



Behavioural Problems and Acquisition of Social Skills Among Preschool Children in Early Childhood Centres in Rivers East Senatorial District of Rivers State

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Abstract

The study investigated the behavioural problems and acquisition of social skills among preschool children in early childhood centres in Rivers East Senatorial District of Rivers State. The study had two objectives, two research questions, and two corresponding null hypotheses. A correlational research design was adopted, targeting a population of 3,450 preschool children from 232 early childhood centres. A sample of 345 preschoolers was selected using a simple random method. Data were collected using two researcher-designed instruments: the Behaviour Problem Checklist (BPC) and the Preschool Social Skill Checklist (PSSC), comprising 20 and 40 items, respectively. The instruments were validated by three experts in Primary Education Studies and Measurement and Evaluation, yielding reliability coefficients of 0.9 and 0.8, established using the Cronbach Alpha method. The collected data were analysed using descriptive statistics (mean and standard deviation) to answer the research questions and inferential statistics (ANOVA) to test the null hypotheses at a 0.05 significance level. Findings revealed a significant inverse relationship between anxiety and social skill acquisition, with anxiety accounting for 15.1% of the variance. Similarly, temper tantrums showed a strong negative effect, explaining 10.1% of the variation in social skills acquisition. These findings suggest that anxiety and tantrums negatively impact preschoolers' ability to develop essential social skills. Based on the findings, recommendations include fostering a supportive learning environment, equipping preschoolers with coping strategies, and ensuring that caregivers have the skills and interest necessary to nurture positive interactions and early social development.

Keywords: Behavioural Problems, Social Skills Acquisition, Preschool Children, Early Childhood Centres, Anxiety

Introduction

Early childhood is a critical stage in human development, as it lays the foundation for cognitive, emotional, and social growth. Social skills, which include cooperation, communication, sharing, and problem-solving, are essential for children's ability to interact effectively with peers, teachers, and family members. Behavioural problems such as anxiety and tantrums can hinder the acquisition of these vital social skills, thereby affecting children's overall development and school readiness. In preschool settings, behavioural problems pose significant challenges to teachers and caregivers, influencing both classroom dynamics and the learning experiences of young children. Children with behavioural difficulties often struggle to engage in positive peer interactions, follow instructions, and adapt to structured learning environments. Behavioral problems in preschool children are a significant concern as they can impede the development of essential social skills, impacting their overall well-being and future academic success. Kennedy-Moore (2011) described social skills as the abilities necessary to get along with others and to create and maintain satisfying relationships. That socially acceptable learned behaviours enable individuals to interact effectively with others and avoid or escape negative social interactions with others. Therefore, social skill is required by everyone,

including preschoolers in early childhood education programmes, for possible interaction with others. Strong social skills can reduce social anxiety by increasing confidence in social interactions. All children experience fears during childhood, which are normal aspects of development and are temporary. These include fear of the dark, monsters, strangers and separation from parents and primary caregivers (National Scientific Council on the Developing Child, 2010). According to Ndajiwo as expressed in Thisday newspaper (2016) threatening circumstances in the environment such as terrorist activities of bombing and brutal killings from herdsmen attacks can persistently elicit fear and anxiety and pose significant risk for adverse long-term outcomes that makes it difficult for the children to recover easily, especially in Northern Nigeria where over 300 schools have been rigorously destroyed, hundreds of children killed, injured or abducted from their homes and schools.

about physical, sexual, or emotional abuse of children, significant maltreatment of one parent by the other, are all few circumstances that can elicit serious anxiety in children. This, in turn, is dangerous for their health and activates their stress response system. The heightening of several stress chemicals in the body will lead to the release of stress chemicals or hormones like adrenaline (as well as noradrenalin) and cortisol, which are essential for the survival of the human person. Prolonged release of one of those hormones, cortisol, can have long-term effects on the body by suppressing immune response, altering the function of some neural systems and causing damage to certain brain structures such as the prefrontal cortex, hippocampus and the amygdala (Kasper et al., 2004). This may give rise to difficulty in young children's learning and acquisition of developmental skills. According to the National Scientific Council on the Developing Child (2010), chronic activation of the stress system has been shown to disrupt the efficiency of brain circuitry and lead to both immediate and long-term physical and psychological problems as the stress-system overload occurs during sensitive periods of brain development such as the preschool years. Repetitive life-threatening events occurring around the children create the potential for heightened fear and chronic anxiety, which elicits physiological responses that affect the architecture of the brain, exert adverse impacts on it, causing significant reduction in a child's ability to learn or even engage in typical social interactions across the lifespan. Persistent fear and chronic anxiety could trigger experiences that cause changes in brain activity with long-term, adverse consequences for learning, behaviour, and health (National Scientific Council on the Developing Child, 2010). These experiences make the child see the world as an unsafe, unfriendly place and develop a defense mechanism that includes aggressive and hostile behaviour, in which children act out behaviours that negatively influence their ability to form relationships and sustain interpersonal interactions.

