EVALUATION OF SCHOOL READINESS OF PRE-SCHOOL CHILDREN IN KOGI STATE, NIGERIA

BY

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CERTIFICATION

I certify that this study was carried out by Alfred AdedoyinADENIYI(Matriculation Number: 154741) under my supervision at the International Centre for Educational Evaluation (ICEE), Institute of Education, University of Ibadan, Ibadan, Nigeria.

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DEDICATION

This study is dedicated to the Glory of God Almighty for His infinite love, mercies, grace, provision, protection and guidance all through this programme, and my parents, Canon Rev. Adeniyi Stephen Samuel and Mrs. Margaret Adeniyi for their educational support right from childhood.

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ABSTRACT

Pre-primary education programmes aim at increasing children's school readiness and positive long-term improvement in cognitive (literacy and numeracy), psychomotor and socio-emotional skills as well as school performance in general. However, there are evidence that most pre-school children in Kogi State find it difficult to excel in primary school admission assessment tests. Previous studies have focused largely on primary school pupils and secondary school students with little emphasis on pre-school children. This study therefore was designed to evaluate the extent to which pre-school children are ready for the primary school education in Kogi State, Nigeria. The influence of parent's school readiness (provisions of conducive home environment and emotional care) and school readiness (provisions of qualified teachers, class size, whole class activity) factors were also examined.

Antecedents Transaction and Outcome (ATO) Model served as the framework, while *ex-post* facto design was adopted. Two senatorial districts (Kogi West and Central) were randomly selected, while five Local Government Areas (LGAs) were randomly selected from each district. Proportionate to size sample technique was used to select 36 schools (10 private and 26 public) across the 10 LGAs, while an intact class was adopted from each school which gave a total of 400 pre-school children. Their teachers (36) and parents (400) were selected. Five instruments used were: Teacher-Child Indicator (r=0.76), School Environment Readiness Indicator (r=0.83), Parental School Readiness Support (r=0.75) and Teacher Interaction (r=0.68) Checklists; and Cognitive Development Skills (numeracy- r=0.73, literacy- r= 0.73) tests. Data were analysed using percentages, t-test and Multiple regression at 0.05 level of significance.

The mean age of the pre-school children was 4.9±1.3 had possessed psychomotor (59.0%), socio-emotional (55.0%) and literacy (51.0%) skills needed for primary education. Thirty-eight percent of parents helped their children in school-related matters, while 36.0% provided school-related materials. Eighty-nine percent of schools provided 97.0% of the schools did not provide indoor learning materials (toys, DVD, letters and number cards) and aesthetic environment, while 97.0% did not provide the needed outdoor materials (swings, slides, playground). The independent variables had significant joint prediction in school readiness skills (literacy ($f_{(15, 384)}$ =2.89), numerical ($f_{(15, 384)}$ =2.41), psychomotor ($f_{(15, 384)}$ =2.83) and socio-emotional ($f_{(15, 384)}$ =4.46). Qualified teachers (β=0.667; β=0.616; β=0.380), class size (β=0.405; β=0.408; β=0.-.387; β=0.069), and whole class activity (β=0.015; β=0.043) had significant contributions to literacy skill, numeracy skills, psychomotor and socio-emotional skills, respectively. There was no significant difference between public and private schools in terms of their level of readiness in cognitive, psychomotor and socio-emotional skills.

School readiness has not effectively achieved its objectives in Kogi State. Pre-schools stakeholders should make provision for in-door and out-door learning materials. Also, flowers should be planted for school beautification. Parents should make adequate provision for school related materials for their children. Pre-schools proprietors and proprietresses should adhere to the minimum standard for the establishment of pre-school child. Pre-schools in the state should be properly monitored by the Ministry of education to ensure standards are maintained.

Keywords: School readiness, Parental support, School environment readiness, Socio-emotional, Cognitive and Psychomotor skills.

