

INTERACTIVE TECHNOLOGY AND ACQUISITION OF SOCIAL SKILLS IN PRESCHOOL CHILDREN IN PORT HARCOURT LOCAL GOVERNMENT AREA

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ABSTRACT: This study investigated the relationship between interactive technology and social skills acquisition in preschoolers in Port Harcourt Local Government Area. To investigate this problem, 2 objectives, research questions and null hypotheses were respectively generated. The study was anchored on two theories which are Lev Vygotsky's Social Development Theory (1978) Ecological System Theory by Bronfenbrenner (1979). The study adopted correlation design. The study population consisted of 2,213 respondents (2,099 preschoolers and 114 caregivers) in government approved private schools in Port Harcourt Local LGA. A sample size of 221 respondents, which is 10% of the respondents was selected using simple random sampling technique. A validated instrument with reliability index of 0.78 was used to generate data for the study. The data was analysed using Pearson Product Moment Correlation (PPMC). The findings of the study revealed that there was a significant positive relationship between interactive technology and acquisition of social skills. Based on the findings and conclusions of the study the following recommendations were made: the use of tablet should be encouraged to enhance caregivers' effectiveness and ensure preschoolers ensure preschoolers acquisition of social skills and use of smartphone should be encouraged in the classroom.

Keywords: Social Skills, Interactive Technology, Preschoolers, Port Harcourt Local Government Area.

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INTRODUCTION

Social skill acquisition in preschool children is crucial for their development and overall well-being. During this stage, children learn to interact with peers, share, take turns, and express their feelings. Social skills are critical for preschoolers, as they lay the foundation for future interpersonal relationships and academic success. Preschoolers often learn social skills by watching others, particularly adults and peers, mimicking behaviors they see in social settings. Engaging in play, especially cooperative play, helps children practice negotiation, conflict resolution, and empathy. Group activities foster communication and teamwork. Fostering these skills early on sets the foundation for healthy relationships and social competence as they grow.

Social skills in preschool-aged children are the learned behaviours and abilities that enable them to interact appropriately and effectively with others, initiate and sustain peer and adult relationships, cooperate in group settings, assert their needs in socially acceptable ways,

and regulate their own behaviour and emotions in socially-relevant situations (Maleki et al, 2019). Social skill acquisition in preschoolers includes exhibiting communication skills. Communication is one of the core aspects of human interaction, serving as the foundation for effective socialization and learning. In early childhood, particularly during the preschool years, the ability to communicate is essential for emotional expression, relationship-building, and cognitive development. For preschool children, effective communication goes beyond linguistic competence, encompassing non-verbal cues, social understanding, and emotional intelligence. Preschool children often navigate interactions across multiple languages, dialects, and social practices, which can influence their communication styles and abilities.

In the context of early childhood development, communication encompasses both verbal and non-verbal exchanges that enable children to engage with the world around them. Okon (2015) opined that communication skills are foundational for the development of other cognitive skills such as problem-solving, critical thinking, and creativity. Communication is the ability to express thoughts and feelings verbally and non-verbally, including listening and understanding others. Preschool children are at a stage where they learn to express themselves through language and gesture, form relationships with peers and adults, and interpret the world around them. For instance, gestures, facial expressions, and body language are key components of non-verbal communication that young children use to interact with others, particularly before they master the intricacies of spoken language. Verbal Communication is the ability of children to use language to express needs, engage in conversations, and resolve conflicts.

Recent empirical studies emphasize the role of joint media engagement in enhancing preschoolers' communication skills. Joint media engagement occurs when children interact with digital content alongside peers, caregivers, or teachers, allowing for dialogue, questioning, and emotional feedback (Neumann & Neumann, 2024). UNICEF (2023) reported that such shared digital experiences support language development, conversational turn-taking, and socio-emotional understanding in early childhood. When interactive technologies such as tablets and smartphones are used collaboratively, they provide opportunities for preschoolers to practice verbal expression, interpret non-verbal cues, and negotiate meaning within social contexts.

Preschoolers' emotional and social development is greatly impacted by the development of cooperation, a basic social ability. Because it aids in the development of interpersonal connections, group work skills, and the ability to successfully traverse societal norms, encouraging cooperation among young children is essential for their overall development.

Preschoolers usually acquire the social skill of cooperating over time, thanks to a mix of natural developmental processes, social learning via observation, and supervised practice. The abilities are honed most effectively in a setting that promotes constructive social interactions, gives chances to practice, and shows direction when disagreements emerge.

