respectively, are all above the cut-off mean which therefore implies acceptance of the opinions verified. The mean scores namely 3.08, 3.15; 3.17, 3.30; 3.35, 3.40; 2.53, 2.55 validate the findings.

Research Question Five

What are the psycho-social challenges posed by nature to pre-primary education in Ebonyi State?

Table 5 below takes care of this research question.

Table 5: Mean and Standard Deviation Responses by Head teachers on the Psycho-social Challenges posed by Nature to Pre-primary Education in Ebonyi State? (N=240).

S/N	Item Statement	Male Headteachers (N=162)			Female Headteachers (N=78)		
		\bar{X}	SD	Decision	\bar{X}	SD	Decision
	Psycho-social challenges from Nature						
22.	Flood disaster occasionally poses challenges that frustrate pre-primary education in my school.	2.51	0.34	Accepted	2.59	0.71	Accepted
23.	Fire disaster does not pose challenges to pre-primary education in my school.	2.49	0.35	Rejected	2.47	0.69	Rejected
24.	Out-break of diseases like malaria, measles, etc usually stops my pupils from attending school regularly.	3.09	0.29	Accepted	3.11	0.61	Accepted
	Grand Mean	2.70	0.33		2.80	0.67	
	Total Grand Mean	2.62	0.34		2.36	0.72	

Available data in table 5 indicate that items 22 and 24 have their mean scores above the cut off mean. This therefore depicts acceptance of the opinions stated. Mean scores to these items in which the finding is established are 2.51, 2.59 and

3.09, 3.11, respectively. Conversely, mean responses for item 23 which are 2.49 and 2.47 indicate rejection of the opinion which they represent.

Testing hypothesis

The only hypothesis used for the study focused on comparing the opinions of male and female head teachers about the psycho-social challenges to pre-primary education in Ebonyi State. The result is presented in table 6.

Table 6: *t*-test comparison of Mean Responses of Male and Female Head teachers on Psycho-social Challenges to Pre-primary Education in Ebonyi State.

Sex of Respondents	N	\bar{X}	SD	df	cal.t	crit.t
Male	162	2.62	0.34			
Female	78	2.36	0.72	238	0.07	1.96

Data in table 6 revealed that the calculated *t*-value is 0.07 while the *critical* or *table value* is 1.96. Now since the calculated *t*-value is less than the critical value, the null hypothesis is upheld. The result of the analysis therefore proves that the difference between the opinion of male and female head teachers on the psycho-social challenges to pre-primary education in Ebonyi State is not significant.

Discussion of Findings

Following the data analyzed, the results of the study were discussed in line with the research questions and the lone hypothesis that were used. The first research question sought to know how parents pose psycho-social challenges to pre-primary education in Ebonyi State. The study reveals that there area usually frequent conflicts between parents and or among other members of the family, parents' sudden deaths, ignorance of majority of parents about pre-primary education and their failure to provide their children's learning needs. All these pose psycho-social challenges. These findings agree with Mallum (2002) that poor home atmosphere in terms of unfriendly relationship between parents and their failure to play the roles expected of them towards the education of their children affects the psychological well-being and academic development of the children.

Research question two was concerned with the psycho-social challenges posed to pre-primary education by pre-primary school teachers/care-givers. The findings of the study prove that most of them are inefficient and therefore find teaching the pupils stressful. They also fail to use play method in their teaching. Again, they over use corporal punishment as a means of correcting erring pupils. The findings lend credence to the studies carried out by Maduwesi (2003) and Ezirim (2004) both of which revealed that competent teachers/care-givers for pre-primary

education is seriously lacking. According to them, their inefficiency results in inadequacy of curriculum execution, poor teacher-pupil relationship and lack of classroom management and control.

Research question three was asked to find out the psycho-social challenges which the community poses to pre-primary education. The result of the study showed that the psycho-social challenges that emanate from the community include failure to support the schools with learning materials and frequent inter-community clashes which usually disrupt school activities and also displace a lot of children and expose them to traumatic experiences. On the contrary, the study found out that the community always assists to maintain the school environment and also relates friendly with the teachers. These findings agree with the Federal Ministry of Education and UNICEF (2007) that when the community is peaceful and child friendly, provides school needs and relates friendly with teachers, it will help to boost healthy school atmosphere that will guarantee pupils' psychological well-being and academic development.