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LIST OF ABBREVIATIONS

FRN: Federal Republic of Nigeria

U**NICEF**: United Nations International Children's Emergency Fund

EFA: Education for All

ECCE: Early Childhood Care and Education

NERDC: Nigerian Educational Research and Development Council

UNESCO: United Nations Educational, Scientific and Cultural Organisation

ECE: Early Childhood Education

SES: Socioeconomic Status

NEGP: The National Economic Goal Panel

ECD: Early Childhood Development

QIAS: Quality Improvement and Accreditation System

F**DCQA**: The Family Care Quality Assurance

EPPE: The Effective Provision of Pre-primary Education

PTA: Parents Teachers Association

SBMC: School Based Management Committee

FAS: Fetal Alcoholic Syndrome

UBE: Universal Basic Education

ATO: Antecedent Transaction Outcome

CFS: Child Friendly School

CHAPTER ONE

INTRODUCTION

1.1 Background to the Problem

No matter what anyone desires to accomplish in life, there is a need for adequate preparation in order to cope with the challenges that individual will face in future. To acquire qualitative and productive education, there is a need for proper preparation. The provision of pre-school education as stated in the National Policy on Education (FRN, 2014) prepares a child for a lifelong education. Pre-school education is given to children aged 5+ prior to their entering pre-school.

Pre-school education has become a popular strategy to prevent children from dropping out of formal education all over the world (Olson, (2005); Nonoyama, (2007) UNICEF, 2012. It is the foundation of a child's academic success (Fashina, 2011). It was mentioned for the first time in 1977 with the introduction of National Policy on Education by the then Federal Government. It was then that the importance and the need for pre-school Education were given official recognition in Nigeria (Tombowua, 2013). Pre-school education was also recognized in 2000 at the World Education Forum with elaboration on goal 1 of the Dakar Framework for Action. In this forum the importance of pre-school and its influence on other goals was emphasized (UNESCO, 2000). Worldwide, this level of education is seen as a very crucial stage in every child's life. The Federal Government has done a lot to sustain pre-primary education but more still need to be done.

Pre-school education is very important for the development of young children before they enter formal school (UNICEF, 2009). It helps in all round development (cognitive, affective and psychomotor) of children at the early stages of development and it has strong bearing on attendance and participation of the children at the primary school (Baley, 1993, Caroline, 2012). The programme prepares the underprivileged children for main stream entry into primary schools (UNICEF, 2009).

The importance of pre-school education cannot be underestimated because

early years in life are the most important to the formation of intelligence, personality and social behaviour of a child (Tombowua, 2013). When children are exposed to pre-primary education, they develop superior communication skills, necessary physical ability; social unity needed and increased cognitive and affective educational balance (Barnett, 2009). This implies that pre-school education is a sensitive stage in every child's life. A child that misses it might not be able to cope with academic challenges later in life time since it can be seen as pre-foundational level of education.

Therefore, the Federal Government stated in the National Policy on Education FRN, (2014) that the objectives of Kindergarten education shall be to:

> *effect a smooth transition from home to school; prepare the child for the primary level of education; provide adequate care, supervision and security for the children while their parents are at work; inculcate social norms and values; inculcate in the child the spirit of enquiry and creativity through the exploration of nature, the environment, art, music and the use of toys, etc; develop a sense of cooperation and team spirit, stimulate in the child good habits, including good health habits and teach the rudiments of numbers, letters, colours, shapes, forms, etc, through play.(FRN, 2014).*

The above policy, if properly implemented, should be able to prepare a child to be ready for a life-long education. Despite the lofty ideas of this policy, there is still high number of out-of-school preschoolers in Nigeria. Sixteen million preschoolers have no access to any form of pre-school education. It might be as a result of lack of readiness on the part of the stakeholders (parents, schools and government). The multidimensionality of school readiness requires the collaborative efforts of the stakeholders so as to have a smooth transition to primary school. The prospects of nations hinge mainly on children (Fashina, 2011); hence, the need to get children ready for their future endeavours is paramount.

Readiness is the preparation for what happens next in a process. School readiness describes both the preparedness of a child to engage in and benefit from learning experiences and the ability of a school to meet the needs of all children enrolled in public funded and privately owned preschool or pre-school settings (Duncan, 2007). The Encyclopedia on Early Childhood Development (2006) is defined as children who are physically healthy, well rested, and well fed; able to communicate needs, wants and thought verbally, curious and enthusiastic in approaching new activities.

