

Building Resilience among Pre-Primary School Teachers in Conflict Situation in Niger State

Dantani Isah Sani PhD¹; Hauwakulu Saba²; Abdullahi Jibrin³ & Halima Isah⁴
^{1,2,3,4} Department of Early Childhood Care Education
Niger State College of Education, Minna

Abstract

The study identified factors that enhances resilience among Pre-Primary School Teachers in conflict situations and also determined the impact of building of resilience among Pre-Primary School Teachers in conflict situations in Niger State. A total of 80 respondents were used for the study. Two research questions guided the study. The study employed survey research design with thirty five item statements to elicit information from the respondents. The findings of the study indicated that development of secured relationships, willingness to accept change, self-control and engagement in recreational activities, personal competence of the teacher, involvement in sports by the teacher, the level of positive self-esteem developed by the teacher, teachers control of emotions, self-discipline and development of trust within and outside the school among others are factors that can enhance resilience building among pre-primary school teachers. The impact of these factors on the building of resilience among pre-primary school teachers were highlighted and recommendations made.

Keywords: Resilience, Conflict Situation, Pre-Primary School Teacher.

Introduction

Teachers occupy a strategic place in the educational enterprise, infact they form the main determinant of the quality of education in every nation. In recent time, Nigeria is faced with myriad of problems which includes economic hardship, banditry, kidnappings, rape, loss of jobs deprivations, killings etc. Since teachers are at the centre of the nations teaching and learning process, hence the development of a nation not only hinges on the quality and character of her teachers but also on their social stability and mental health. It therefore becomes necessary for the teachers to be able to cope and so the need for building resilience of the teachers.

Pre-primary education is the education of the child before primary school. The preschool years represents a period of greater development changes in a human being than any period later in life time. It is an important foundation and preparation for everything that come later. (Dahunsi T.O and Abubakar Musa, 2015).The aims of pre-primary education as written in the National Policy on Education (4th edition 2004) among others are:

1. Effect smooth transition from home to the school
2. Prepare the child for the primary level of education
3. Provide adequate care and supervision for the children and so on.

Resilience is the ability to cope and thrive in the face of negative events, challenges or adversity.

Bernards (2014), opined that some of the impact of building resilience among teachers of pre-primary schools are:

1. Higher levels of personal and social competence
2. Problem solving skills
3. Sense of autonomy or self-efficacy and
4. Sense of purpose, hope or meaning. Considering the above opinion, Masten, (2019), suggested that those concerned with building resilience must take advantage of the teachers' strength, the teachers' positive qualities and they should promote the teachers wellbeing in order to promote resilience in the teachers.

Considering the Nigerian situation and in particular, Niger State therefore, the researchers study on Building Resilience among Pre-Primary School Teachers in Conflict Situation in Niger State.

Statement of the Problem

Teachers are at the centre of the nations teaching and learning process, hence the development of a nation not only hinges on the quality and character of her teachers but also on their social stability and mental health.

Nigeria as a nation is faced with issues of insecurity, banditry, killings, non-payment of salary in some states, kidnappings and so on. Many teachers are affected or are victims of these problems. For our educational goals to be achieved in which the teachers have contributions there is the need to build resilience in the teacher.

Research Objectives

The purpose of the study was

1. To identify factors that enhance resilience among Pre-Primary School Teachers in conflict situations.
2. To determine the impact of building of resilience among Pre-Primary School Teachers in conflict situations.

Research Questions

The following research questions were put forward to guide and give focus to the study.

1. What factors can enhance building of resilience among pre-primary school teachers?
2. Of what impact will the building of resilience among pre-primary school teachers be?

Methodology

The study was a survey design. The population for this study is all teachers at the pre-primary level in primary schools in Niger State. Purposive random sampling technique was used to select the schools and the teachers for this study.

Forty (40) primary schools that have pre-primary section were selected, and in each school, two (2) teachers were randomly selected using simple random system to make up 80 teachers that constituted the sample size.

