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Caregivers' Management Skills and Children's Holistic Development in Public Primary Schools in Southwest, Nigeria

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ABSTRACT
This study investigated the influence of caregivers' management skills on children's holistic development in public primary schools in Southwest Nigeria. A descriptive survey research design was adopted, involving a sample of 380 respondents comprising 160 caregivers and 220 lower primary pupils drawn from public primary schools across Southwest Nigeria using a multistage sampling procedure. Data were collected using two validated instruments: the Caregivers' Management Skills Questionnaire (CMSQ) and the Children's Holistic Development Observation Checklist (CHDOC). Both instruments were subjected to content and face validity by experts in Early Childhood Education, Measurement and Evaluation, and Educational Psychology. Reliability was established through pilot testing, yielding Cronbach's Alpha coefficients of 0.86 for the CMSQ and 0.82 for the CHDOC, indicating adequate internal consistency. Data were analysed using descriptive statistics of mean and standard deviation to answer research questions, while simple linear regression analysis was employed to test the hypothesis at a 0.05 level of significance. Findings revealed that children exhibited a moderate level of holistic development (weighted mean=2.92). Caregivers demonstrated moderate to high competence across pedagogical, communication, problem-solving, and care skills (weighted mean=3.13), highlighting their ability to create supportive learning environments. The regression analysis revealed an influence caregivers' management skills on children's holistic development (R = 0.71), with caregivers' management skills accounting for 50% of the variance in children's holistic development (R(Schenk, 2023). = 0.50). The study concludes that enhancing caregiver competencies in pedagogical, communication, problem-solving, and care dimensions is essential for promoting comprehensive developmental outcomes among pupils. Based on these findings, the study recommends regular in-service training for caregivers and structured interventions to address areas of developmental weakness in children.

Keywords: Caregivers' management skills, Holistic development, Socio-emotional development, Primary education.

INTRODUCTION

Children are the future of any society, including Nigeria, as they represent the next generation of leaders, innovators, and workforce that will sustain national development. However, children are also vulnerable and possess unique rights; therefore, their education, well-being, and development remain critical to societal progress. For children to attain their full potential, there is a need for holistic development, as their physical, cognitive, social, and emotional domains are interconnected and mutually reinforcing. Emphasising only academic achievement may result in neglect of other vital developmental areas, thereby limiting children's overall growth and well-being (Bosah, Okoli, & Okeke, 2023).

Holistic development refers to the comprehensive growth of children across multiple domains, including physical, social-emotional, intellectual, and moral dimensions. A holistic approach to child education recognises that children's overall well-being goes beyond cognitive attainment and involves nurturing all aspects of development. Holistic development comprises biological processes involving physical growth, cognitive processes relating to thinking and language, and socio-emotional processes connected to personality and relationships. These processes are interdependent, and the absence of balanced development may hinder children from reaching their full potential (Schenk, 2023).

Holistic development enables children not only to acquire academic knowledge but also to develop essential life skills, values, resilience, and adaptive behaviours necessary for navigating life's challenges. Without a holistic approach, educational efforts may produce learners who are intellectually competent but socially and emotionally underdeveloped. Intentional creation of supportive learning environments is therefore necessary to address all dimensions of children's development. Children who develop holistically are more likely to function optimally in both formal and informal learning contexts within and outside the school environment (Fasiku, 2025).

Despite the recognised importance of holistic development in early and primary education, evidence suggests that many children in Southwest, Nigeria, exhibit low levels of holistic development, particularly in socio-emotional competence, social interaction, and cognitive functioning. These developmental challenges have raised concerns about the quality of care and instructional practices available to children at the foundational stage of education. One critical factor increasingly associated with children's holistic outcomes is the management skills of caregivers responsible for their daily learning and care experiences (Egbedeyi, 2024).

Caregivers play a central role in children's holistic development by serving as facilitators, guides, and emotional supports within the learning environment. Their responsibilities include promoting participation in learning activities, guiding interactions, supporting problem-solving, and responding to individual children's needs and interests. To perform these roles effectively, caregivers require adequate management skills that combine pedagogical competence, communication ability, emotional regulation, and problem-solving capacity. Such skills enable caregivers to create nurturing environments that foster balanced development among children (Osunjimi, 2022).