Thus, the efficiency of entire education systems can be increased by improving children's readiness to learn (UNESCO, 2000). School readiness is the foundation of equity and quality education (UNICEF, 2012). This phenomenon is gaining global support as a viable strategy to close learning gaps and improve equity in achieving lifelong learning and full developmental potential among young children (UNICEF, 2009). The best well acceptable practice among educators is early intervention and prevention of children from academic failure (Sara, 2014). In addition, it is a product of interaction between the child and the range of environmental and cultural experiences that maximize the development outcome for the children (UNICEF, 2012).

Linda (2012) says school readiness signifies a pre-school trait which in the long run contributes to academic and individual success. To enhance success with the primary curriculum, children need to begin preschool education on a solid foundation with essential antecedents for readiness in reading, writing and arithmetic. School readiness has been connected to good social behaviour at old age together with increase academic performance in all educational levels.

School readiness therefore requires collaborative efforts of all stakeholders especially, the parents and the school for a child to adjust favourably at school. Therefore, the two factors (parents and school) must work together in order to produce good learning outcome. Also, it seems that school readiness has the potentials of improving on the academic and socio-emotional progress of individuals and the society. Lapses may negatively affect the child's academic progress.

The family is the most important context for child development (UNICEF, 2012). Family involvement in the schooling process is an important variable for school success. UNICEF (2012) defined family as an established institution of people who live together as a social unit. In the context of school readiness, Family can be defined as people who live together with their children or relatives and thereby play important roles in making them ready for schooling (UNICEF, 2009). Family-school and child-school relationship are two of the necessary connections that have been supported in literature (Pianta, 2012). Several studies have shown that the amount of involvement a family has with the school is an important indicator of child success in school (Bates, 2006; Sara, 2014; UNICEF 2012). A strong family-school partnership could also lead to better academic outcome in school. The increase in parental interest in education could predict improvements in the relationship between the child and the

teacher (Sara, 2014). This eventually predicted progresses in the children's views of their proficiency in mathematics, writing (UNICEF, 2012).

Mayers (2008) show that when parents are committed to their children's preschool education, they perform better in the primary school. Fasina (2011) carried out a research on the roles of parents in Early Childhood Education (ECE) in educational involvement using Lagos State, Nigeria as a case study. The study revealed that Pre-school serves as an enlightenment to parents in helping to realign the mode of their parental participation toward accomplishing a successful life for all irrespective of their busy schedule in and insufficiency of resources. He also found that parental involvement, that is emotional care and supports (in parenting, communicating, decision making) have a very strong influence on pre-school. The result revealed significant relationship between parental participation in pre-school and child's achievement.

Research further shows that the environment in which a child grows has positive effect on his intellect than parental career irrespective of the type of school the child attends (Sylva, 2006). Children from families that are economically secured and have healthy relationships are more likely to succeed in school. Also, having access to educational resources at home has proven to be a vital variable associated with learners' learning skills (Mcwayne, 2004). A parent involved in taking a child to pre-school tends to remain involved throughout the child's career. Family involvement has been shown to improve school readiness (Barnett, 2009). Parents could make provisions of learning activities for their children such as telling them folklores, singing new songs, looking at picture books together and encouraging them to talk thereby enhancing their cognitive and linguistic experiences (Brooks, 2008 and UNICEF, 2012). There is the need to make adequate preparations for children to be ready for lifetime education.

It could therefore be deduced that parental factor is a sensitive contributing factor to school readiness. These factors are: provision of emotional care, introducing the child to school-related activities at home and parents' communication with the child. This is so because parents are the first point of contact for the child. Children easily learn from their parents positively especially when they grow in an enabling environment and parents lay good examples for them to follow.

School readiness and a high level of enthusiasm are prerequisites a child should possess to successfully move to primary school setting (Lara-Cinisomo,

2004).Child readiness is a complex concept that researchers have more recently organized into the following domains:

> *Physical well-being or health and physical development, emotional maturity or social and emotional development, language richness or communication. (Pianta, 2009).*

Each of these domains is an essential part of the overall school readiness of child and could be influenced by multiple factors inherent in the child, parents and school. A range of behaviours and abilities could be used to determine a child's school success (Ruairi, 2011). Thus, a child who is ready for school related activities should be able to participate in all the activities introduced in the school and the basic behaviours and knowledge in a variety of domains that will enable him or her to be successful in school (UNICEF 2012). Success in school according to Brooks (2008) is determined by a range of behaviours and abilities such as literacy, numeracy, and ability to follow directions, working with other children and engaging in learning activities. This research focused on socio-emotional, psychomotor and cognitive readiness of pre-school children. These areas were germane to the study because it will either make or mar a child's success in his or her educational carrier which may be difficult to correct in the future.