The instrument used was a researcher developed questionnaire on Building resilience among Pre-Primary School Teachers in Conflict situation in Niger State. Two experts from General Studies Education and Education Foundations departments of Niger State College of Education respectively validated the instrument and a reliability coefficient of 0.87 was obtained. The questionnaire items were 20 in number generated based on the two (2) research questions which guided the study. The questionnaire items were assigned a four (4) point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly disagree (SD). The acceptance point for the item was 2.50 and above, any mean score below 2.50 was considered not too influential and seen as negative. The data were coded and collated from the completed research instruments and were treated accordingly using mean.

Results

The results are presented in the order of the research questions.

1. **Research Question 1:** What factors can enhance building of resilience among pre-primary school teachers?
2. **Research Question 2:** what impact will the building of resilience among pre-primary school teachers have?

Research Question 1: What factors can enhance building of resilience among pre-primary school teachers?

Table 1: Mean ratings on what factors can enhance building of resilience among pre-primary school teachers.

S/N	ITEMS	SA	A	D	SD	MEAN	REMARKS
1	Personal competence is required for resilience building	62	13	5	-	3.71	Agree
2	To build resilience the teacher must be willing to accept change	70	8	2	-	3.85	Agree
3	Development of secured relationship with others is needed for building resilience	56	18	6	-	3.62	Agree
4	The capacity of the teacher must be built	59	11	10	-	3.61	Agree
5	Development of trust within the school can help in building resilience	76	4	-	-	3.95	Agree
6	Development of trust with others outside the school can help in building resilience	72	8	-	-	3.90	Agree
7	Tolerance is required in building resilience	74	6	-	-	3.92	Agree

8	Self-control is a factor to be considered in resilience building	66	14	-	-	3.82	Agree
9	Self-discipline is also needed to build resilience	70	10	-	-	3.87	Agree
10	Teachers as models of inculcation of morals is a factor for resilience building	68	12	-	-	3.85	Agree
11	Inter-ethnic relationship can support resilience building	72	8	-	-	3.90	Agree
12	Ethnic bias can hamper resilience building	76	4	-	-	3.95	Agree
13	Having knowledge of religion is a factor that can help build resilience	67	13	-	-	3.83	Agree
14	Control of emotions can help in building resilience	52	22	6	-	3.57	Agree
15	Engaging in activities that reduces stress can support resilience building	57	23	-	-	3.71	Agree
16	Recreational activities supports resilience building	58	15	7	-	3.63	Agree
17	Involvement in sports supports resilience building	65	15	-	-	3.81	Agree
18	Positive self-esteem is a factor for building resilience	54	16	10	-	3.55	Agree
19	Play and visitations can support resilience building	62	13	5	-	3.71	Agree
20	Engaging in counselling can help in building resilience	70	10	-	-	3.87	Agree

The data presented in Table I showed that all the 20 items on factors that enhances the building of resilience among pre-primary school teachers have their mean scores ranging from 3.55 to 3.95 which indicated that the respondents agreed to the 20 items as the factors that enhances the building of resilience among pre-primary school teachers.

Research Question 2: What impact will the building of resilience among pre-primary school teachers have?

Table 2

Mean ratings of the impact of building resilience among pre-primary school teachers.

