

## The Dynamics of Learning Among Pre-School Learners at Formal and Informal Settings in Kumasi, Ghana

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### Abstract

In Ghana, pre-primary education is designed for children between the ages of three and five. It has been observed that during this stage, majority of the children rarely speak clearly and intelligently. As a result, their ability or inability to speak clearly affects learning. Based on the above assertion, this study explored dynamics that influence learning among pre-primary school learners at the formal and informal education settings. In the study, the design adopted was qualitative in nature. In light of the qualitative method adopted, interpretive paradigm was used to make sense of the phenomena. Six teachers were purposively selected, and for trustworthiness sake, six females (parents) whose children are between the ages of three and five were also selected. Semi structured interviews were developed to gather information from the participants. Thematic analysis was used as an analytical tool for the study. Findings revealed that the children's readiness and willingness to learn significantly influence learning among learners at the pre-primary school level.

**Keywords:** Dynamics, learning, formal and informal settings, pre-primary learners, pre-primary learners,

### Introduction

The earliest words made by a child consist of 'babbling' and other types of non-verbal sounds, some of which are used to attract attention, to engage in imitative play, and to take part in games during the first year of life (Skutnabb-Kangas & Dunbar, 2010). The vocabulary grows gradually at first- and at 12 months of age an average child has a vocabulary of between two and three words, at 24 months it has grown to approximately 154, and at 36 months it increases to about 2500 words (Smith & Phillips, 2017). At the same time, children learn how to combine words into grammatical sentences and build up a structure of meanings in which the words are related. The meanings of words are at first very vague and inaccurate. Children develop greater elaboration and depth of meaning with time as a result of listening and asking questions (McIvor, 2009). According to Wolff (2000), language develops slowly and gradually for children in schools, perhaps because these children are rewarded less for using it and more rapidly at home, probably because of their greater association with adults (Byrne, MacDonald & Buckley, 2002). Wolff (2000) argues that learning is faster for children of more educated parents. In children, much early sound takes the form of monologues that accompany action which helps to control behaviour (Im-Bolter, Johnson & Pascual-Leone, 2006). Riojas-Cortez (2001) held that this is most common at the ages between two and four. A great deal of speech when others are present is 'egocentric' because the child does not put his/herself in the position of the listener or worry too much about whether the message is being received. However, at some point middle childhood speech becomes more 'sociocentric' the child addresses his/her hearer, considers his/her point of view and also tries to influence him/her, or actually exchange ideas with him/her (Niparko, Tobey, Thal, Eisenberg, Wang, Quittner & CDAI Investigative Team, 2010). In light of the above, this study examines the dynamics that surround the way pre-primary school learners learn at the formal and informal education settings.

### **Objective of the study**

The objective stated below was developed to guide the study.

- a) To examine the dynamics that influence the way pre-primary school learners learn at the formal and informal education setting in Kumasi, Ghana.

### **Research Question**

Based on the objective stated above, the question guiding the study is;

- a) What are the dynamics that influence the way pre-primary school learners learn at the formal and informal education setting in Kumasi?

### **Theoretical Framing**

In this study, socio-cultural learning theory was adopted. This theory was developed by Lev Vygotsky. The theory looks at human development as a socially mediated process in which children acquire their cultural values, beliefs, and problem-solving strategies through collaborative dialogues with more knowledgeable members of society. Vygotsky (1978) maintains that the socio-cultural environment presents the child with a variety of tasks and demands, and engages the child in his/her world through the tools. In other words, the theory describes learning and development as being entrenched within social events and occurring as the child interacts with other people, objects, and events in the collaborative environment. In the early stages of development, Vygotsky contains that the child is completely dependent on other people, usually the parents or immediate family members, who initiate the child's actions by telling him/her what to do, how to do it, as well as what not to do. Parents or other members of the family, as representatives of the culture and the channel through which the culture navigates into the child, actualise these instructions primarily through language. In the context of educational institutions, the theory acknowledges the dynamic nature of the interplay between teachers, learners and tasks, and provides a view of learning as arising from interactions with others. For instance, internships provide that real-world experience for students in addition to providing the opportunity to learn from the master through acculturation (Shapiro, 2018). From the foregoing, the theory is appropriate for this study, therefore, it is adopted to understand how pre-primary school learners learn in the formal and informal education setting in Kumasi.