Cooperative behaviors in young children are shaped by their early childhood education setting, cultural influences, and their families, according to research. By focusing on children's cooperative behavior during started activities, Mamat et al. (2021) demonstrated how children's social interactions shape their cooperation skills, which are crucial for their socialization and community learning. Whether it's via play, housework, or educational assignments, children are often encouraged to participate in group activities from a young age in many civilizations. These activities help youngsters develop cooperative abilities. Adults and peers often encourage these habits by setting a good example and rewarding those who participate.

Babies and toddlers pick up important social cues from the actions of people in their immediate environment, including parents, guardians, and instructors. Kids mimic the actions of

adults they observe, so it's important for them to share, take turns, and work together to resolve problems. The use of phrases like “Let us work together to clean up” or “It is your turn, then it is my turn,” caregivers and instructors often demonstrate cooperative behaviors.

The significance of working together may be further cemented when youngsters are praised for their cooperative conduct. An example of positive reinforcement might be complimenting a youngster when they share a toy or when they gently resolve a disagreement. Words like “I saw how nicely you shared the blocks, well done!” or “You did a great job waiting your turn!” let kids feel good about themselves when they act cooperatively and inspire them to do it again.

Cooperative digital play has been identified as an important pathway through which interactive technology supports preschoolers’ social competence. Zosh et al. (2022) noted that digital environments designed for shared goals such as collaborative games, storytelling applications, and problem-solving tasks that encourage cooperation, patience, and perspective-taking. In the Nigerian context, Ogunyemi and Adebola (2025) found that preschool children who engaged in guided, collaborative digital activities demonstrated higher levels of cooperative behavior and peer interaction than those exposed to solitary screen use. These findings reinforce the view that interactive technology can enhance cooperation when embedded within socially meaningful learning experiences.

Although the majority of children acquire the most fundamental social skills by the time they are five years old, a large number of children still face challenges that can delay their development of healthy connections and make them less prepared for school. Some of these challenges include: Preschoolers' inability to adequately communicate their emotions, which may lead to aggressive outbursts, withdrawal, or tantrums. Additionally, some toddlers have trouble sharing and waiting their time. Preschoolers’ lack of empathy or exposure to negative role models from adults may explain why some of them persistently avoid cooperative play, even though this behavior is normal for youngsters of this developmental stage. Isolation or miscommunication could result when kids have trouble expressing themselves or comprehending their classmates because of their speech impediments. A lack of opportunity to engage with peers, spending too much time in front of screens, or inconsistent modeling from adults are all examples of environmental factors that might hinder the development of social skills.

Additionally, parents’ parenting techniques might impede their children's ability to regulate their emotions or be autonomous, which in turn hinders their social skill learning. Developmental delays, including language impairments or neurodevelopmental disorders (such as autism spectrum disorder or attention deficit hyperactivity disorder), are another component that impacts children's ability to acquire social skills. Exposure to peer relationships may be influenced by cultural and socioeconomic variables, including variations in socialization norms and availability to early schooling. Preschoolers can benefit from having adults model and coach them how to behave in social situations, engaging in play-based learning where empathy and cooperation are inherent, practicing positive interactions through role-playing and social stories, and working together with parents and caregivers to provide consistent reinforcement.

Communication, collaboration, and empathy are just a few of the many components that make up toddlers' social skills. According to studies, these abilities may be improved with the use of interactive technology. There are encouraging possibilities for the use of interactive technology to help preschoolers develop their social skills. These technologies may be very valuable in early childhood education because they provide platforms for communication, collaboration, and emotional involvement. It is critical to incorporate technology into preschool

settings with care, keeping children's social development as the top priority, since technology is always changing.

Interactive technology has recently emerged as a powerful resource for preschool teachers, impacting kids' growth in many ways, including their capacity to form positive relationships with others. The way kids interact with the world around them has changed drastically due to the rise of interactive devices like smartphones, tablets, and educational apps. These technologies are becoming more prevalent in the homes and classrooms of preschool-aged children, who are at a pivotal point in their social and cognitive development.

Systems that enable users to interact with, control, and shape the behavior of devices or apps by a variety of input methods which include touch, voice, gesture, or even thought are known as interactive technology. Interactive technologies allow users to actively engage with the system's functioning, resulting in a dynamic and engaging experience, as opposed to conventional, passive technologies. Entertainment, education, healthcare, and business are just a few of the many sectors being impacted by this movement away from passive consumption and toward active involvement.