Kennedy-Moore (2011) noted that these children tend to have deficiencies in social information-processing, employ inappropriate social problem-solving strategies to social situations and tend to search for fewer facts in a social situation while paying more attention to the aggressive social interactions presented in an interaction. In the perceptual deficit's subgroup, children do not perceive the environment appropriately and interpret interpersonal interactions inaccurately. They also have difficulty reading social cues, facial expressions and body gestures, while children with self-regulation deficits tend to have the classic difficulties in executive functions. These assumptions explain the fact that emotional dispositions have an impact on the individual's behaviour and that one is likely to achieve better in something one enjoys, has confidence in or finds useful. And so, the children, too, will only acquire knowledge and skills if they show interest in the various experiences they are exposed to and skills taught in early childhood centres as a significant amount of studies have shown a reciprocal relationship between social skills, problem behaviours, and academic functioning (Kennedy-Moore, 2011). Therefore, given the importance of emotional stability to children's normal growth and development and future social interactions, it becomes necessary that they receive good and adequate attention from caregivers both at home and in school. Their care should also cover training that develops in them the ability to control their emotions, which can only be achieved in the presence of a good and enthusiastic caregiver. According to Stuckey (2018), early childhood caregivers must be people who not only have a passion for being around children but also want to make a difference in the life of each child and have the enthusiasm to unlock every child's door to learning. They should be patient, empathic and flexible enough in their care to include observation of the children's every move to identify behaviours that can inhibit learning. This way, they will be able to teach children how to overcome any obstacle on their way as well as build strong, healthy emotions in them (Stuckey, 2018). Anxiety can trigger temper tantrums, as heightened stress and emotional overwhelm may lead to outbursts when individuals struggle to cope with their feelings.

Taking a look through the neighborhood grocery store, a preschool classroom, or playground may likely showcase parents and teachers trying to cope with a child who is screaming, crying, hitting, whining, complaining, or attempting to run away. This child is having a temper tantrum. Tantrums are very normal for children between the ages of 18 months and 4 years, in frequency from 5 to 9 times per week with an average duration of 5–10 minutes. Often the loss of temper, annoyance, angry and resentful temper outburst may be responsible and manifested as verbal rages and/or physical aggression toward people and property, and can result in harm to the child or other children (Zwi, 2011). Other situations in which tantrums can occur include bedtime, mealtime, bath time, parents not giving attention to the child and discontinuing a favorite activity like a television show. Outside the home, tantrums occur in places like a restaurant when the child is tired of waiting or wants to play after finishing eating but is restrained, grocery store, playground, and place of worship. At school, situations such as transitions from snack time to clean-up time, interactions with other preschoolers, and being given directions or commands can cause a tantrum because younger preschoolers see these situations as frustrating. It is also observed that they often use temper tantrums to express frustration (for instance, when trying to use a toy that requires fine motor skills beyond their current level of development), demand attention, obtain a tangible item (like the child who throws a tantrum in the grocery checkout to get a bag of candy), or to escape or avoid an undesirable activity (like going to bed or moving from art center to reading center). All these may be as a result of not being able to communicate their intentions and get help, but as the children mature and begin to develop verbal skills, and can use the necessary language to clearly express their needs and wants, tantrums begin to reduce but occur intermittently especially when they have learned that tantrums are effective and efficient ways to obtain help or attention, delay or avoid something unpleasant like putting away their toys (Watson et al., 2010). According to Watson et al. (2010), tantrums affect children's normal development and learning as they grow older and develop more resistant and clinging behaviours through frequent tantrums as some can continue throwing themselves on the floor, biting themselves, and holding their breath for as long as an hour or two. However, the intensity and number of tantrums tend to decrease after the age of 3 years, but children continue to outwardly display anger and frustration and disobedience to commands. This decrease in the frequency of temper tantrums as children age is paralleled by the development of emotion regulation skills, language skills and the acquisition of socially appropriate ways to express anger (Blanchard-Field & Coats, 2008; Watson et al., 2010).