### **Research literature**

#### **The dynamics or approaches of learning in pre-primary school**

Learning and teaching is a complicated science. Jordan, Carlile and Stack (2008) argue that learning is a complicated science with different approaches. Learning is therefore the process of acquiring new information and expanding existing schemata for development purposes. These scholars continue that there are several general principles that make learning effective. Bowman (1993, p.120) articulated that "learning is primarily a social activity and participation in the social life of the school is central for learning to occur." The author went on to say that teachers principally determine or orchestrate what is learnt and how it is learnt. The dynamics or approaches of learning among children are therefore largely dependent on the teachers, what these teachers teach, and how they facilitate what they are teaching. Jordan et al. (2008, p.38) highlighted that "there are several approaches to learning in pre-primary school and those are dependent on the resources available and the quality of teachers facilitating the learning." Dynamics refer to the forces which stimulate growth or change within a particular entity (Abrahamson & Sánchez-García, 2016). The dynamics of learning is how the process stimulates or enhances learning. These processes are therefore in line with the approaches of learning since they both communicate how learning takes place and how such learning is enhanced. Polychroni, Koukoura and Anagnostou (2006), Hyson (2008) and Li-Grining, Votruba-Drzal, Maldonado-Carreño and Haas (2010) argue that children are different and have different abilities and these abilities inform the way they learn and react to

whatever they come across. Jordan et al. (2008), Li-Grining et al. (2010) further argue that research has shown that five percent of children learn effectively through lecture, ten percent of children learn better by reading from books and other materials. Even though they sit in classes, listen to the teacher and engage in several activities, they learn better by reading. Furthermore, fifteen percent of children are visual learners or learn through visual arts (Li-Grining et al., 2010). From the foregoing, it means that they are more photographic in their memory and pictures make more sense to them. Li-Grining et al. (2010) held that thirty percent of children learn better through demonstrations. When the teacher demonstrates in the classroom their understanding is heightened. Adding to this, fifty percent learn better through small group engagements or work. Once they become participants in group endeavours, whatever they might be doing, the knowledge acquired or constructed from such processes is enhanced. A “great percentage of children or pupils, about seventy-five percent to be exact, learn better through experimental work” (Li-Grining et al., 2010, p.125). Experimenting becomes an amazing tool or approach to construct knowledge and because it is constructed out of excitement and experience, the children own their knowledge and keep it. But a greater percentage of children, ninety percent to be precise (Li-Grining et al., 2010, p.125), learn more through peer tutoring. By engaging in education activities with their peers, these children learn more rather than through engagements with the teacher.

From the above assertion, it is clear that there are many individual learning styles in children depending on their context, with some learners being dominant or having abilities in more than one particular style. These dynamics of learning, be it visual or spatial, auditory or kinaesthetic, all have different things to offer or help the child to develop effectively in different areas. Kinaesthetic learners or children who are kinaesthetically oriented learn best when they are physically engaged either by touching, feeling, or doing. Visual learners or those who learn more by seeing information or creating mental pictures of what is being said, learn more in spaces with enhanced resources, while auditory learners prefer to hear information because their auditory senses are more heightened. These learning dynamics influence the way teaching and learning unfolds in the formal and informal settings.

### **Methodology**

The research design is the roadmap that a researcher decides to follow during research exploration to find answers to research questions as validly, objectively, accurately and economically as possible (Kumar, 2014). In this study however the design adopted is qualitative. The reason for the choice of the qualitative method was informed by the nature of the study under investigation. In other words, this method was thought to be most suitable because it allowed the researcher to develop in-depth accounts of the dynamics of learning among pre-primary school learners in formal and informal education processes. In line with qualitative approach adopted, this study was guided by the interpretive approach which is concerned with meaning making and strives to comprehend the subjective world of human experience (Bailey, 2007; Cohen, Manion & Morrison, 2011). According to Bailey (2007) and Scauso (2020), interpretive paradigm is based on the premise that human beings create meaning in their worlds and the meaning is socially constructed as a result of interaction with others. In furtherance to the adoption of an interpretive approach and in order to address the key research questions stated above, the researcher adopted a case study design. The aim was to understand holistically the dynamics of learning among pre-primary school learners in formal and informal education processes in Kumasi.

### **Research Site**

Kumasi is capital city of Ashanti region in Ghana. Kumasi is approximately 500 kilometres north of the Equator and 200 kilometres north of the Gulf of Guinea. The city features a tropical wet and wet climate with relatively constant temperatures throughout the course of the year. Kumasi averages around 1400 millimetres of rain per year. There are 649 public

pre-primary schools in the city (UNESCO, 2019). Furthermore, there are over 85900 pupils attending pre-primary schools in Kumasi (UNESCO, 2019). Teacher to learners' ratio is 1:40. From all indications, the ratio is above UNESCO's accepted standard of 1:25.

