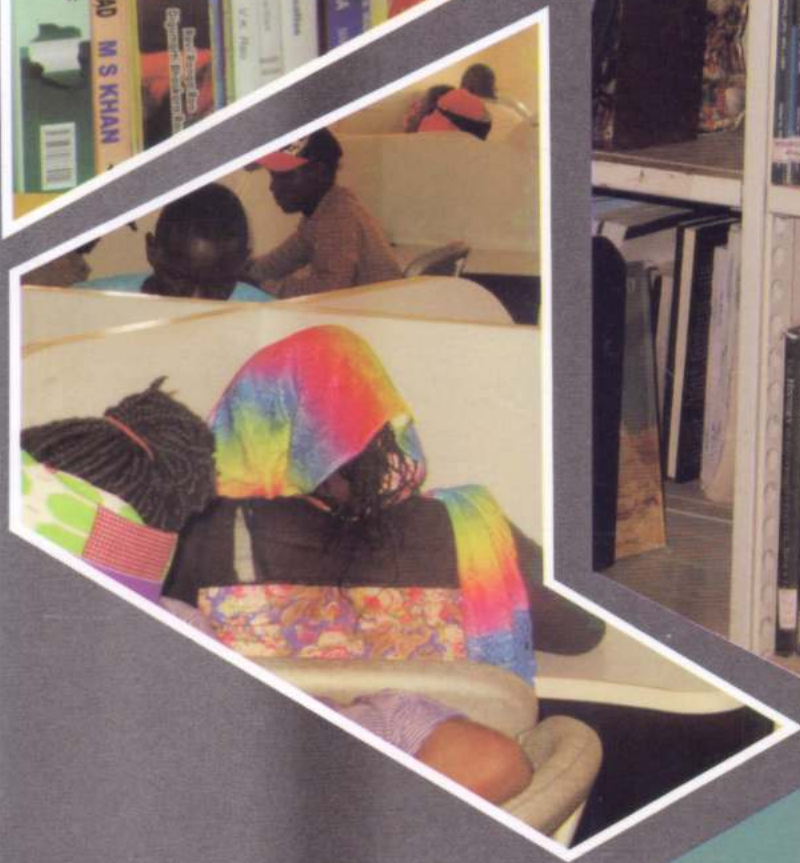




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Call for Papers

Federal University Dutsin-Ma Journal of Educational Research (FUDJER) is a biannual journal published by the Faculty of Education, Federal University Dutsin-Ma, Katsina State, Nigeria. Its editorial board comprises both local and international scholars in various fields of education. It aims at publishing scholarly articles in Education-based research **only**. All the papers are peer-reviewed to ascertain relevance, quality of research, structure and style. Authors are expected to address an international audience on pertinent educational issues in

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EDITORIAL

The Editorial Board of Federal University Dustin-Ma Journal of Educational Research (FUDJER) is glad to have Volume 5, Number 1, special Edition of her Journal published. The current special edition contains carefully selected quality articles, which have passed the Journal's peer review mechanism, that were presented at the Second National Conference of the Faculty of Education of Federal University Dutsin – Ma held in December, 2019.

We at Fudjer are glad for the wide acceptance our Journal continues to gain within and outside the academia. This may not be unconnected with the calibre and expertise of our Editorial Board. For each publication, the Editorial Board will continue to make the Journal provide opportunity for promoting the interdisciplinary nature of education at this challenging time of great changes across the world.

The Journal aims at providing a forum for academics worldwide to keep abreast with challenging research innovations and development in the field of education. FUDJER will therefore strive to continue to publish up-to-date, high-quality and original research papers alongside relevant and insightful reviews. As such, the Journal aspires to be vibrant, engaging and accessible, and at the same time integrative and challenging.

The Editorial Board continues to welcome research papers from local and international authors, which demonstrate sound theoretical and/or methodological underpinning and as well provide clear contribution to knowledge in the field of education. Needless to say, any paper that you wish to submit, either individually or collaboratively, will be much appreciated and will make a substantial contribution to the development and success of the Journal. However, all articles submitted for publication in FUDJER is expected to be free from plagiarism as we remind our readers and contributors that our review process will continue to be open and fair.

Best wishes and thank you for your contribution to the Federal University Dustin-Ma Journal of Educational Research.