Tantrum behaviours make children not accepted by peers, make other children attack, criticize, or yell at those who exhibit them, making socialization difficult and almost out of reach for children with tantrums. They cannot even make friends because some of them will not like to meet strangers. With more temper tantrums, some children have more difficulty calming down, while others are subdued by their actions, show the reverse behavior and become very withdrawn. These can seriously interrupt the school routine and the processes of teaching and learning and will no doubt limit these children's ability to acquire social skills because dealing with them can be very frustrating and sometimes embarrassing for parents and caregivers. However, the children need to be helped and encouraged to overcome their tantrums. Caregivers and parents, being people who spend a reasonable amount of time with these children, are the ones who can guide them to learn. First of all, they have to understand why preschoolers throw tantrums, which could be due to being tired due to too much activity, hunger, not getting what they want and when they want it, anger or frustration, feeling neglected and wanting attention, inability to things for themselves (Watson et al., 2010). In whatever situation, the caregiver must show that he or she is the adult who takes the decisions and must not give in to the child's behaviour. All the adult's decisions must be for the right reasons as well as being the best during the trying circumstance. The children should be made to understand that the adult understands their situations, but that they can calm down and help to decide how to work things out. This way, the child can be coaxed into doing what the caregiver wants while toys and snacks are made available to satisfy hunger and frustration. Again, mastering the triggers and preventing them can curb the incidence of tantrums both at home and at school. Caregivers can also arrange role-play to teach kids how to handle their emotions in a positive way when they become upset or frustrated.

Statement of the Problem

Early childhood is a critical period for the development of social skills, which are essential for effective interpersonal relationships, emotional regulation, and future academic success. Behavioural problems such as anxiety and temper tantrums have been identified as potential barriers to social skill acquisition among preschool children. Anxiety can manifest as excessive fear, shyness, or withdrawal, potentially hindering children's ability to engage in peer interactions and develop cooperative behaviours. Frequent temper tantrums may disrupt social learning processes,

affect peer relationships, and limit children's ability to navigate social environments effectively. In Rivers East Senatorial District of Rivers State, there is a growing concern about the prevalence of behavioural problems among preschoolers and their impact on early childhood education. Despite efforts by educators and caregivers to promote social skill development in early childhood centres, many children continue to struggle with anxiety and emotional outbursts, raising questions about the extent to which these behavioural challenges influence their ability to acquire essential social competencies. While previous studies have explored aspects of child development and behaviour, limited research has specifically examined the relationship between behavioural problems and social skill acquisition among preschool children in Rivers East Senatorial District. Understanding this relationship is essential for developing targeted interventions that can support children in overcoming behavioural difficulties and enhancing their social interactions. Therefore, this study seeks to determine the relationship between anxiety and the acquisition of social skills among preschoolers, as well as to identify any relationship between temper tantrums and social skill acquisition in early childhood centres within the study area.

Aim and Objectives of the Study

The aim of the study is to investigate the behavioural problems and acquisition of social skills among preschool children in early childhood centres in Rivers East Senatorial District of Rivers State. Specifically, the study seeks to:

1. Determine the relationship between anxiety and acquisition of social skills among preschoolers in early childhood centres in Rivers East Senatorial District of Rivers State.
2. Identify any relationship between temper tantrums and the acquisition of social skills among preschoolers in early childhood centres in Rivers East Senatorial District of Rivers State.

Research Questions

The following research questions were posed to guide the study:

1. What is the relationship between anxiety and acquisition of social skills among preschoolers in early childhood centres in Rivers East Senatorial District of Rivers State?
2. Is there any relationship between temper tantrums and the acquisition of social skills among preschoolers in Rivers East Senatorial District of Rivers State?

Hypotheses

The following hypotheses were tested at a 0.05 level of significance:

H0₁: There is no significant relationship between anxiety and acquisition of social skills among preschoolers in early childhood centres in Rivers East Senatorial District of Rivers State.