Caregivers' management skills involve a blend of practical, interpersonal, and self-regulatory abilities necessary for managing children's learning, behaviour, and emotional needs. These skills emphasise a child-centred approach, responsiveness, and the ability to coordinate learning experiences that support children's physical, cognitive, and socio-emotional growth. Caregivers who possess strong management skills are better positioned to recognise individual differences among children and design appropriate instructional and caregiving strategies that promote holistic development (Olalowo & Babalola, 2024).

Key components of caregivers' management skills include pedagogical skills, communication skills, problem-solving skills, and care skills. Pedagogical skill relates to caregivers' ability to plan, organise, and implement effective teaching strategies that engage children meaningfully. Communication skill involves active listening, clarity, empathy, and respectful interaction, which are essential for building trust and supporting children's emotional and behavioural development. Problem-solving skill enables caregivers to respond appropriately to classroom challenges and support children's cognitive growth, while care skill reflects empathy, patience, and nurturing behaviours that create emotionally safe learning environments (Okechukwu & Oriaku, 2025).

Empirical evidence indicates that caregivers' pedagogical competence enhances children's classroom participation and engagement, while effective communication and emotional responsiveness positively influence children's socio-emotional and behavioural outcomes. Problem-solving and care skills have also been linked to improved cognitive development and adaptive behaviours among children (Indeed Editorial Team, 2025). Such a study will contribute to existing knowledge by providing evidence-based insights into the specific caregiver competencies that support balanced child development and inform policy, training, and professional development programmes in public primary schools in Southwest Nigeria. This study therefore focused on the caregivers' management skills and children's holistic development in public primary schools in Southwest Nigeria.

Statement of the Problem

The current state of children's holistic development in public primary schools in Southwest Nigeria has become worrisome, as many pupils continue to display weak socio-emotional competencies, limited cognitive development, learning difficulties, and challenges in communication and motor skills. These challenges indicate that children are not experiencing balanced growth across the physical, cognitive, and socio-emotional domains expected at their developmental stage. Such developmental gaps raise questions about the quality of learning and care experiences provided to children during this critical foundational period. One major factor that may contribute to this situation is the level of management skills possessed by caregivers who are directly responsible for children's daily learning and care experiences. Inadequate pedagogical competence, ineffective communication, weak problem-solving abilities, and insufficient care skills may limit caregivers' capacity to create supportive and developmentally appropriate learning environments. Consequently, children may lack opportunities for meaningful interaction, emotional support, and cognitive stimulation necessary for holistic development. Despite the central role of caregivers in child development, empirical studies examining the influence of caregivers' management skills on children's holistic development in public primary schools in Southwest Nigeria remain limited, creating a gap that this study seeks to address.

Purpose of the Study

The purpose of this study was to investigate the influence of caregivers' management skills on children's holistic development in public primary schools in Southwest, Nigeria. The specific objectives were to:

i. ascertain the level of holistic development (socio-emotional, physical, and intellectual) among children in public primary schools in Southwest, Nigeria.
ii. ascertain the level of caregivers' management skills (pedagogical skill, communication skill, problem-solving and care skill) in public primary schools in Southwest, Nigeria.
iii. determine the influence of caregivers' management skills on holistic development among children in public primary schools in Southwest, Nigeria.

Research Questions

The following questions guided the study:

1. What is the level of holistic development (socio-emotional, physical, and intellectual) among children in public primary schools in Southwest Nigeria?
2. What is the level of caregivers' management skills (pedagogical skill, communication skill, problem-solving and care skill) in public primary schools in Southwest Nigeria?

Hypothesis

H_{o1}: There will be no significant influence of caregivers' management skills on holistic development among children in public primary schools in Southwest Nigeria.

METHODOLOGY

The study adopted descriptive survey research design, which was considered appropriate because the researchers did not manipulate any of the variables under investigation. The study was conducted in the six states that make up Southwest Nigeria, namely Oyo, Ogun, Osun, Ondo, Ekiti, and Lagos States. The population of the study comprised caregivers and children in public primary schools within the region. The caregivers included teachers and school personnel directly responsible for children's daily learning and care, while the children were pupils at the lower primary level. A multistage sampling procedure was