While concerns persist regarding excessive screen exposure among young children, recent evidence adopts a more nuanced stance by distinguishing between passive screen time and interactive, socially mediated digital use. UNICEF (2023) emphasizes that developmentally appropriate, supervised technology use can complement traditional play-based learning rather than undermine it. Similarly, Hirsh-Pasek et al. (2022) argue that when adults scaffold children's digital experiences, interactive technology can support social engagement, emotional regulation, and collaborative learning. This perspective challenges earlier deficit-based views of screen use and highlights the importance of intentional integration of technology in early childhood settings. When it comes to teaching, interactive technology has been a game-changer. The use of gamified learning applications, interactive whiteboards, and virtual classrooms allows for more individualized and interesting learning. There are valid concerns about the impact of digital interactive media on children's ability to learn social skills, such as how to communicate and work together, which are fundamental to healthy relationships and personal growth. Careful, supervised, and balanced use of these technologies in conjunction with in-person encounters is essential (Hikmah et al., 2024).

Tablets and other modern technologies have changed the way young children interact with their surroundings and classmates, which has an impact on their social development, which includes both spoken and nonverbal communication. Tablets have the potential to revolutionize communication, opening up new avenues for social learning. For example, children's social skills may benefit from group tablet usage since it encourages activities like shared attention, idea sharing, and turn-taking, all of which can improve their communication abilities.

Children may participate in activities that demand them to speak out loud using educational applications that are accessible on tablets. Apps that have kids repeat phrases, act out stories, or follow basic directions are great ways to get them talking and involved. Preschoolers benefit from this kind of activity because it allows them to see new words in context and expands their vocabulary (Neumann, 2016).

Tablet applications abound with language-learning tools including graphics, animations, and sound effects. Children learn words more efficiently when they get both visual and aural cues. According to research (Zhang & Li, 2017), children's cognitive processing and language acquisition may be improved with the use of multimedia technologies.

When used properly, tablets have the potential to help children develop important social skills, such as collaboration. Tablets may help preschoolers learn to work together in the ways described below. Children may learn via the use of interactive educational applications on tablets, which promote teamwork and communication. Two or more kids may frequently be seen working together in these applications to finish challenges or solve difficulties. When playing a game that requires them to match shapes or colors, solve puzzles, or construct virtual constructions, kids may need to work together, exchange ideas, and take turns. Children may practice cooperative skills like sharing, waiting their time, and patience by interacting with digital tools on a tablet.

Tablets are great for classrooms with many students working on the device at once. As an example, there are applications that support multi-touch interactions, which mean that many kids may use the same screen to make choices and progress towards a shared objective. These situations encourage youngsters to work together by giving them practice negotiating, listening, and compromising. Collaborating with others to achieve a common goal teaches kids to be cooperative, articulate, and considerate of others' perspectives.

Smartphones are an essential part of everyone's lives in this digital era, and they may be quite helpful for kids' early development, particularly when it comes to learning how to communicate. Smartphones, when used with care and intention, may help preschoolers develop their language skills, social awareness, and self-expression. A child's language acquisition, listening comprehension, and verbal and nonverbal communication skills may all benefit from the use of social media, instructional videos, and interactive applications.

A plethora of language-focused instructional films and songs are readily available on children's smartphones. These materials help kids learn new words, phrases, and grammar via the use of nursery rhymes and little animated films. Involving children's memory and assisting them in understanding the flow and rhythm of speech, songs and rhythmic language play a significant part in the development of early communication abilities. Repetitive songs, like those that teach the numbers, the alphabet, or the days of the week, are a fun and memorable approach to reinforce learning.

Smartphones make it simple for kids to have video chats with their loved ones. The ability to communicate verbally and nonverbally is both enhanced and supported by this. Young people may practice their communication skills that include how to start a discussion, ask questions, and answer others through face-to-face interactions like video calls. Taking turns in a discussion is a crucial social skill, and video calls help with that. Children also benefit from the visual element since it teaches them important non-verbal clues like facial expressions, body language, and how to communicate effectively.

Kids these days have access to a plethora of educational applications made with their needs in mind, and such apps may do wonders for their language and communication development. To educate concepts like narrative structure, vocabulary, and grammar, these applications generally employ entertaining and interactive techniques. Voice recognition, phonics, and interactive dialogues all work together to help kids learn to listen and talk in a more organized manner. To better understand and express themselves, kids may use applications that read aloud tales while highlighting words. This helps them make connections between written and spoken language.