Dr. Iliyasu Yusuf
Editor-in-Chief

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Influence of Pre-School Education Environment on Children Socio-Emotional Developmental Skill in Dutsin-Ma Local Government Area of Katsina State, Nigeria

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Abstract

The study investigated the influence of pre-school education environment on children socio-emotional developmental skill in Dutsin-Ma Local Government Area. Descriptive survey research design was employed. The sample size consisted of 25 pre-school centres and 250 pre-school children who were selected through simple random sampling technique. Pre-School Education Quality Rating Scale (PEQRS) and Children' Socio-emotional Developmental Skill Rating Scale (CSEDSRS) were used for data collection. The reliability of PEQRS and CSEDSRS were determined through test-re-test using Pearson's Product Moment Correlation (PPMC) yielding reliability index of 0.74 and 0.77 respectively. Research question was analysed using frequency, mean and percentage. The hypotheses were tested using inferential statistics of linear regression and t-test. The finding reveals the quality of pre-school environment was low. The children's socio-emotional developmental skill was on the average. The result indicated significant influence of pre-school education environment ($F_{(1,248)} = 93.926, P < 0.05$) on children socio-emotional developmental skill showing that there was a significant difference in children socio-emotional developmental skill on the basis of school type ($t = 8.373; df = 248; P < 0.05$). The study concludes that pre-school environment was critical to children socio-emotional developmental skill. The study recommends that government and school proprietors should ensure pre-school environment is equips with all the necessary learning materials.

Key words: Pre-school education, Pre-school Education Environment, Children Socio-Emotional Developmental Skill, KG 2

Introduction

Pre-school years are a crucial period of development of mental function in children. This development includes emergence of abilities and skills in areas such as language, intellectual, motor, psychosocial, creativity and cognitive. The development of a child at this critical age can be greatly influence by exogenous factors including the nature of educational environment to which the child is exposed during the first 0-8 years of his/her life. The experience children have at these stages of life has a lasting effect on their lives and career development. Researchers like Lewis (2011); Goodman, Joshi, Nasim and Tyler (2015); Adedigba (2015); Barbara, Janna and Katherine (2016) and a host of others submitted variously that the first five years of a child's life are very crucial in his/her life. Whatever a child is exposed to during this period has a lasting effect on his/her personality development in the future. They opined that this period is widely considered to be the most critical stage of a child's life. Significantly, the quality of services and early intervention given to children are fundamental because the skills developed from birth to age eight form the basis for future learning.

Pre-school children need a safe school environment for effective social interactions. The physical environment is one of the features of a quality childcare (Adedigba, 2015; Ignatus-

Ihejirika & Osinowo, 2016). It plays a very crucial role in helping to shape the behaviour of children. However, Katnison and Atumba (2016) see a safe school environment as one that protects children and staff against immediate injury, diseases and promote prevention activities against known risk factors that might lead to future diseases or disability. A supportive pre-school environment promotes the development of children socio-emotional developmental skill and supports enthusiasm and engagement as the cornerstones of approaches to learning. According to the New Jersey Department of Education (2014), physical environment must nurture children's capacity to engage deeply in individual and group activities. Such an environment is created through interactions with indoor and outdoor environments that offer opportunities for children to set goals and persist in problem-solving through team work while acquiring new knowledge and skills through purposeful interaction.

Carefully planned instruction, materials, furnishing and daily routines must be complemented by an extensive range of interpersonal relationship (children with adults and children with children). In this setting, each child's optimal development across every domain will be supported, sustained, extended and enhanced. While the adults in the pre-school environment provide the conditions and materials that influence how children play, interact and scaffold learning so that more sophisticated levels of interaction and expression are realized.

However, Oduolowu (2011) viewed physical environment as the child's learning environment and described it as a place that provides essential information, time, experiences and opportunities for children to respond creatively to the world. She further maintained that, the characteristic of young children learning environment are healthy and safety, comfort, space, aesthetics, child-friendly, functional and purposeful; organized and having storage facility among other things. Therefore, the quality of the environment determines the level of the involvement of the children and interaction between adults and children. A well planned environment promotes socialization, cognitive and language development, sensory exploration, creative expression and appreciation of nature (Adedigba, 2015).