Cognition is both the process and the product of knowing and cognitive development is the growth demonstrated by human beings as they progress from a state of not knowing to that of knowing. (Piaget, 1952; Odinko, 2002). Cardon (2011) sees cognitive competence as logical and cognitive thinking, problem solving skills and precursor of literacy and numeracy. Cognitive development allows the pre-school age children to develop their own question about the world around them. Uche, (2014) identify a relationship between a child's level of cognitive development and learning outcome. A child is said to be ready cognitively if the child could cope with academic challenges at school in areas of counting of numbers from 1-20, use numbers to match objects, read letter and recognizing sound speech and simple shapes.

It is only when a child is healthy that he can move all his muscles for specific purposes. Preschool age is a sensitive period for the development of Fundamental Movement Skills (FMS) (Gallahue and Keogh 1995, Howes, 2000). The importance of FMS is often overlooked because it is such a natural part of human life. It is

however crucial for a child‘s later physical, cognitive, social development and school performance (Cardon, 2011). FMS are divided into two, they are: gross (large) and fine (small) motor skills.

Gross motor skill is characterized by the commencement of walking and other locomotive skills such as running, jumping, sitting, clapping, pulling, pushing, climbing (Cardon, 2011). At early stage, gross motor skills are necessary to move, stabilise and control body and objects while exploring the environment (Wake, 2008). The term ‘fine motor’ means ability to use small muscles in the finger, hand and arm to manipulate, control and use tools and materials (Howes, 2000). The development of children’s fine motor skills is an important foundation for attainment of other important skills such as writing, drawing, copying letters, numbers and shapes (Louise and Sara, 2014). This was also supported by Brooks (2008) that children motor skills are precursors to the development of early literacy and numeracy. Children fine skills facilitate their interaction with their world and learning. Children who have difficulty with fine motor skill may experience frustration and lack self-esteem. From the above, it can be seen that gross and motor skills are very important in the lives of pre-primary school children. Early intervention will be required for children who are deficient in these areas.

Socio-emotional development is the combination of social and emotional development. A child is said to be socio-emotionally ready for school if the child could play cooperatively with peers, initiate interaction, work independently with supervision and get along with others. Socio-emotional development refers to the child’s capacity for self-confidence, trust and empathy as well as capacity to develop competences in language usage and cognitive curiosity (Cohen, 2005). It is influenced by three main factors: biology, relationship and environment. Biology involves the temperament of a young child and other genetic influences while relationships formed with the primary caregivers, family members are the vehicles that drive socio-emotional development (NICHD, 2008). Environment factors are any sorts of abuse, poverty, community violence that can affect socio-emotional development.

The next stage of education of a child takes place in the school. School readiness for the child is defined in terms of the aspects of the school environment that support a smooth transition for children into primary school (UNESCO, 2000). School activities for children at this stage should include programmes that could help in making learning a fun and challenging adventure by using children’s books and

developmental appropriate activities (Odinko, 2002). This is also a vital point that needs to be discussed. Education experiences prior to primary school vary but they have one thing in common: preparing the children for formal education. Creating continuity and sustaining learning for the children between early learning and primary school environment is a defining characteristic of a ready school (Lambordi, 2012). The higher the differences between pre-school and primary school system; the higher the challenge for young children's transmission from an early learning to a primary school setting (UNESCO, 2012). Children need to be well prepared at school entry in order to prevent them from lagging behind (High and the committee on Early Childhood, Adoption, Dependent Care and Council on School Health, 2007).