employed for the study. This involved the purposive selection of the three (3) Southwest states, followed by the simple random selection of public primary schools within the selected states. Thereafter, simple random sampling was used to select caregivers and children from the sampled schools. A total of 380 respondents participated in the study, consisting of 160 caregivers and 220 children, reflecting the natural distribution of adults and children in the selected schools. Data for the study were collected using two structured and validated instruments: the "Children's Holistic Development Observation Checklist (CHDOC)" and the "Caregivers' Management Skills Questionnaire (CMSQ)". The CHDOC was an observation checklist completed by the researcher and trained research assistants, who directly observed the children in their classroom and play environments to assess holistic development across socio-emotional, physical, and intellectual domains. It comprised 18 items rated on a four-point scale of Always (4), Sometimes (3), Often (2), and Never (1), consistent with the study's analytical framework. In contrast, the CMSQ was a self-administered questionnaire completed by the caregivers, designed to measure their management skills across pedagogical, communication, problem-solving, and care dimensions, and comprised 16 items structured on a four-point Likert scale of Always (4), Sometimes (3), Often (2), and Never (1). Both instruments were subjected to face and content validity by experts in Early Childhood Education, Measurement and Evaluation, and Educational Psychology, whose suggestions were incorporated before the final administration. The reliability of the instruments was established through a pilot study using Cronbach's Alpha, yielding coefficients of 0.82 for the CHDOC and 0.86 for the CMSQ, indicating that the instruments possessed adequate internal consistency.

The instruments were administered directly by the researcher with the assistance of four trained research assistants to ensure effective coverage and accurate data collection across the selected schools. All administered copies of the instruments were successfully retrieved, resulting in a high return rate. Data collected were analysed using descriptive statistics, including frequency counts, mean, and standard deviation, to answer the research questions. The decision thresholds for interpreting mean scores were: 1.00–1.75 (Very Low), 1.76–2.50 (Low), 2.51–3.25 (Moderate), and 3.26–4.00 (High). In addition, Simple Linear Regression Analysis was employed to test the research hypothesis and determine the influence of caregivers' management skills on children's holistic development in public primary schools in Southwest Nigeria. The hypothesis was tested at the 0.05 level of significance.

RESULTS

Research Question 1: *What is the level of holistic development among children in public primary schools in Southwest Nigeria?*

Table 1: Level of holistic development among children in public primary schools in Southwest Nigeria (N = 220)

S/N	Items	Always (4)	Sometimes (3)	Often (2)	Never (1)	Mean	SD
	Socio-emotional Development: The child can:						
1	Labels own emotions (happy, sad, mad, etc.)	95 (43.2%)	80 (36.4%)	30 (13.6%)	15 (6.8%)	3.10	0.72
2	Uses strategies (deep breath, asking for help) to calm down	70 (31.8%)	75 (34.1%)	50 (22.7%)	25 (11.4%)	2.65	0.81
3	Plays alongside or cooperatively with peers	100 (45.5%)	75 (34.1%)	30 (13.6%)	15 (6.8%)	3.20	0.69
4	Shows concern when others are upset	85 (38.6%)	70 (31.8%)	45 (20.5%)	20 (9.1%)	2.90	0.75
5	Shares toys or takes turns with support	65 (29.5%)	75 (34.1%)	50 (22.7%)	30 (13.6%)	2.55	0.78
6	Understands and follows simple classroom rules	90 (40.9%)	70 (31.8%)	40 (18.2%)	20 (9.1%)	3.00	0.70
7	Attempts tasks without constant adult	70	75 (34.1%)	45	30	2.60	0.82

	help	(31.8%)		(20.5%)	(13.6%)		
	Physical Development: The child can:						
8	Walks and runs in the appropriate manner	95 (43.2%)	80 (36.4%)	30 (13.6%)	15 (6.8%)	3.15	0.68
9	Do puzzles	60 (27.3%)	65 (29.5%)	55 (25.0%)	40 (18.2%)	2.45	0.85
10	Build a tower with five blocks	65 (29.5%)	65 (29.5%)	55 (25.0%)	35 (15.9%)	2.50	0.80
11	The child's appearance is clean and neat	105 (47.7%)	70 (31.8%)	30 (13.6%)	15 (6.8%)	3.25	0.65
12	Eats the foods that are served	95 (43.2%)	70 (31.8%)	35 (15.9%)	20 (9.1%)	3.10	0.70
	Intellectual Development						
13	Maintains focus on an activity for above 10 minutes	55 (25.0%)	65 (29.5%)	60 (27.3%)	40 (18.2%)	2.40	0.88
14	Tries different ways to solve a puzzle or task	85 (38.6%)	70 (31.8%)	40 (18.2%)	25 (11.4%)	3.00	0.75
15	Recalls familiar people, places, or routines	90 (40.9%)	70 (31.8%)	40 (18.2%)	20 (9.1%)	3.05	0.70
16	Sorts objects by colour, size, or shape	80 (36.4%)	75 (34.1%)	40 (18.2%)	25 (11.4%)	2.95	0.73
17	Counts objects up to 8 with accuracy	75 (34.1%)	70 (31.8%)	45 (20.5%)	30 (13.6%)	2.85	0.76
18	Engages effectively in pretend play (e.g., cooking, role-play, etc.)	85 (38.6%)	70 (31.8%)	40 (18.2%)	25 (11.4%)	3.00	0.71
	Weight average					2.92	