Pre-school education environment should meet basic care and safety needs, provide developmentally appropriate materials, personalized care and have good materials for children use. National Association for the Education of Young Children (NAEYC, 2009) describes a high quality pre-school education as providing a safe nurturing environment that promotes the social, emotional, physical and cognitive development for children while responding to the needs of families. Such programme depends greatly on the interaction between the child and the teacher. Schuyler Centre for Analysis and Advocacy (2012) states measures of quality in pre-school education environment comprises space and furnishing; basic care routines; language development; social interaction; learning activities, programme structure, parents and staff relationship. This study would cover space and furnishing, learning activities and curriculum, interaction with the child, parents and teacher relationship.

Research has demonstrated consistent association between various aspects of classroom quality and improved social and academic outcomes for children. Pre-school education environment that maintain high standard of quality provide children with skills that would

assist them in their social and academic adjustment to elementary school. It allows children to form close, sustained relationship with teachers while at the same time encouraging positive interactions with peers. Also, it permits small group sizes and high adult-child ratios, competitive staff compensation, benefits and professional development (Belsky, 2007; Howes, 2008; Mashburn, 2008).

The development of children's socio-emotional developmental skill is of key importance in early years. Social emotional development represents a specific domain of child development. It is a gradual, integrative process through which children acquire the capacity to understand, experience, express, control and manages emotions and to develop meaningful relationship with others (Cohen Jacob, Elias, Weissberg, Wang & Walberg, 2005). Socio-emotional development sets a foundation for children to engage in other developmental tasks. Socio-emotional development describes how children develop skills that allow them to interact with other people, express and control their emotions.

Jacob, Weissberg, Wang and Walberg (2005) observed that social-emotional development encompasses both intra and interpersonal processes which includes the child's experience, expression, management of emotions and the ability to establish positive and rewarding relationship with others. This is not different from what National Scientific Council of Developing Child (NSCODC, 2004) submitted as the main features of socio-emotional development which include the ability to identify and understand one's own feelings, to accurately read and comprehend emotional states in others, to manage strong emotions and their expression in a constructive manner; regulate one's own behaviour to develop empathy for others; and establish and maintain relationship. The qualities that will be developed and demonstrated in a child with effective socio-emotional skill include abilities like waiting patiently, making friends, sharing toys, taking care others, having self-esteem, sense of responsibility, self-management, self-awareness, developing capacity to control impulses, adapting to social situations and following rules.

However, Raver (2002) maintains that social-emotional developmental skill is linked to early academic success for children while Denham, Blair, Demulder, Levitas, Sawyer and Auerbach-Major (2003) submitted that children who have effective socio-emotional developmental skill experience immediate benefits noticeably in the abilities to get along with others and actively engage in learning. Young children who exhibit healthy social, emotional and behavioural adjustment are more likely to have good academic performance in elementary school.

This study was premised on the theory of constructivism of Vygotsky (1978) that children are social being who acquires skills through social interaction with resources around their immediate environment. This study is in support of nature-nurture interaction assertion in ascertaining the influence of pre-school education environment on children socio-emotional developmental skill.

Statement of the Problem

Most primary school pupils in their early years of primary school in Dutsin-Ma Local Government Area of Katsina State find it very difficult to form close and secure relationships; engage in positive interaction with others, understand, identify, express and regulate their emotions as well as resolve peer conflicts. These problems may be attributed to the poor quality of pre-school education environment they were exposed to at the early stage.

From the literature reviewed in this study, it has been shown that children who have access to quality pre-school education environment had improved social-emotional skill, fewer behavioural problems, better self-awareness, pay special attention to learning, have better school grades and self-confidence. This shows that when basic needs of children are met in a safe, clean and friendly environment children thrive in their learning and overall development of which socio-emotional development is a major. From the previous researches available to the researcher, it was observed that none of the study has covered the influence of pre-school education environment on children socio-emotional developmental skill in Dutsin-Ma Local Government as a geographical area. It is in view of this, this study intends to examine the influence of quality of pre-school education environment on children's socio-emotional developmental skill in Dutsin-Ma Local Government Area of Katsina State.

Research Questions

1. What is the level of pre-school education quality in Dutsin-ma Local Government Area as regards to observed pre-school education environment?
2. What is the level of children socio-emotional developmental skill in Dutsin-Ma Local Government?

Research Hypotheses

H₀₁ There is no significant influence of observed pre-school education environment on children's socio-emotional developmental skill

H₀₂ There is no significant difference in the children's socio-emotional developmental skill on the basis of type of school.