Cooperative play is a cornerstone of early childhood development because it teaches kids to share, collaborate, and empathize with others. Despite the common perception that cellphones are bad for kids, they really have the potential to be great tools for helping preschoolers work

together. Smartphones, when paired with appropriate apps and accompanied by thoughtful instruction, may provide a dynamic and engaging environment conducive to the development of social skills like collaboration.

Numerous interactive educational applications that encourage collaboration and collaborative learning are available on smartphones. The cooperative problem-solving, task-completing, and goal-attaining elements are prevalent in many of these applications for kids. For instance, while playing puzzle-solving games with other kids, it's a great way to get them talking to each other and working together to find solutions.

Children may practice working together by playing role-playing games or apps that mimic real-life situations (such as managing a company, organizing a vacation, or constructing an object) and giving and receiving help from one another. In order to work together, one must master the art of taking turns. Taking turns to complete tasks or obtain goals is a common mechanic in many smartphone games, especially those made for toddlers. To illustrate:

- Playing games with shared control: Apps that allow two players to move pieces on a board or control features of a game at the same time may teach kids to be patient, self-controlled, and respectful of others' space.
- Applications that facilitate shared experiences: Some applications provide opportunities for children to work together on tales or artwork, with each kid offering suggestions or taking turns deciding on the story's direction or the pictures' placement.

The study of how preschoolers in Nigeria might benefit from interactive technology to hone their social skills is in its infancy. A number of studies, however, have shown that interactive devices, when used correctly, may help young children develop better communication, emotional management, and teamwork abilities.

Children at Nigerian preschools who used digital learning tools showed greater improvement in language skills and self-confidence when it came to beginning social contacts, according to research by Akinmoladun (2018). Children that played age-appropriate educational games improved their group-activity turn-taking, sharing, and collaboration abilities (Ilesanmi, 2020). Additionally, some youngsters may find it challenging to engage in social relationships without the support that interactive technology may provide. For instance, according to Obanyemi (2022), children may practice social situations and communication tactics in a secure, controlled setting using digital storytelling applications or role-playing games. Kids who are timid or have trouble speaking out in more conventional social situations may benefit greatly from this.

Research on interactive technology is mixed, with some studies praising its benefits and others warning of its drawbacks. The impact of screen time on the social development of preschoolers in Nigerian cities was examined in a research by Akintoye (2021). Researchers discovered that kids who spent more than two hours each day glued to their phones or tablets had symptoms of social disengagement and diminished interest in interacting with their peers. Akintoye came to the conclusion that spending too much time in front of screens can hinder the development of abilities related to nonverbal communication, including the ability to interpret facial expressions and body language.

Similarly, Adebayo and Ibraheem (2019) voiced worries about the excessive use of technology in Nigerian classrooms, pointing out that although digital tools might improve learning, they could also take away from the important social interactions that kids need to build

empathy and social skills. Technology, according to these writers, shouldn't be seen as an alternative to but rather an adjunct to more conventional forms of play-based learning.

THEORETICAL FRAMEWORK

This study is based on Vygotsky's Social growth Theory, which he put out in 1978. It states that interacting with others is crucial to a child's cognitive growth. Vygotsky said that whether it is parents, instructors, or classmates, children learn best when they are directed to engage with others who are more educated than themselves. With the right use, interactive technology may facilitate social learning and provide such direction. But when used too often or alone, they can cut down on opportunities for real-life conversation, which might stunt kids' social development. Furthermore, Bronfenbrenner's (1979) Ecological Systems Theory provides a useful perspective by positing that many interrelated systems, including the home, the school, and society at large, impact a child's development. Here in Nigeria, these systems include cultural norms around the using of technology by young children and the ubiquitous role of technology in both the home and the school.

Preschoolers' social skills may be greatly impacted by interactive technology, according to research. In comparison to youngsters who participated in more conventional forms of play, those whose tablets were equipped with collaborative educational applications showed considerable improvements in their ability to communicate with one another (Kirkorian et al., 2016).

The influence of technology and its magnitude are still hotly debated in the literature, notwithstanding the research. When it comes to preschool-aged children's social skill acquisition, very little research has systematically investigated the effects of various types of digital interaction, whether educational, recreational, or based on social media. Instead, most studies have focused on the cognitive benefits of these technologies or the social risks of their excessive use.