Threshold: Mean value of 1.00–1.75 (Very Low), 1.76–2.50 (Low), 2.51–3.25 (Moderate), and 3.26–4.00 (High).

The results presented in Table 1 show the level of holistic development among children in public primary schools in the Southwest, Nigeria. The overall mean score of 2.92 indicates that the level of holistic development among the children is moderate, based on the established threshold of 2.51–3.25 for a moderate level. This suggests that while the children demonstrate reasonable levels of development across different domains, there is still room for improvement to achieve a higher level of holistic development. In the socio-emotional development domain, the findings reveal moderate development among the children. Specifically, children showed relatively strong abilities in playing cooperatively with peers (mean = 3.20), labeling their emotions (mean = 3.10), understanding and following classroom rules (mean = 3.00), and showing concern when others are upset (mean = 2.90). Other indicators, such as sharing toys or taking turns (mean = 2.55) and attempting tasks without constant adult help (mean = 2.60), also fell within the moderate range, indicating that children possess developing socio-emotional skills necessary for interaction and participation in classroom activities. Regarding physical development, most of the indicators were also within the moderate range. Children demonstrated adequate abilities in walking and running appropriately (mean = 3.15), maintaining a clean and neat appearance (mean = 3.25), and eating the foods that are served (mean = 3.10). However, lower mean scores were observed in doing puzzles (mean = 2.45) and building a tower with five blocks (mean = 2.50), which suggest relatively weaker fine motor coordination and manipulative skills among some of the children. Similarly, the findings for intellectual development indicate a moderate level of development. Children demonstrated moderate competence in trying different ways to solve puzzles or tasks (mean = 3.00), recalling familiar people, places, or routines (mean = 3.05), sorting objects by colour, size, or shape (mean = 2.95), counting objects accurately (mean = 2.85), and engaging in pretend play activities (mean = 3.00). However, the ability to maintain focus on an activity for more than 10 minutes (mean = 2.40) was relatively low, suggesting that sustained attention remains a challenge for some children.

Research Question 2: *What is the level of caregivers' management skills in public primary schools in Southwest, Nigeria?*

Table 2: Level of caregivers' management skills in public primary schools in Southwest Nigeria (N = 160)

S/N	Items: The Caregivers:	Always (4)	Sometimes (3)	Often (2)	Never (1)	Mean	SD
	Pedagogical Skill						
1	Effectively use play-based learning to introduce new concepts	70 (43.8%)	60 (37.5%)	20 (12.5%)	10 (6.2%)	3.25	0.65
2	Skillfully adapt activities to match individual children's learning styles and pace	60 (37.5%)	65 (40.6%)	25 (15.6%)	10 (6.3%)	3.10	0.70
3	Effectively provide opportunities for creative expression (art, music, drama)	55 (34.4%)	65 (40.6%)	30 (18.8%)	10 (6.2%)	3.05	0.72
4	Competently encourage curiosity and exploration through open-ended questions	65 (40.6%)	60 (37.5%)	25 (15.6%)	10 (6.3%)	3.15	0.68
	Communication Skill						
5	Actively listen to children's ideas and feelings without interrupting	70 (43.8%)	60 (37.5%)	20 (12.5%)	10 (6.2%)	3.20	0.66
6	Use simple, clear language when explaining tasks	75 (46.9%)	60 (37.5%)	15 (9.4%)	10 (6.2%)	3.30	0.63
7	Provide positive verbal reinforcement for effort and achievement	70 (43.8%)	60 (37.5%)	20 (12.5%)	10 (6.2%)	3.25	0.65
8	Help children express their emotions verbally (e.g., "It sounds like you're feeling sad")	60 (37.5%)	65 (40.6%)	25 (15.6%)	10 (6.3%)	3.10	0.70
	Problem-solving Skill						
9	Effectively guide children to find their own solutions to conflicts rather than solving it for them	50 (31.2%)	70 (43.8%)	30 (18.8%)	10 (6.2%)	2.95	0.75
10	Creatively present age-appropriate challenges (puzzles, building tasks) to develop critical thinking	55 (34.4%)	65 (40.6%)	30 (18.8%)	10 (6.2%)	3.05	0.72
11	Competently encourage children to learn from mistakes (e.g., "What can we try next time")	50 (31.2%)	70 (43.8%)	30 (18.8%)	10 (6.2%)	3.00	0.70
12	Expertly foster patience and perseverance when tasks are difficult	55 (34.4%)	65 (40.6%)	25 (15.6%)	15 (9.4%)	3.10	0.68
	Care Skill						
13	Effectively ensure a safe, supportive environment where children feel secure	70 (43.8%)	60 (37.5%)	20 (12.5%)	10 (6.2%)	3.25	0.65
14	Skillfully help children develop self-help skills (dressing, hygiene, tidying up)	65 (40.6%)	60 (37.5%)	25 (15.6%)	10 (6.3%)	3.15	0.68
15	Effectively model empathy and kindness towards others	70 (43.8%)	60 (37.5%)	20 (12.5%)	10 (6.2%)	3.20	0.66
16	Competently respond sensitively to a child's physical and emotional needs (comfort, rest)	70 (43.8%)	60 (37.5%)	20 (12.5%)	10 (6.2%)	3.25	0.65
	Weight average					3.13	