### **Sampling technique and sample size**

In this study, a purposive sampling technique was used to select the participants who are likely to be knowledgeable and informative about the forces that impact learning among pre-primary school learners in school and home settings. This sampling method was relevant for the study as the researcher wanted teachers and parents with comprehensive knowledge and experience in teaching and parenting to explain the forces that impact on children's learning. The sample size consisted of six teachers who have taught pre-primary level for five years and six parents whose children are between the ages of zero and six years. In all, the total number of participants for the study is twelve.

### **Instrument**

Semi-structured interviews which consisted of 15 open-ended questions each were developed for teachers and parents. For clarity purpose, teachers' instrument is known as Teachers Information Gathering Interview (TIGI), while the instrument for parents is tagged Parents Information Gathering Interview (PIGI). The use of teachers and parents in the study is to ensure that trustworthiness is attained. Because of the nature of the study, the researcher wrote and obtained permission from the participants for voluntary participation in the research. Similarly, for confidentiality, the original names of the participants were changed and tagged with fictitious ones. In other words, names of the participants were replaced with pseudonyms.

### **Data collection and analysis**

During the interview sessions, the researcher made use of a tape recorder for the recording of the conversations. In addition, he also made use of field notes to take down some important points raised by my participants. After all, Mulhall (2003); Wiepking and De Wit (2020) argue that field notes play a crucial role in connecting researchers and their subjects in the writing of an ethnographic study. Scholars such as Bernard, Wutich and Ryan (2016) held that data analysis begins when a researcher is in the field. This is because in the research field, the researcher has to select important things (data) which are relevant to the study. In line with the above conversation, the researcher began data was analysed from the field through selection of vital information given by the participants. After data collection, it was transcribed. According to Bazeley (2013), the goal in transcribing is to be as true to the conversation as possible, yet pragmatic in dealing with the data. The transcribed data was subjected to open coding. The themes that emerged from the open coding were analysed using thematic analysis. In fact, thematic analysis is appropriate for analysing qualitative data such as the one under investigation (Braun & Clarke, 2020).

### **Findings**

#### **Children's readiness to learn**

Parents interviewed reported that children learn when they are physically and mentally ready. For instance, Ms Odia was of the view that most children learn minutes after they were born. She said that when the child is born, the first thing he or she did or learnt was how to suck the mother's breast (colostrum). She went on to say that on the first day of the child's birth, the mother will put her breast in the child's mouth. She will even force the breast on the child in which initially the child may reject. The child's rejection of the breast is as a result of the child's inability to learn how to suck the breast of the mother. Moreover, it is his/her first experience. But a few hours after the child have been forcefully breastfed by the mother, and recognising breastmilk as the source of his/her food, the child 'willingly' (ready) look for

his/her mother to breastfeed him/her once he/she is hungry. Ms Odia reported that most times children cry in order to attract the mother's attention to breastfeed him/her.

Similarly, Ms Ruth said that children displayed interest/attention to learn when a bright and colourful object is brought before them. Children's level of concentration was found to be related to their attention/interest which in turn promoted learning. Ms Ruth declared:

If an object which is bright and beautiful is presented to the child, this will attract his/her attention. When attention of the child is brought under a particular focus, this is when children readiness to learn occurs. This is because the child's attention and interest is directed towards the bright object (Interview, 2020).

From the narrative, it is obvious that children like bright and beautiful colours. It is worthy to mention that bright and colourful colours always appeal to children. Children's interests are always brought under specific focus through the presentation of bright and colourful images and objects.

On the issue of a child's level of concentration, Ms Ruth said that this plays a crucial role in the children's ability to learn. She observed that children's physical and emotional consciousness have to be brought into focus for a specific period for learning to take place. Ms Aya also mentioned children's readiness to learn in the context of children's physical and emotional stability. She said that before a child learns, he/she should be physically stable. Physical stability is the ability to use his/her hands, legs, eyes, mouth, ears, nose and other vital organs in the body. In other words, therefore, it will be out of place to assert that children with serious health problems or complications find it difficult to learn either at home.