In order for children to thrive in life, they need to acquire strong social skills. These include the capacity to speak clearly, work well with others, and control their emotions. Parents and teachers of young children are understandably worried about the effects of screen time on their children's social development, especially in light of the prevalence of interactive devices in children's daily lives. Given this background, the purpose of this article is to conduct a critical analysis of the correlation between preschoolers' use of interactive technology and their development of social skills in the Port Harcourt Local Government Area of Rivers State.

Aim and Objectives of the Study

This paper aims to explore the relationship between interactive technology use and social skills acquisition among preschool children. In specific terms, the study examined:

- How tablet relate to the acquisition of social skills in terms of communication and cooperation in Port Harcourt Local Government Area of Rivers State.
- How smartphone relate to the acquisition of social skills in terms of communication and cooperation in Port Harcourt Local Government Area of Rivers State.

Research Questions

The study was guided by the following research questions:

- What is the relationship between tablet and the acquisition of social skills in terms of communication and cooperation among preschoolers in Port Harcourt Local Government Area of Rivers State?
- What is the relationship between smartphone and the acquisition of social skills in terms of communication and cooperation among preschoolers in Port Harcourt Local Government Area of Rivers State?

Hypotheses

- There is no significant relationship between tablet and the acquisition of social skills in terms of communication and cooperation among preschoolers in Port Harcourt Local Government Area of Rivers State.
- There is no significant relationship between smartphone and the acquisition of social skills in terms of communication and cooperation among preschoolers in Port Harcourt Local Government Area of Rivers State.

METHODOLOGY

This investigation made use of a correlational research strategy. The 2,213 participants in this research were drawn from the following: 2,099 preschoolers and 114 caregivers working in private early childhood centers that were licensed by the government in the Port Harcourt Local Government Area. Ballot-with-replacement simple random selection methods were used to choose 221 participants, representing 10% of the total research population. After visiting each facility, the researcher used the ballot-with-replacement simple random sample method to collect names of caregivers. The names were written down on sheets of paper, folded, and placed in a basket. Each folded paper was carefully selected by the researcher, who then noted the name on the selected paper. However, if the same paper was chosen twice, the researcher simply placed it back in the basket and proceeded with the balloting process until a new name was drawn. It all came down to 114 caretakers. Similar to how the caregivers were surveyed, the preschools were similarly sampled using a ballot with replacement approach. We will be sampling 2,099 preschoolers in total.

A questionnaire that was created by the researcher was used to gather data. Two specialists from the Early Childhood/Primary Education Department validated the instrument, and its reliability coefficient was .76. We used Pearson's product-moment correlation to examine the data.

RESULTS

Research Question One: What is the relationship between use of tablet and the acquisition of social skills in terms of communication and cooperation among preschoolers in Port Harcourt Local Government Area of Rivers State?

Table 1: Summary of Relationship Test between use of tablet and the acquisition of social skills in terms of communication and cooperation

		Use of tablet	Acquisition of social skills
Use of tablet	Pearson Correlation	1	.058**
	Sig. (2-tailed)		.001
	N	221	221
Acquisition of social skills	Pearson Correlation	.058**	1
	Sig. (2-tailed)	.001	
	N	221	221

Preschoolers in Port Harcourt Local Government Area of Rivers State demonstrated a positive relationship between tablet use and the acquisition of social skills in communication and cooperation, as indicated by an N-value of 114, a correlation coefficient value of.058, and a p-value of.001<.05, as shown in Table 1.

Research Question Two: What is the relationship between use of smartphone and the acquisition of social skills in terms of communication and cooperation among preschoolers in Port Harcourt Local Government Area of Rivers State?

Table 2: Summary of Relationship Test between smartphone and the acquisition of social skills in terms of communication and cooperation among preschoolers

		Use of Smartphone	Acquisition of social skills
Use of smartphone	Pearson Correlation	1	.226**
	Sig. (2-tailed)		.000
	N	221	221
Acquisition of social skills	Pearson Correlation	.226**	1
	Sig. (2-tailed)	.000	
	N	221	221

**. Correlation is significant at the 0.01 level (2-tailed).

In Table 2, we can see that preschoolers in the Port Harcourt Local Government Area of Rivers State have a positive relationship between using smartphones and developing social skills like communication and cooperation (N-value: 114, correlation coefficient:.226, p-value:.000<.05).