Threshold: Mean value of 1.00–1.75 (Very Low), 1.76–2.50 (Low), 2.51–3.25 (Moderate), and 3.26–4.00 (High).

The results presented in Table 2 indicate that the level of caregivers' management skills in public primary schools in Southwest Nigeria is moderate, with an overall weighted mean of 3.13, exceeding the criterion mean of 2.50. In the pedagogical domain, caregivers demonstrated notable competence in using play-based learning, adapting activities to children's individual learning styles, providing opportunities for creative expression, and fostering curiosity through open-ended questions, with mean scores ranging from 3.05 to 3.25. Communication skills were similarly strong, as caregivers actively listened to children, employed clear and simple language, offered positive verbal reinforcement, and supported children in expressing their emotions, with mean scores between 3.10 and 3.30. In the problem-solving domain, caregivers effectively guided children to find solutions independently, presented age-appropriate challenges, encouraged learning from mistakes, and promoted patience and perseverance, with mean scores ranging from 2.95 to 3.10. Finally, care skills were consistently high, reflecting the provision of a safe and supportive environment, promotion of self-help skills, modeling of empathy and kindness, and sensitive responses to children's physical and emotional needs, with mean scores ranging from 3.15 to 3.25. These findings suggest that caregivers in the sampled public primary schools are generally capable of fostering a conducive learning and developmental environment for children.

Testing of Hypothesis

H_{o1}: There will be no significant influence of caregivers' management skills on holistic development among children in public primary schools in Southwest Nigeria.

Table 3: Regression Analysis of the Influence of Caregivers' Management on Holistic Development

Model	R	R^2	Adjusted R^2	Std. Error	F-value	p-value
1	0.71	0.50	0.49	0.53	159.20	0.000

According to Table 3, the R-value of 0.71 indicates the significant influence of caregivers' management skills on children's holistic development. The R(Schenk, 2023) value of 0.50 shows that caregivers' management skills can explain 50% of the variance in children's holistic development. The F-test value of 159.20 is statistically significant at $p < 0.05$, indicating that the model reliably influences children's holistic development. Since the p-value (0.000) is less than 0.05, the null hypothesis (Ho_1) is rejected. This implies that caregivers' management skills have a significant positive influence on the holistic development of children in public primary schools in Southwest Nigeria.

DISCUSSION OF FINDINGS

The findings of the study showed that learners generally exhibit strong socio-emotional, physical, and intellectual competencies, indicating a positive foundation for their overall growth. This aligns with research showing well-structured early childhood environments, including play and guided interaction, support children's socio-emotional and cognitive development, which are critical components of holistic growth in young learners (Adubuola, Gbadeyanka, Hamzat & Oyewumi, 2023). Another study similarly found that play-based and child-centered practices significantly contribute to the socio-emotional skill formation and interactions among early childhood pupils, promoting empathy, self-regulation, and cooperative play in school settings. Moreover, research on teacher-child interaction in Nigeria underscores the importance of responsive engagement and instructional quality in nurturing children's cognitive and social capabilities, suggesting that positive classroom practices enhance broad developmental outcomes (Ikie, Amosun & Olalowo, 2022). Together, these studies corroborate the present results that children's holistic development in Southwest Nigerian public primary schools reflects meaningful progress across multiple developmental domains.