From the perspective of the formal setting, Ms Rawlings remarked that children's readiness to learn is very important in the classroom setting. She went on to say that no child learns without getting his/herself ready for the task which is put before him/her. Ms Rawlings declared:

As children especially at the preschool arrive in the classroom from their home, most of them are not ready for any serious academic exercise. The majority of them move aimlessly around the class. At this stage, the teacher has to prepare the mind of the children for the day's lesson. This is done through so many ways such as reminding the children what was taught the previous day, telling them short story, singing, among others (Interview, 2020).

Ms Ayu said that the issue of children's readiness to learn in the classroom setting is central in the mind of every professional teacher. At the pre-primary school level, the ability of the children to concentrate in the class is very limited. She said teachers always observed that at pre-primary school level, the children's concentration in the class during lesson is between 15 and 20 minutes. With this in mind, a professional teacher should be able to constantly talk to the children to keep their attention in focus. This is because teaching pre-primary school children without ensuring that their level of readiness is ascertained is an exercise in futility.

### **Children's willingness to learn**

From the data analysis, it was discovered that one of the dynamics surrounding the way pre-primary school children learn is the willingness of the children to learn. Ms Oma said *children are complex beings, therefore, they only learn what they want to learn at a particular time. Anything that a child sees as unimportant or which is something he/she is uninterested in, the child will refuse to learn.* Ms Oma went on to say that *"she finds it difficult to convince her children to learn what they do not want to learn."* A good example was cited when she told all her children to wash their hands properly each time they wanted to eat. She observed that while other children willingly washed hands each time they wanted



to eat, her youngest child (Victor) bluntly refused to wash his hands. Effort to convince him to wash his hands when he wanted to eat was fruitless.

Corroborating Ms Oma's view, Ms Irene stated:

Children willingness to learn depends on their mind set. Before a child learns, he/she should have interest on the subject. His/her inner mind should confer the importance and potential gain of the subject to the child (Interview, 2020).

In a similar vein, Ms Margret used an African proverb to explain children's willingness to learn in an informal setting. She said:

Children's willingness to learn is akin to leading a cow to the river, but one cannot force the cow to drink from the river (Interview, 2020).

From the above excerpts, it is obvious that some children have an independent mind which cannot be easily changed once it is made up. It is common to see four children from the same family behaving differently. The exhibition of diverse behaviour by these children is a function of inherent individual differences.

### **Maturity of children**

The issue of children's maturity also emerged from the data analysis. For instance, Ms Margrete recounted that for a child to learn effectively and efficiently, he/she should be matured both physically and mentally. She said that a child's physical development determines his/her level of reasoning. A child of either one or two years old cannot reason and learn like a child of about four or five years old. Ms Margrete declared:

When my child was about one or two years old, the level of his learning was not as concrete as when he is seven years of age. At one or two years old, he was only able to learn simple things such as identification of his father and siblings. However, when he is about seven years of age, he is not only able to identify his father and other siblings, but he learns about his immediate environment (Interview, 2020).

Ms Margrete's view was supported by Ms Achampong who reported that children of two to three years old began by learning simple things like alphabets, names of animals, and names of objects, unlike children who are between the ages of seven and ten, who learn complex things such as construction of sentences, navigating his/her environment, and understanding complex issues. Ms Joyce went on to say that a child's level of reasoning is a function of his/her chronological age. Pre-primary school children are not capable of seriation, that is, they are not capable of arranging different objects according to the size, and they cannot reason that two is great than one. The ability to develop this abstract reasoning occurs when children are of age or matured both physically and mentally.

The above assertion was also supported by Ms Ruth who confirmed that the way a two-year-old child conceptualises issues was quite different from the way a ten or twelve-year-old child does. Children within the age bracket of two and three cannot learn or think on their own. They are usually instructed on what to do by adult members of the family or members of the community. Because of their immaturity, children are always not only guided, but they imitate their parents in all things. Conversely, because of their maturity level, children of ten years of age and above are able to think and learn independently. Although they usually need little or no support from elder member of the family due to their constant questionings, at this stage their level of intelligence is high. Obviously, most of the decisions taken by the children at this level are purely not dependent on their parents or any member of their community.

In the context of a formal setting, Ms Irene stated that children from the ages of ten to fifteen years old are anxious to learn. They are not only willing and ready to explore some complex issues, but they often ask some questions for clarification. The researcher probed further why

children within the age bracket of ten and fifteen years old often ask questions more than children from between two and four years of age. This is what Ms Irene said:

I want to let you know that the reason why children of ten and fifteen years old usually ask questions more than children of two and four years of age is because, they are mature and their Intelligent Quotient (IQ) is high (Interview, 2020).