H0₂: There is no significant relationship between temper tantrums and the acquisition of social skills among preschoolers in Rivers East Senatorial District of Rivers State.

Methodology

The study adopted the correlational research design. The design is used since the researcher wants to examine the relationship between two variables, which are behaviour problems and acquisition of social skills. The study was carried out in Rivers East Senatorial District. 3450 preschool children make up the population for this study. This population was found in 232 early childhood centres in Rivers East Senatorial District, including 1746 boys and 1704 girls who are 5 years of age from rural and urban areas of the Senatorial District (RSUBEB, 2017). 345 preschoolers, who are 10% of the study population, made up the sample of the study. They were randomly selected from 23 randomly selected early childhood centres out of the 116 centres in the 4 selected local government areas in the District for the study. Two instruments were used for data collection: the researcher-designed Behaviour Problem Checklist (BPC) and the Preschool Social Skill Checklist (PSSC). They are all researcher-designed 20 and 40-item instruments used to measure behavioural problems that could inhibit or affect the acquisition of social skills among preschool children and social skills acquired by preschool children. They all have 3-point options scored 2 for often, 1 for sometimes and 0 for not true, respectively. The instruments were shown to the researcher's supervisor and two other lecturers in the Department of Primary Education Studies, Ignitius Ajuru University of Education. All corrections that were made by them were duly effected before they were used. The Cronbach alpha method was used to establish the reliability of the instruments BPC and PSSC. To do this, 20 copies of the instrument were administered to 20 preschoolers in a childhood centre in the Port Harcourt local government area who were not part of the study. The filled copies were retrieved and scored. Data generated were analyzed using the Cronbach alpha formula to obtain a reliability index of

0.9 and 0.8 for BPC and SSAC, respectively. The instruments were administered on the children by the caregivers with the help of 4 research assistants who made sure that the two instruments were administered on each child and put together. On getting to the centres, the researcher and assistants submitted the letter of introduction to the head teacher to get permission and access to the children. The head teachers were also requested to sign the researcher’s letter of introduction on presentation. Then, the researcher and assistant proceeded to the class. At the class the children were randomly selected using picking and dropping until the required number was reached, based on 40 of the class population. Then the instruments are administered on the children by the caregiver with the help of the researcher and/or assistants. This process was carried out by other research assistants in all the centres selected for the study. A total of 5 working days was used to administer the instruments in all the centres. The instruments were retrieved on the spot from the respondents. The research questions were answered using descriptive statistics such as mean, standard deviation and regression while hypotheses were tested using ANOVA.

Results

Research Question 1: What is the relationship between anxiety and acquisition of social skills among preschoolers in early childhood centres in Rivers East Senatorial District of Rivers State?

Table 1: Summary of regression analysis on the relationship between anxiety and acquisition of social skills among preschoolers in early childhood centres in Rivers East Senatorial District of Rivers State.

Variable	Mean	SD	N
Preschool Social Skills	1.83	0.25	332
Anxiety	1.85	0.37	332

A: Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.531 ^a	.151	-.152	.24821

a. Predictors: (Constant), Anxiety

B: Coefficients a					
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1	(Constant)	1.793	.069	25.916	.000
	Anxiety	.021	.037	-.531	.007

a. Dependent Variable: Preschool Social Skill

Part B of Table 1 shows that the summary of regression analysis on the relationship between anxiety and acquisition of social skills among preschoolers in early childhood centres in Rivers East Senatorial District of Rivers State might be described as strong and inverse (Beta=-.531). The R-square value of .151 in part A shows a 15.1% contribution of anxiety to preschoolers’ social skill acquisition. The regression equation $y=1.793-.021x$ shows that an increase in the anxiety of school pupils might lead to a decrease in the preschoolers' social skills acquisition. Preschool Social Skill had a mean of 1.83, SD=0.25, while anxiety had a mean of 1.85, SD=0.37.

Research Question 2: Is there any relationship between temper tantrums and the acquisition of social skills among preschoolers in the Senatorial District?