Methodology

The study adopted a descriptive survey research design. The population for this study comprised all public and private pre-schools, and kindergarten children (KG 2) in Dutsin-Ma Local Government Area of Katsina State. There are 42 pre-primaries (26 publics and 16 privates) schools in Dutsin-Ma Local Government Education Authority with a population of 1869 KG2 children and 140 teachers across all schools. The choice of the pre-school (public) and (private) KG2 children was based on the fact that these children have spent at least one year in play group, as well as first and second term in kindergarten classes. Simple random sampling technique was used to select 15 out of 26 public schools and 10 out of 16 private schools. The selection yielded a total of 25 schools that were sampled. The pre-school education environment and pre-school children of each selected schools were observed in the study. Specifically, 10 children from each centre were randomly sampled. Therefore, a total of 250 children and 50 teachers were randomly selected through simple random sampling technique. The sample size was determined using research table advisor (Krejcie and Morgan, 1970)

A self-designed instrument by the researchers titled 'Pre-School Education Quality Rating Scale' (PEQRS) was used for data collection. The reliability of PEQRS was determined through test-re-test approach using Pearson Product Moment Correlation (PPMC). PEQRS which yielded reliability co-efficients of 0.74. The data was analyzed using descriptive and inferential statistics. Research question was answered using frequency, mean and percentage.

The formulated research hypotheses were tested using inferential statistics of linear regression, Analysis of Variance and independent samples t-test.

Results

Research Question1: What is the level of pre-school education quality in Dutsin-ma Local Area Government as regards to observed pre-school education environment?

Table 1: Table showing the frequency, mean and percentage of the level of pre-school education quality in Dutsin-ma Local Government as regards to observed pre-school education environment

S/N	Items	Very Good	Good	Fair	Poor	Mean
1	Playground with play resources	20(8.0)	19(7.6)	90(36.0)	121(48.4)	1.75
2	Equipment for physical activities	20(8.0)	11(4.4)	70(28.0)	149(59.6)	1.61
3	Enough space for physical activities	20(8.0)	41(16.4)	139(55.6)	50(20.0)	2.12
4	Shades in the environment	20(8.0)	19(7.6)	89(35.6)	122(48.8)	1.75
5	Play areas have fences/natural barriers that prevent access to animals, unauthorized people and other hazards	10(4.0)	61(24.4)	140(56.0)	39(15.6)	2.17
7	Potable water accessible to children for drinking	10(4.0)	39(15.6)	71(28.4)	130(52.0)	1.72
8	Water available for children for hand washing	20(8.0)		91(36.4)	139(55.6)	1.60
9	First aid kits	20(8.0)		70(28.0)	160(64.0)	1.52
10	Fire extinguisher and other safety equipment	20(8.0)	10(4.0)	19(7.6)	201(80.4)	1.40
11	Weighing scale	10(4.0)	24(9.6)	100(40.0)	116(46.4)	1.71
12	Toilet facilities with segregated female toilets	6(2.4)	21(8.4)	62(24.8)	161(64.4)	1.49
14	Classrooms have enough space for children		47(18.8)	132(52.8)	71(28.4)	1.90
15	Rooms not overcrowded with furniture	7(2.8)	31(12.4)	101(40.4)	111(44.4)	1.74
16	Waste bin accessible for children to dispose waste		10(4.0)	98(39.2)	142(56.8)	1.47
17	Child-size chairs and tables available	10(4.0)	25(10.0)	76(30.4)	139(55.6)	1.62
18	Electric wires and outlets covered		20(8.0)	89(35.6)	141(56.4)	1.52
19	Glass jars/sharp objects/other breakable items put away	6(2.4)	40(16.0)	180(72.0)	24(9.6)	2.11
20	Math Area	28(11.2)		30(12.0)	192(76.8)	1.46
21	Literacy Area		10(4.0)	80(32.0)	160(64.0)	1.40
22	Arts and drawing area	16(6.4)	19(7.6)	43(17.2)	172(68.8)	1.52
23	Science Area	4(1.6)	27(10.8)	60(24.0)	159(63.6)	1.50
24	Role playing Area	17(6.8)	19(7.6)	41(16.4)	173(69.2)	1.52
25	Manipulation Area	11(4.4)	20(8.0)	40(16.0)	179(71.6)	1.45
26	Music Area	7(2.8)	30(12.0)	13(5.2)	200(80.0)	1.38
27	Block play area		38(15.2)	39(15.6)	173(69.2)	1.46
28	Regular interactive visits by parents to the centre	18(7.2)	19(7.6)	151(60.4)	62(24.8)	1.97
29	Newsletter with ideas for educational	7(2.8)	20(8.0)	60(24.0)	163(65.2)	1.48