Similarly, Ms Odia declared:

Children between the ages of two and four learn simple things because they cannot speak the language clearly. They can only speak few words which at times cannot be understood by an adult (Interview, 2020).

From the quotations, it is obvious that the quality of questions being asked by children between ages of ten and fifteen years old is determined by their level of IQ. From all indications, children whose ages are between two and four years old have low IQ and also their level of understanding is low. Therefore, a child who is matured learns more than the one who is not. In addition, maturity of a child is also influenced by the way the child speaks. Young children rarely speak well. The inability of the children to speak audibly was as a result of the incomplete development of their vocabularies due to immaturity. Here, the children have limited vocabulary, as a result they can only learn through rote learning or recitation. In a similar vein, although pre-primary school children do count, this does not imply that they have a number concept. They can only memorise and recite the numbers as they are instructed and guided by their teacher.

### **Parents'/teachers' attitude towards children**

From the data analysis, it was indicated that young children need the support of parents and teachers to learn effectively both at home and in school. Ms Patience specifically reported that most children between the ages of one and four years old are dependent on their parents to learn in regards to parent's attitude. Children look up to their mothers, fathers or any member of the family for instruction and guidance. They usually listen and abide by whatsoever instructions their parents give to them. Furthermore, she said that children need words of encouragement from their parents in order to learn effectively.

When I asked Ms Oma the type of encouragement children need, she replied:

I want to tell you that some children are shy and reserved, they rarely talk in the house with other siblings. Therefore, the positive attitude from the parents or any member of the immediate family will ultimately bring out positive learning habits from them (Interview, 2020).

To get a clearer picture of how children need encouragement from their parents to learn, I interrogated Ms Odia to clarify on this area, she answered:

Most of our children are shy to speak when they are in the mist of other children or strangers. They usually cover their mouth or face when a stranger is in their presence. For these children to have confidence to speak or learn, their parents whom they are very close with have to be around them (Interview, 2020).

Confirming the views of Ms Patience and Ms Odia, Ms Ayu added that parents play a crucial role in their children's ability to learn. This is done through the exhibition of an appropriate attitude towards their children. According to Ms Ayu, appropriate attitude includes loving, playing, and exhibiting kindness towards children. She went further to observe that parents should be friendly with their children at all times. Aside from that, she said that parents should give serious attention and also listen attentively to their children in order to address

any challenge their children may face. She concluded that when the children's challenges are listened to and addressed by the parents, it acted as a morale booster for the children to learn. In another vein, another participant, Ms Irene, stated that some parents exhibit abusive behaviour towards their children. For instance, abusive words such as 'idiot', 'useless child', and 'stupid', among others, are often used by parents to their children. This singular act adversely affects their children's cognition which invariably affects the children's ability and willingness to learn. Ms Irene said:

Some parents are so pre-occupied with office duties to the extent that they neglect their family's responsibilities. Due to the parents' exhaustion after the office hours, they often ignore their children. In fact, they always shout on their children if they attempt to come close to them. This attitude or behaviour by the parents compels their children to distance themselves from them hence impact negatively the way children learn (Interview, 2020).

From the above analysis, it can be deduced that children learn effectively when they are in a comfort zone with their parents or loved ones. Furthermore, it was established that some parents or loved ones are not only very harsh with their children, but they are abusive. Children appear to be timid and confused when they are around or with the abusive parents hence they forget what they intend to learn. Some children who live with abusive parents usually prefer a caregiver they trust and can confide in. However, it may be asserted that children are not born with the physical ability to seek proximity to their parents by means of their own movement. Rather, they have a number of attachment behaviours that have the predictable outcome of increasing the proximity of the children to their caregiver. Here, attachment is the emotional bond that exists between two individuals as a result of intimacy. From the interpretive perspective, it can be argued that children whose parents are friendlier, more supportive, more understanding, more affectionate, more generous, and more playful, are more likely to be attached to their parents than those whose parents are not. In addition, the children's attachment towards the parents would result in their positive learning culture. From the formal setting perspective, Ms Achampong held that teachers' attitude towards children in the classroom is very significant. It is either that learning is promoted when a positive attitude is shown to the children, or impedes learning when negative attitude is exerted towards children. Additionally, Ms Joyce observed that teachers' caring behaviour is very important if they want to create a conducive climate for pre-primary school children to learn. She opined that the children's relationship with their teachers is an important predictor of their commitment to their academic work. According to Ms Rawlings, the relationship exists because children internalise the values and standards of their teachers when the relationship is characterised by mutual respect and admiration.