S/N	ITEMS	SA	A	D	SD	MEAN	REMARKS
1	Higher level of personal and social competence	62	13	5	-	3.71	Agree
2	The factors promotes teachers wellbeing	70	8	2	-	3.85	Agree

3	The teacher develops a secured relationship with others	56	18	6	-	3.62	Agree
4	The capacity of the teacher is being built which leads to positive qualities	59	11	10	-	3.61	Agree
5	Trust is built within and outside the school	76	4	-	-	3.95	Agree
6	Sense of autonomy of self-efficacy	72	8	-	-	3.90	Agree
7	Teachers strength is exhibited	74	6	-	-	3.92	Agree
8	Purpose and are well defined	66	14	-	-	3.82	Agree
9	Self-discipline is promoted	70	10	-	-	3.87	Agree
10	Teacher become exposed to practical problem solving skills	68	12	-	-	3.85	Agree
11	Improved inter-ethnic relationship is promoted	72	8	-	-	3.90	Agree
12	Ethnic bias can be removed or minimized	76	4	-	-	3.95	Agree
13	It develop in the positive self esteem	67	13	-	-	3.83	Agree
14	Resilience helps in control of emotions	52	22	6	-	3.57	Agree
15	Resilience reduces stress as a result of conflict	57	23	-	-	3.71	Agree

The data presented in Table 2 showed that all the 15 items on the impact of building resilience of pre-primary school teachers were agreed upon by the respondents. The mean scores ranged from 3.57 to 3.95. This is a very high range which indicated the building of resilience among pre-primary school teachers to a very large extent will impart greatly on the teachers which will supposedly have impact on the pupils.

Discussion on Findings

Based on the analyses of the data above, certain findings were made, which are now discussed.

Research question one deals with the factors that can enhance building of resilience among pre-primary school teachers. The data given in Table I showed that personal competence of the teacher, involvement in sports by the teacher, the level of positive self-esteem developed by the teacher, teachers' control of emotions, self-discipline and development of trust within and outside the school among others are factors that can enhance resilience building among pre-primary school teachers. This is in agreement with Masten, (2019). Bernard (2014) who opined that some of the impact of building resilience among teachers of pre-primary schools are:

- Higher levels of personal and social competence
- Problem solving skills
- Sense of autonomy or self-efficacy and
- Sense of purpose, hope or meaning is in agreement with the findings as shown in table 2.

He suggested that those concerned with building resilience must take advantage of the teachers' strength, the teachers' positive qualities and they should promote the teachers wellbeing in order to promote resilience in the teachers.

Conclusions

The findings from this study identified factors that help build resilience among pre-primary school teachers in conflict situations. Some the factors are personal competence of the teacher, involvement in sports by the teacher, the level of positive self-esteem developed by the teacher, teachers' control of emotions, self-discipline and development of trust within and outside the school among others. The study also brought to the open how the factors can impart greatly on the pre-primary school teachers especially when faced with conflict situation.

Recommendation

The following recommendations were made, based on the findings of the study:

1. Researchers and educators should encourage researches in this area considering the prevalent situation that Nigeria is into and particularly Niger State. This will help the teachers especially those who already affected by the situation. For the teachers who are not yet affect will benefit through research and prepare for any eventuality.
2. Government should give teachers opportunities to actively engage in dialogue to explore and articulate their pedagogical approach to teaching. This is another form of palative.
3. Teachers should help to create opportunities for themselves through relaxation and forms of recreational activities.

References

- Bernard, B. (2014). *Resiliency: What we have learned*. San Francisco, CA: Wested.
- Dahunsi, T. O and Abubakar, M. (2015). Early Childhood Education in Nigeria: Challenges and Way Forward. *Journal of Arts and Education*. 7(2), 82-89.
- Johnson, B. (2008). Teacher-Student relationships which promotes resilience at School: a micro-level analysis of students' views. *British Journal of Guidance and Counselling*. 36(4), 385-398.
- Masten, A. S. (2019). Ordinary Magic: Lessons on Research on Resilience in Human Development. *Education Canada*, 49(3), 28-32.
- Powers, J. D. (2010). Ecological Risk and Resilience Perspective: A theoretical Framework Supporting Evidence-Based Practice in Schools. *Journal of Evidence-Based Social Work*, 7(5), 443-451.
- WHO, (2014). What is a Health Promoting School?: School and Youth Health. Retrieved 24 February: http://www.who.int/school_youth_health/gshi/hps/en/