	trips, such as local museums and libraries					
30	Participation at PTA	26(10.4)	90(36.0)	134(53.6)	1.57	
31	Follow up on children performance	17(6.8)	43(17.2)	190(76.0)	1.38	
32	Materials/monetary resource contributions	2(.8)	10(4.0)	56(22.4)	182(72.8)	1.33
33	Family members who are encouraged volunteer during special events	10(4.0)		59(23.6)	181(72.4)	1.36
34	Teachers recite rhyme and encourage children to recite rhyme in relation to the topic.	2(.8)	15(6.0)	161(64.4)	72(28.8)	1.79
35	Teachers provide materials for and encourage individual child to draw and paint.	6(2.4)	20(8.0)	68(27.2)	156(62.4)	1.50
36	Teachers mould object and encourages individual child to mould object	17(6.8)	9(3.6)	51(20.4)	173(69.2)	1.48
37	Teachers tell and pupils listen to stories.	5(2.0)	2(.8)	141(56.4)	102(40.8)	1.64
38	Teachers and children sing and dance to music in the classroom	3(1.2)	21(8.4)	137(54.8)	89(35.6)	1.75
39	Children are encouraged to learn through playing games	2(.8)	24(9.6)	101(40.4)	123(49.2)	1.62
40	Children are allowed to play games, manipulate blocks and other play materials	13(5.2)	4(1.6)	52(20.8)	181(72.4)	1.40
	Weighted Mean					1.53
Decision Rule: 0.00 – 2.49 = Low 2.50 -5.00 = High						

Table 2 shows the level of pre-school education quality in Dutsin-ma Local Government as regards to observed pre-school education environment. The following items were rated as been fair in the observed schools: Playground with play resources (Mean = 1.75), Equipment for physical activities (Mean = 1.61), Enough space for physical activities (Mean = 2.12), Shades in the environment (Mean = 1.75), Play areas have fences/natural barriers that prevent access to animals, unauthorized people and other hazards (Mean = 2.17), Potable water accessible to children for drinking (Mean = 1.72), Water available for children for hand washing (1.60), First aid kits (Mean = 1.52), Weighing scale (Mean = 1.71), Rooms not overcrowded with furniture (Mean = 1.74), Classrooms have enough space for children (Mean = 1.90), Child-size chairs and tables available (Mean = 1.62), Electric wires and outlets covered (Mean = 1.52), Glass jars/sharp objects/other breakable items put away (Mean = 2.11), Arts and drawing area (Mean = 1.52), Science Area (Mean = 1.50), Role playing Area (Mean = 1.52), Regular interactive visits by parents to the centre (Mean = 1.97), Teachers recite rhyme and encourage children to recite rhyme in relation to the topic (Mean = 1.79), Teachers provide materials for and encourage individual child to draw and paint (Mean = 1.50), Teachers tell and pupils listen to stories (Mean = 1.64), Teachers and children sing and dance to music in the classroom (Mean = 1.75), Children are encouraged to learn through playing games (Mean = 1.62).

However, the following items were rated as been poor: Fire extinguisher and other safety equipment (Mean = 1.40), Toilet facilities with segregated female toilets (Mean = 1.49), Waste bin accessible for children to dispose waste (Mean = 1.47), Math Area (Mean = 1.46),

Literacy Area (Mean = 1.40), Manipulation Area (Mean = 1.45), Music Area (Mean = 1.38), Block play area (Mean = 1.46), Newsletter with ideas for educational trips, such as local museums and libraries (Mean = 1.48), Participation at PTA (Mean = 1.57), Follow up on children performance (Mean = 1.38), Materials/monetary resource contributions (Mean = 1.33), Family members who are encouraged volunteer during special events (Mean = 1.36), Teachers mould object and encourages individual child to mould object (Mean = 1.48), Children are allowed to play games, manipulate blocks and other play materials (Mean = 1.40). The weighted mean is 1.53 which is a numeric indicator that the level of preschool education quality in Dutsin-ma Local Government as regards to observed pre-school education environment was low.

Research Question 2: What is the level of children's socio-emotional developmental skill in Dutsin-Ma Local Government Area of Katsina State?