The fourth research question was posed to find out how government contributes to psycho-social challenges to pre-primary education. The findings disclose that government is still lacking in her supports to pre-primary education particularly in her failure to provide qualified teachers and material resources required to boost learning. There are also lapses in her monitoring activities because Education Quality Assurance Officers carry out monitoring visits to the schools but do not always mentor teachers/care givers on teaching methods and skills, use of learning materials and classroom administration. The findings are related to the studies conducted by Sooter (2013), Nnachi and Ojigbo (2013) which revealed that government does not provide learning resources for pre-primary education and also fails to discharge her supervisory roles effectively. In the same vein, the National Forum for Policy Development Workshop on National Education Reforms held in 2007 as quoted in Nnachi and Ojigbo (2013) showed that government's involvement in her supervisory roles in pre-primary schools are grossly inadequate. The implication of this is obvious. Teaching and learning activities cannot be effectively carried out to enable pupils achieve maximally.

The last research question was intended to reveal how nature is concerned with the psycho-social challenges. The findings prove that flood disaster and out-break of disease like malaria, measles and others, occasionally disrupt pre-primary education by stopping children from attending schools. The findings also revealed that psycho-social challenges to pre-primary education does not include fire-outbreak. The findings conform with the observations of the Federal Ministry of Education and UNICEF (2016) that all children need good health, safe, stable and secure environment with consistent routines that promote the child's emotional and social well-being as well as cognitive development.

Further more, the result in table 6 generally revealed that there is no significant difference in the opinions of male and female head teachers on the psycho-social that pose psycho-social challenges to pre-primary education in Ebonyi State. Hence, the null hypothesis postulated is accepted. This result corroborates the

findings of UNIESCO (2017) that people, in any society usually experience traumatic situations like conflicts, violence, poverty, disaster, death, scarcity of basic resources and other essentials. Such experiences in no small measure impact negatively in the body organs, damaging health and hindering positive brain networking for life outcomes including academic.

Conclusion

The findings of this study show that parents, teacher/care-givers, the community, government and nature relatively pose psycho-social challenges to pre-primary education in Ebonyi State. In that light, the researcher strongly advocates that schools and teachers, parents and government, should be properly guided by relevant authorities to help children overcome trauma by ensuring safe play-based teaching and learning environment that will create stability when children are traumatized especially in severe cases of psycho-social challenges.

Recommendations

In order to help pre-primary pupils adjust properly to psycho-social challenges to pre-primary education, relevant authorities and regulatory bodies should do the following:

1. Sensitize parents on how to relate well at home so as to instill in their children the spirit of love and confidence that will boost their emotional well-being and relationship with other children in the school.
2. Sensitize parents to always interact friendly with their children, play together and tell stories with them. This will help to stabilize their emotion to always participate actively in school activities.
3. Give parents proper orientation on how to encourage their children's school work by providing the necessary materials they need for learning. This will help to create in them sense of belonging and confidence to participate actively.
4. Educate parents properly on how to encourage pupils to play at home by providing them opportunities for play including time, safety space, play materials and proper guidance. This will always help to make them happy and active.
5. Guide teachers/care-gives on the proper ways of relating with their pupils so as to make them confident to take active part in school activities.
6. Educate teachers/care-givers on how to integrate pupils that are traumatized by psycho-social challenges with their children through play and pleasurable activities that can foster emotional stability.
7. Guide parents on how to partner with teachers to support their children's learning in the most pleasurable way.
8. Always carry out peace-talk in the communities to educate people on the need to embrace peace and ensure safety atmosphere that will give pupils freedom to go to school and learn without any challenge.
9. Advice government to always provide learning resources including qualified teachers and materials that will help pre-primary education to operate in organized and activity-based atmosphere.
10. Train Education Quality Assurance Officers to bring innovations in their

monitoring services particularly in mentoring the teachers/caregivers on correct teaching methods, skills, use of learning materials and classroom administration based on pupils' learning needs.

11. Advice government to always ensure that schools and children displaced by natural disasters are properly relocated to ensure safety of life and opportunity of such pupils to attend schools and engage in academic activities with resilience.

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