The quality of the school environment is another factor to consider in school readiness because it has been connected to higher rate of pupils retention and reduce dropout rate from primary school (UNESCO, 2000). The quality of any school is said to be high if adequate time is focused on teaching and learning, adequate provision of instructional materials like books, instructional aids and productive teaching. A school that is ready should be able to: communicate pre-school standards and other school information to families through activities such as: home visits, phone calls, use of questionnaires to elicit vital information, among others.The school should be able to employ highly qualified teachers, maintain appropriate class sizes, encourage professional development, using best practices in the classroom; support teachers as they assess the individual needs of children, design instruction based on these needs and regularly monitor student's progress. The more children feel secure in the school environment, the more likely it is for them to adjust easily, benefit and take advantage of the educational experiences (Cardon, 2011).

One of the things that can make a child to fill secured is the beauty of the environment. Aesthetics according to Isbell and Raines (2013) is an area of art concern with feelings and responses to colour, form and design. On the other hand, aesthetics is a sensibility that defines how people intentionally show that they value, appreciate and care about things. Aesthetics is the activator of learning (Vea, 2010). Beauty is the voice that calls the child to engage with the materials and elevate him to a higher grace and courtesy as he interacts with his environment. In the educational discourse, environment is usually referred to as the inside and outside school premises (Karyn, 2013). Children are born with immense capacity that enables them to explore, discriminate, and interpret reality through their senses (Bailey, 2006). It follows that

an unstimulating environment tends to dull and deafen children's perception. Studies have shown that this is true of every child. Therefore, school must be capable of supporting and nourishing the sensory perception in order to develop and refine them.

The physical environment is of fundamental importance to school readiness and is often referred to as the child's third teacher (Cardon, 2011). The school is generally filled with indoor plants and vines and with natural light. Entries capture the attention of both the adult and the children through the use of mirrors on the wall, floors and ceilings (Bailey, 2000 and Karyn, 2013). The same features characterize classroom interiors where displays of project works are interspersed with arrays of objects and classroom materials. In each case, the environment informs and engages the viewers.

There are some variables which could also influence school readiness of children. Some of them are: child gender, class size, location, teacher area of specialization and classroom interaction. Gender issues are the main focus of discussion all over the world (Igbanibo, 2016). The question of gender is a matter of grave concern especially among scholars and policy formulators. Gender has to do with characteristics differentiate masculinity and femininity (Uche, 2014). Classroom observation and other ethnographic studies document how gender identities are constructed in the classroom and how these gender cultures affect boys' and girls' interaction and approach to education (Francis, 2000). Boys tend to be noisier, more physically active, more easily distracted than girls. Stereotypes portray boys as competitive, active, aggressive and dominating while girls are viewed as conciliatory and cooperative (Francis, 2000). He observed that boys were fundamentally different from girls. In his study, boys were considered predisposed to being active and physically aggressive. On the other hand, girls were described as having natural abilities to attend, sit and listen for extended period of time. According to some educators, girls were being better at attending than boys and adjusting to school learning and expectation in early years (Bates 2006 and Sara 2014).

NERDC (2004) asserts that pre-school classroom should be 16 square meters to occupy at most 25 children. It must be cross ventilation with not less than two doors and windows. The designer should make provision for enough space in order to give room for free movement. Sitting arrangements should be done in such a way that children will have access to relate with one another. Reeve (2009) evaluated California's class size reduction programme to determine its effects on students'

achievement and teacher quality. It was discovered that the smaller class sizes increased students' learning outcome in reading and mathematics but the gains in students' learning outcome were affected by teachers' classroom inexperience. On the contrary, Betts and Shkolnik (2007) examined Florida's statewide reduction policy to determine its effects on students' cognitive and non-cognitive outcomes. The findings concluded that class size has little if any negative impact on cognitive and non-cognitive outcome on the learners. A classroom that is not too large helps the child to learn more and less distracted which may help him or her well prepared for primary education.