Table 2: Table showing the frequency, mean and percentage of the level of children's socio-emotional developmental skill in Dutsin-Ma Local Government Area of Katsina State

S/N	Items	All the time	Sometimes	Never	Mean
1	manages stress	45(18.0)	123(49.2)	82(32.8)	1.85
2	controls impulses	36(14.4)	127(50.8)	87(34.8)	1.80
3	display aggressive behavior	27(10.8)	145(58.0)	78(31.2)	1.80
4	compete with other peers	32(12.8)	109(43.6)	109(43.6)	1.69
5	work toward achieving personal goals	32(12.8)	95(38.0)	123(49.2)	1.64
6	communicate clearly	50(20.0)	138(55.2)	62(24.8)	1.95
7	listen to others when they talk	41(16.4)	84(33.6)	125(50.0)	1.66
8	cooperate with other children	45(18.0)	70(28.0)	135(54.0)	1.64
9	negotiate conflict constructively	45(18.0)	43(17.2)	162(64.8)	1.53
10	seek help when needed.	50(20.0)	111(44.4)	89(35.6)	1.84
11	share materials with other children	30(12.0)	150(60.0)	70(28.0)	1.84
12	make friends	57(22.8)	116(46.4)	77(30.8)	1.92
13	recognize family	72(28.8)	136(54.4)	42(16.8)	2.12
14	recognize school	59(23.6)	130(52.0)	61(24.4)	1.99
15	display empathy towards others	23(9.2)	100(40.0)	127(50.8)	1.58
16	relate well with others from different cultures	27(10.8)	57(22.8)	166(66.4)	1.44
17	Recognize teacher	59(23.6)	102(40.8)	89(35.6)	1.88
18	take turns	84(33.6)	71(28.4)	95(38.0)	1.96
19	make choice independently	36(14.4)	111(44.4)	103(41.2)	1.73
20	interact based on consideration of guidelines	33(13.2)	72(28.8)	145(58.0)	1.55
21	consider the well-being of self	50(20.0)	71(28.4)	129(51.6)	1.68
22	consider the well-being of others	27(10.8)	94(37.6)	129(51.6)	1.59
23	demonstrate self-confidence	36(14.4)	103(41.2)	111(44.4)	1.70
24	engage in role play activities	54(21.6)	87(34.8)	109(43.6)	1.78
25	obey class rules	45(18.0)	106(42.4)	99(39.6)	1.78
	Weighted Mean				1.76

Decision: 0.00 – 1.49 = Low 1.50 – 2.49 = Average 2.50 – 3.00 = High

Table 2 shows the level of children's socio-emotional developmental skill in dutsin-Ma Local Government Area of Katsina State. The children sometimes do the following: manages stress (Mean = 1.85), controls impulses (Mean = 1.80), display aggressive behavior (Mean = 1.80), compete with other peers (Mean = 1.69), work toward achieving personal goals (Mean =

1.64), communicate clearly (Mean = 1.95), listen to others when they talk (Mean = 1.65), cooperate with other children (Mean = 1.64), negotiate conflict constructively (Mean = 1.53), seek help when needed (Mean = 1.84), share materials with other children (Mean = 1.84), make friends (Mean = 1.92), recognize family (Mean = 2.12), recognize school (Mean = 1.99), display empathy towards others (Mean = 1.58), Recognize teacher (Mean = 1.88), take turns (Mean = 1.96), make choice independently (Mean = 1.73), interact based on consideration of guidelines (Mean = 1.55), consider the well-being of self (Mean = 1.68), consider the well-being of others (Mean = 1.59), demonstrate self-confidence (Mean = 1.70), engage in role play activities (Mean = 1.78), obey class rules (Mean = 1.78). However, the children never relate well with others from different cultures (Mean = 1.44). The weighted mean is 1.76 which is a numeric indicator that the level of children's socio-emotional developmental skill in dutsin-Ma Local Government Area of Katsina State was on the average.

Research Question 1: There is no significant influence of observed pre-school education environment on children's socio-emotional developmental skill.