Table 2: Summary of regression analysis on the relationship between temper tantrums and the acquisition of social skills among preschoolers in the Senatorial District

Variables	Mean	SD	N
Preschool Social Skills	1.83	0.25	332
Temper Tantrums	1.79	0.37	332

A: Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.623 ^a	.101	-.102	.24827

a. Predictors: (Constant), Temper Tantrums

B: Coefficients^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.860	.068		27.430	.000
	Temper Tantrums	-.016	.037	-.623	-.421	.004

a. Dependent Variable: Preschool Social Skill

Part B of Table 2 shows that the summary of regression analysis on the relationship between temper tantrums and the acquisition of social skills among preschool children in the Senatorial District might be described as a strong and inverse (Beta=-.623^a) relationship. The R-square value of .101 in part A shows a 10.1% contribution of temper tantrums to preschoolers' social skills acquisition. The regression equation $y=1.860-.016x$ shows that an increase in the temper tantrums of school pupils might lead to a decrease in the acquisition of social skills in preschool. Preschool Social Skill had a mean of 1.83, SD=0.25, while temper tantrums had a mean of 1.79, SD=0.37.

Test of Hypotheses

H0₁: There is no significant relationship between anxiety and acquisition of social skills among preschoolers in early childhood centres in Rivers East Senatorial District of Rivers State of Rivers State.

Table 3: Summary of F-statistics on the relationship between anxiety and acquisition of social skills among preschoolers in early childhood centres in Rivers East Senatorial District of Rivers State.

C: ANOVA^a						
Model		Sum of Squares	Df	Mean Square	F	p-value
1	Regression	.020	1	.020	15.323	.007 ^b
	Residual	20.331	330	.062		
	Total	20.351	331			

a. Dependent Variable: Preschool Social Skill

b. Predictors: (Constant), Anxiety

The result of the F-statistics shows that there is a significant relationship between anxiety and acquisition of social skills among preschoolers in early childhood centres in Rivers East Senatorial District of Rivers State ($F_{1, 330}=15.323, p<.05$). The null hypothesis (**H0₁**) was rejected at 0.05 alpha level.

H0₂: There is no significant relationship between temper tantrums and the acquisition of social skills among preschoolers in the Senatorial District

Table 4: Summary of F-statistics on the relationship between temper tantrums and acquisition of social skills among preschoolers in early childhood centres in Rivers East Senatorial District of Rivers State

C: ANOVA^a						
Model		Sum of Squares	df	Mean Square	F	p-value
1	Regression	.011	1	.011	21.177	.004 ^b
	Residual	20.340	330	.062		
	Total	20.351	331			

a. Dependent Variable: Preschool Social Skill

b. Predictors: (Constant), Temper Tantrums

The result of the F-statistics shows that there is a significant relationship between temper tantrum and acquisition of social skills among preschoolers in early childhood centres in Rivers East Senatorial District of Rivers State ($F_{1,330}=21.177, p<.05$). The null hypothesis (H_{02}) was rejected at 0.05 alpha level.

Discussion

The result showed that the summary of regression analysis on the relationship between anxiety and acquisition of social skills among preschoolers in early childhood centres in Rivers East Senatorial District of Rivers State can be described as strong and inverse ($\text{Beta}=-.531$). The R-square value of .151 in part A shows a 15.1% contribution of anxiety to preschoolers' social skills acquisition. The regression equation $y=1.793-.021x$ showed that an increase in the anxiety level of preschoolers will lead to a decrease in the preschooler's ability to acquire social skills. The possible explanation of the way the results turned out is the fact that no individual learns and acquires knowledge in an anxious state; this situation is worse with preschoolers. In the presence of anxiety, preschoolers will not be able to feel free to interact, learn from their peers and acquire knowledge on social skills. The question now is what could be making the children anxious. This answer is not far-fetched as many children face huge life-threatening conditions at home and transfer same to school environment. Also, in contemporary Nigerian society, threatening circumstances in the environment, such as bombing activities of terrorists, brutal killings from herdsmen attacks and wanton killings from cult activities can persistently cause anxiety in the children and pose a significant risk for learning. What about physical, sexual or emotional abuse of children, or significant maltreatment of one parent by the other, to mention but few? All these are capable of eliciting serious anxiety in children.