In addition to Ms Rawlings's view, Ms Aya reported:

I want to say that as teachers, we should develop a positive attitude with our children because it is a powerful tool that would impact on their lives. When this occurs, the children will have confidence that their teacher care for them. Therefore, they will enjoy being near to their teacher (Interview, 2020).

Supporting Ms Aya's position, Ms Irene affirmed:

Madam, children know those who love and care for them. When a teacher express affection and care for her class children, they will give attention to whatever their teacher says in the class. My belief is that success occurs when the teacher cares for his/her class children (Interview, 2020)

Notwithstanding the Ms Irene opinion, Ms Margrete said that apart from getting close to those teachers who love them, the children also become friendly with teachers who speak



very well of them and equally encourage them both in the class and in the field of play. She observed that over time, the children whose teachers exhibited positive attitude/behaviour towards them learnt faster during lessons and performed excellently well in examinations.

### Discussion

Findings has shown that one of the dynamics that surround the way pre-primary school learners learn at the formal and informal education settings was children's readiness to learn. From all indications, this encompassed physical and emotional balancing. From the physical perspective, children living with disability their readiness to learn is not always rote because of their inability to perform the task given by the teacher. Majority of the teachers at the pre-primary school level are not trained to handle children living with disability, therefore, the ability to prepare these children for learning is doubtful. In the area of emotional stability, the findings discovered that the children's state of mind should be free from all crises. A child from an unstable home (whose parents are constantly fighting) or broken home usually has emotional issues and cannot cope academically. It is worthy to say that families that are disengaged often manifested in unsupportive and emotionally withdrawn children. In other words, unstable home impacts negatively on the emotions of the child, hence his/her readiness to learn in the class is impossible.

Again, it was discovered that children's level of maturity played a critical role on how they learn. The children's physical, physiological and mental development leads to maturity and these in turn metamorphosise into the children's ability to learn effectively. It was also asserted that the maturity level of the children significantly impacts the way they speak and think. Children between the ages of two and four years old usually use chant and recite methods to learn. The chanting and reciting methods are used because they are not mature enough to learn through other methods such as description, explanation, discussion, among others. Moreover, their level of vocabulary is limited. However, when the children are more developed physically, physiologically, and mentally, the issue of learning through chanting and reciting is reduced and their usage of language for all forms of communication increases and improves. At this point, the children are able to learn complex or abstract issues. This finding is in agreement with Abe's (1991) position who argued that in order to be able to learn, children must be mature enough to be able to make the necessary visual and auditory perceptual discriminations, as well as to listen attentively and produce the sounds as required. From the conversation above, it was established that teachers who were friendly and have an accommodating attitude/behaviour towards their children in the classroom usually influenced the children to learn. Getting close to the teacher due to his/her positive attitude or friendly disposition initiated trust in the children hence were able to confide in the teachers to find solutions for any challenge they may have faced in the class. The teacher's power in the class is based on the children's admiration and respect for thin/her. It may be out of place to conclude that children need to feel that their teachers love and care for them, want the best for them, and will go out of their way to invest in their success before children will give their full effort and attention in class. From all indications, this finding is strongly supported by Epstein and Willhite (2017) who argued that there is a tremendous opportunity for children's social and emotional growth during the pre-school years if a teacher exhibits some degree of friendship with the children. Similarly, Sandilos, Rimm-Kaufman and Cohen (2017) stated that improving learners' relationships with teachers has important, positive, and long-lasting implications for both learners' academic and social development. Additionally, Titsworth, Mazer, Goodboy, Bolkan and Myers (2015) reported that those learners who have close, positive, and supportive relationships with their teachers attain higher levels of achievement than those students with more conflict in their relationships.

## Conclusion

Learning among pre-primary school learners between the ages of three and five was seen as very complicated. This is because the learners' development especially in the context of learning skill is influenced by multidimensional forces. However, it was revealed that children's ability to learn either at home or school bordered on both internal and external dynamics. In the area of internal factors, the willingness and readiness of the children to learn comes from the inside, that is, the mind. However, in the context of external factors, it was discovered that the children's level of maturity and the parents'/teachers' attitude significantly encouraged learning among children.

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