Table 3: Table showing linear regression of the influence of observed pre-school education environment on children's socio-emotional developmental skill

Variable	Mean	SD	N	R	R Square	Adjusted R Square	F	Sig.
Environment	100.15	28.67	250	.524	.275	.272	93.926	.000
Socio-emotional skill	51.40	12.48						

Table 3 shows the Regression Analysis of the influence of observed pre-school education environment on children's socio-emotional developmental skill. The result indicated that there was positive relationship between observed pre-school education environment and children's socio-emotional developmental skill ($R = .524$) while the R-Square is .275 which means that the independent variable (observed pre-school education environment) explained 27.5% variation of the dependent variable (children's socio-emotional developmental skill). This indicates a good fit of the regression equation. Thus, this is a reflection that observed pre-school education environment significantly influenced children's socio-emotional developmental skill ($F_{(1,248)} = 93.926$, $P < 0.05$). The hypothesis is therefore rejected in the light of the result since the significant value is less than 0.05. This implies that observed pre-school education environment have significant influence on children's socio-emotional developmental skill.

Ho2: There is no significant difference in children's socio-emotional developmental skill on the basis of school type

Table 1 Summary of t-test showing the difference in children's socio-emotional developmental skill on the basis of school type

School type	N	Mean	Std. Deviation	T	df	Sig.	Remark
Public	150	48.43	12.30	8.373	248	.00	Significant
Private	100	37.26	6.33				

Table 16 shows the difference in children's socio-emotional developmental skill acquisition on the basis of school type. There was significant difference in children's socio-emotional developmental skill on the basis of school type ($t = 8.373$; $df = 248$; $P < 0.05$). The hypothesis is therefore rejected in the light of the result since the significant value is less than 0.05. The socio-emotional developmental skill of children in public schools (Mean = 48.43) is better than that of the private school children (Mean = 37.26). This implies that school type has significant influence on children's socio-emotional developmental skill.

Discussion of findings

The finding of the study revealed that the quality of pre-school education environment in Dutsin-Ma Local Government is low. The finding is not in agreement with Victoria and Joanna (2016) who examined the availability and qualities of early childhood education facilities in pre-schools in Ile-Ife and found that the facilities were not sufficiently available and the quality of the available ones was generally good (high). The result of this study confirmed the finding of Mwoma, Begi and Murungi (2018) who revealed that pre-schools experienced a myriad of challenges related to children's safety and security including poor school environment; unfenced compounds; and children going to school unaccompanied by adults thus exposing them to the dangers of being bullied by older children.

However, another finding revealed that the level of children's socio-emotional developmental skill in Dutsin-Ma Local Government Area of Katsina State was on the average. This was contrary to the finding of Sridhar and Malliga (2015) who reported very low socio-emotional development of the pre-school children

The finding of this study showed that observed pre-school education environment have significant influence on children's socio-emotional developmental skill. This result was similar to the finding of Mildred (2017) who found significant relationship between learning facilities and children social development. Also, previous studies before that of Mildred, like Belsky, et al (2007); Howes (2008) and Mashburn, et al (2008) found consistent associations between various aspects of pre-school education quality and improved socio-emotional developmental outcomes for young children.

Finally, this study found significant difference in children's socio-emotional developmental skill on the basis of school type. This confirms the finding of Adedigba (2015) in her survey of the physical and social climate of early childhood education learning environment in Kwara State. She found that children's socio-emotional developmental skill was significantly different. The children in private were found to be better than the public pre-school centres. She explained that it could be as a result of the features of physical environment of ECE which differ based on the type of school. This can be as a result of funding which is most times is more available in private proprietorship unlike public schools where most facilities needed at this level of education are not adequately provided.

Conclusion

This study examined the influence of the quality of pre-school education environment on children's socio-emotional developmental skill in Dutsin-Ma Local Government Area of Katsina State. Based on the findings, the study conclude that pre-school education environment have significant influence on children's socio-emotional developmental skill. However, it can also be concluded that, the quality of pre-school education environment was low and Children's socio-emotional developmental skill in Dutsin-Ma Local Government

Area of Katsina State was on the average. The study found significant difference in children's socio-emotional developmental skill on the basis of school type.

Recommendations

Government and school proprietors should provide pre-school education environments with all the necessary learning materials/facilities; establish a physical and social climate atmosphere that encourage a child-friendly environment and relationship be encouraged in the pre-primary schools in Dutsin-Ma Local Government. This will ensure that children learning in pre-schools education environment are safe and secure while encouraging self-discovery and teamwork in school. Teachers should create an enabling environment that supports pre-school children to acquire socio-emotional and developmental skills acquisition at the grass root level.

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