The result is in agreement with the work of (National Scientific Council on the Developing Child 2010) which reported that repetitive life-threatening events occurring around children create the potential for heightened fear and chronic anxiety which elicits physiological responses that affect the architecture of the brain, exert adverse impacts on it and cause significant reduction in children's ability to learn or even engage in typical social interactions across the lifespan. results also showed that a significant reduction in the anxiety state of the preschoolers will significantly increase their social skills acquisition. This then means that the earlier preschoolers with anxiety are discovered, the better for such ones, their parents and the society at large. It also implies that the caregivers have to be people who are observant, empathic and caring to identify preschoolers with any problem that will form an obstacle to learning. They have to show that they are interested in the preschooler's case to be able to elicit any information on possible causes of the condition (Stuckey, 2018). Again, the preschoolers should be given explanations on some of the things happening around them and taught some possible prevention or defense mechanisms so that they begin as early as the preschool age to know how to form their own identity and care for themselves. For instance, a child who gets an explanation on cult killings and internalizes the fact that cult activities will end if children don't continue to join the cult will grow up to hate cultism because he does not like the killings associated with it. The same way if female children are properly educated on the issue of rape and asked to shout and run away from any person that attempts to rape them, they will be saved from trauma and anxiety associated with rape which in turn could degenerate to difficulty in young children's learning and acquisition of developmental skills.

The second question and its corresponding hypotheses sought to know as well as test for the relationship between temper tantrums and acquisition of social skills by preschoolers. The results on these were presented in tables 2a, b, and c. The findings from regression analysis showed a strong and inverse ($\text{Beta}=-.659$), relationship between tantrums and acquisition of social skills. The R-square value of .434 in part A shows a 10.1% contribution of temper tantrums to preschool social skills. The regression equation $y=1.860-.016x$ shows that an increase in the temper tantrums of preschoolers might lead to a decrease in the acquisition of social skills by the preschoolers. Findings here revealed that temper tantrums, a behaviour that forms part of the preschoolers as they grow, could affect the acquisition of skills required for life-long learning and socialization. This is because even though tantrums are a part of their growing up, preschoolers who experience frequent tantrums may not have time to participate in school activities where they could learn and acquire some developmental skills, of which social skills are one. However, a decrease in the percentage relationship of tantrums in affecting social skills acquisition could be because at the age of 5 years, the children are beginning to outgrow their tantrums and appear more manageable as tantrum is said to pick at the age of 4 years (Zwi, 2011). meaning that the children in this present study who are five years old have started learning socially appropriate ways to express their anger and frustration. This finding is in agreement with Watson et al. (2010), who reported that tantrums decrease with age.

Conclusion

The findings of this study highlight the significant impact of anxiety and temper tantrums on the acquisition of social skills among preschoolers in early childhood centres in Rivers East Senatorial District of Rivers State. The regression analysis results revealed a strong inverse relationship between anxiety and social skill acquisition (Beta = -0.531), with anxiety contributing 15.1% to the variation in preschoolers' social skills acquisition. This underscores the fact that anxiety impairs children's ability to interact freely, learn from their peers, and acquire essential social skills. The study suggests that exposure to life-threatening events, environmental violence, and household stressors significantly contribute to heightened anxiety levels in preschoolers, negatively affecting their learning and social development. The study found a strong inverse relationship between temper tantrums and the acquisition of social skills (Beta = -0.659), with tantrums accounting for 10.1% of the variance in social skills development. Frequent tantrums were observed to interfere with participation in school activities necessary for learning social and developmental skills. However, a reduction in the influence of tantrums among five-year-olds suggests that as children mature, they begin to adopt more socially appropriate ways to express their emotions. Based on these results, early identification and intervention for preschoolers experiencing anxiety or frequent temper tantrums are crucial. Caregivers and educators must play an active role in fostering a supportive environment, providing explanations about potentially distressing events, and equipping preschoolers with coping mechanisms to reduce anxiety and enhance their ability to acquire social skills. Addressing these behavioral challenges early will not only benefit the affected children but also contribute to a more socially adept and emotionally stable future generation.

Recommendations

Based on the findings of the study, it was recommended that:

1. Preschoolers should be given some level of explanations to events happening around their neighbourhood and taught some possible prevention or defense mechanisms against life-threatening events so that they begin as early as the preschool age to form their own identity and care for themselves.
2. Caregivers should be people who are interested in caring for preschoolers so that there would be adequate free interaction and sharing of information between them and the preschoolers as this will help to expose early, preschoolers with any form of behaviour problem.

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