The high level of caregivers' management skills observed in pedagogical, communication, problem-solving, and care dimensions suggests that teachers in public primary schools in Southwest Nigeria are sufficiently equipped to support young learners' growth and learning. This is consistent with literature emphasizing the role of caregiver competencies, such as effective instructional interactions, clear communication, and supportive behaviours, in fostering positive classroom experiences and improving service delivery in early childhood contexts (Uchenyi & Ukaigwe, 2023). Another study has highlighted that caregivers' pedagogical competence strongly predicts service delivery quality in early childhood settings, indicating that well-developed instructional skills directly influence learner

engagement and classroom effectiveness. Likewise, research on teacher strategies in Nigeria points out that when caregivers adopt supportive communication, encourage independent thinking, and use child-friendly approaches, children are more likely to experience enriched learning environments conducive to their development (Mosubusola & Ajao, 2024). These findings suggest that high caregiver management skills, as evidenced in this study, are crucial for sustaining effective early education practices and nurturing the holistic development of pupils in public schools.

The findings on the influence of caregivers' management skills on holistic development among children in public primary schools in Southwest Nigeria indicate that effective caregiving practices positively impact children's socio-emotional, physical, and intellectual development. This suggests that when caregivers demonstrate strong pedagogical strategies, responsive communication, problem-solving guidance, and supportive care, children's overall developmental outcomes improve. This aligns with research showing that high-quality caregiver–child interactions, including effective communication and engagement techniques, play a crucial role in promoting children's comprehensive developmental progress across key domains (Bosah, Okoli, & Okeke, 2023). Another study similarly found that caregiver competencies in providing stimulating, child-focused learning experiences significantly enhance children's socio-emotional competencies, cognitive engagement, and adaptive behavioural outcomes in school settings, reinforcing the importance of skilled caregiving for holistic development. Furthermore, research within Nigerian educational contexts underscores the significance of responsive caregiver engagement and instructional quality in fostering children's socio-emotional and cognitive skills, highlighting that positive interactional practice in early learning environments contributes to broader developmental gains.(Bosah, Okoli, & Okeke, 2023).

CONCLUSION

The study concludes that children in public primary schools in Southwest Nigeria generally exhibit strong socio-emotional, physical, and intellectual development, indicating a solid foundation for holistic growth. This outcome reflects the positive impact of well-structured early childhood learning environments, including play-based and child-centered practices, which promote socio-emotional competence, cognitive skills, and cooperative behaviors. Additionally, the study found that caregivers demonstrate high levels of management skills across pedagogical, communication, problem-solving, and care dimensions. These competencies enable teachers to create supportive, engaging, and effective learning environments, fostering children's holistic development. The significant positive influence of caregivers' management skills on children's overall development underscores the critical role of skilled caregiving in early childhood education. Therefore, both the developmental outcomes of children and the quality of learning experiences in these schools are strongly associated with the abilities and practices of caregivers. Overall, the findings highlight that enhancing caregiver competencies and maintaining high-quality caregiving practices are essential for sustaining effective early childhood education and promoting comprehensive developmental gains among pupils in Southwest Nigerian public primary schools.

RECOMMENDATIONS

Based on the findings, the following recommendations are made:

1. Schools and educational authorities should provide regular professional development programmes that enhance caregivers' pedagogical, communication, problem-solving, and care skills to ensure continued support for children's holistic development.
2. Public primary schools should adopt and maintain play-based, interactive, and child-focused instructional approaches, which have been shown to improve socio-emotional, cognitive, and physical development among pupils.
3. Caregivers should consistently practice responsive engagement, positive reinforcement, and child-friendly strategies to foster socio-emotional competence, independent thinking, and problem-solving skills among children.

4. Educational authorities should implement monitoring systems to assess the quality of caregivers' management skills and instructional delivery, ensuring that practices align with established early childhood education standards.
5. Policymakers should invest in programmes and policies that recognize the critical role of caregivers, providing resources and infrastructure that support the delivery of quality early education services.

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