Null Hypothesis One: There is no significant relationship between use of tablet and the acquisition of social skills in terms of communication and cooperation among preschoolers in Port Harcourt Local Government Area of Rivers State.

Table 3: Summary of Relationship Test between use of tablet and the acquisition of social skills in terms of communication and cooperation among preschoolers

		Use of tablet	Acquisition of social skills
Use of tablet	Pearson Correlation	1	.058**
	Sig. (2-tailed)		.001
	N	221	221
Acquisition of social skills	Pearson Correlation	.058**	1
	Sig. (2-tailed)	.001	
	N	221	221

**. Correlation is significant at the 0.01 level (2-tailed).

Preschoolers in the Port Harcourt Local Government Area of Rivers State demonstrated an increase in social competence in areas like as communication and collaboration when correlated with tablet usage (Table 3). The r-value (.058) and p-value (<.000) indicate a substantial relationship between tablet usage and the development of social skills, namely in the areas of communication and collaboration. Hence, we may say that the null hypothesis is not true. Preschoolers in the Port Harcourt Local Government Area of Rivers State demonstrate a strong correlation between tablet usage and the development of social skills, namely in the areas of communication and collaboration.

Null Hypothesis Two: There is no significant relationship between use of smartphones and the acquisition of social skills in terms of communication and cooperation among preschoolers in Port Harcourt Local Government Area of Rivers State.

Table 4: Summary of Relationship Test between use of smartphones and the acquisition of social skills in terms of communication and cooperation among preschoolers

		Use of smartphones	Acquisition of social skills
Use of smartphones	Pearson Correlation	1	.226**
	Sig. (2-tailed)		.000
	N	221	221
Acquisition of social skills	Pearson Correlation	.226**	1
	Sig. (2-tailed)	.000	
	N	221	221

**. Correlation is significant at the 0.01 level (2-tailed).

Preschoolers in the Port Harcourt Local Government Area of Rivers State had strong signs of social skill development in the areas of communication and collaboration, as shown by the correlation coefficient (Table 4). There was a substantial link ($r=.226$, $p<.000$) between the usage of cellphones and the development of social skills, namely in terms of communication and collaboration. Hence, we may say that the null hypothesis is not true. Preschoolers in the Port Harcourt Local Government Area of Rivers State have a strong correlation between smartphone usage and the development of social skills, namely in the areas of communication and collaboration.

DISCUSSION OF FINDINGS

Relationship between use of tablet and the acquisition of social skills in terms of communication and cooperation among preschooler

Table 3 revealed that preschoolers in the Port Harcourt Local Government Area of Rivers State who use tablets have a greater chance of developing social skills like communicating and working together. The results back up the claims made by Neumann (2016), who thinks that kids may use tablets to access instructional programs that make them talk more. Apps that have kids repeat phrases, act out stories, or follow basic directions are great ways to get them talking and involved. Children in preschool benefit greatly from this kind of hands-on learning because it allows them to develop their vocabulary and understand new terms in context. Additionally, the study's results corroborate those of Kirkorian et al. (2016) who discovered that in comparison to youngsters participating in more conventional forms of play, those using tablets equipped with collaborative educational applications had markedly enhanced communication abilities.

Relationship between use of smartphone and the acquisition of social skills in terms of communication and cooperation among preschoolers

Preschoolers in the Port Harcourt Local Government Area of Rivers State are shown to have a strong correlation between smartphone usage and the development of social skills, namely in the areas of communication and collaboration (table 4). Children whose language skills were enhanced and whose confidence in initiating social interactions was boosted when they used interactive educational apps, according to a study by Akinmoladun (2018) that examined the effects of digital learning tools in Nigerian preschools. In a similar vein, Ilesanmi (2020) discovered that children whose age-appropriate educational games they engaged with improved their turn-taking, sharing and collaboration abilities during group activities; the study's results are consistent with these findings.

CONCLUSION

Interactive devices, like smartphones and tablets, may help kids develop their social skills. Children use these interactive tools to engage in healthy verbal contact, take turns, and share experiences, all of which contribute to the development of their communication and collaboration abilities. These interactive gadgets may help preschoolers with more than just their cognitive development; they can also help them with their social skills.

Recommendations

Based on the findings of the study the following recommendations were made:

- The use of tablets in the classroom should be encouraged as this will enhance the caregivers effective and ensure preschoolers' involvement in the learning process.
- The caregivers should familiarize themselves with the right and appropriate use of smart phones in the classroom to ensure effective use of the technologies.

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