Furthermore, NERDC Standard of Establishing Pre-Primary school (2004) in Nigeria; the location of a school must be acceptable by the people living in that area. It could be a residential building, civic centers, places of worship or existing schools. It must not be too far from home (maximum of two kilometers). Thirdly, the environment should be secured, devoid of chemical and other dangers and finally, it must be free from excessive noise. The location of a school whether rural/urban would most likely make the school acquire different characteristics due to the variations among the care givers and the kind of intellectual developmental opportunities offered in different environment. Rural schools in the United States according to Reeve (2003) tend to be smaller, geographically isolated, under staffed and have fewer material resources allocated to them. A typical rural setting in Nigeria is characterised with the following: fewer schools at all levels (Pre-school, primary as well as secondary), no tarred roads, lack of electricity supply, lack of community/school library, no pipe-borne water, no bill boards, no parks, low per capital income, adult population who are mainly illiterates. The reverse is usually the case in urban location (Odinko, 2012). From the above one could see that the location of a school could determine the level at which a child would get prepared for primary education.

In Nigeria, emphasis on the provision of qualified teachers in the pre-school has gained pre-eminence because it is considered as a means of providing them with necessary skills and knowledge. Theresa (2015) defines a teacher as an individual who has undergone training and has been given certificate to teach in the area of his specialty. The revised National Policy on Education (FRN, 2014), stated that no system of education can be better than the quality of its teachers. The quality of the teacher may be hinged on area of specialization.

A quality teacher exhibit desirable traits and uphold the standard and norm of the profession. The teacher area of specialization is used to describe the teachers' effectiveness and successfulness to students' learning (Berliner, 2005; Fenstermacher and Richardson, 2005). The manifestation of teacher area of specialization is evident in the different teaching methods that are used for instruction. Commonly used teaching methods may include class participation, demonstration, recitation, memorization, play, learners' centered or combination of these, other methods of instruction include explaining, collaboration or learning by teaching (where students assume the role of a teacher and teach their peers). The choice of teaching method(s) to be used depends largely on content to be taught and it may also be influenced by the aptitude and enthusiasm of the learners (Albert, 2014). For the purpose of this research work, the level of school readiness of children in teacher area of specialization was looked into as a way of equipping the children for primary education.

In addition, the level at which children interact could have positive impact in preparing the child for primary education. Classroom interaction according to Wilson (1999) is the face to face action which can either be verbal, channeled through written or spoken words or non-verbal, channeled through touch , proximity, eye contact, facial expressions, gesturing. It could also occur between learners, or within small groups, between teachers and learners as well as learners and materials.

A one-on-one interaction helps a child to obtain personal assistance, ask questions; observe and cultivate close rapport with the teacher (Hayes 2012). In spite of all these, it seems that practicing teachers tend to spend minimal lesson time in one to one interaction with children. For instance, Layzer, Goodson and Moss (1993) reported in a study on Head Start Project in USA, that teachers spent substantial time to interact with their preschoolers as a group while only few minutes were used to interact with them individually. Two thirds of the preschoolers did not have access to individual interaction. This situation perhaps, made Birch and Ladd (1996) express the opinion that teachers should be more involved in one on one interaction. To the teachers of pre-school, children need to know how the lexicon is acquired and what instructional practices support vocabulary acquisition, conduct story reading and other literacy experiences that promote phonological awareness and prepare children for later success in reading.

Availability of well trained teachers will go a long way to prepare the children

with primary education. Osokoya (1995) opined that teachers remain important disseminators in the educational programmes as the selectors, organizers and dispenser of learning experiences; hence, the need for them to be retrained. They also affirmed that the level at which the learner learn will depend upon the personal and academic attribute of teachers. Also, teachers at this level are really responsible for the formative stages of the educational pupils. It is generally believed that no matter how high the standard of educational system is, it cannot be better than the quality of its teachers. This necessitated constant training of teachers so as to be acquitted with global best practices of teaching and learning. Training is an organized procedure by which people learn and acquire knowledge and skills for a particular reason (Oyisto, 1997). Training is seen by Nwachukwu (2011) as the means by which human productivity are increased through which people are offered the opportunity to acquire new skills and current knowledge essential in carrying out various specialized assignment in their schedule of duties. Adegbile (2013) asserts that the more training a teacher acquires, the more he gets in-depth he becomes and his students benefit from his increased knowledge and skills. A good teacher begets good students from which the students can get a replacement of its teaching stock while poor teacher begets poor students and consequently poor future teachers (Adegbile, 2013). Training and retraining of teachers therefore can enhance teachers' level of productivity and also help them to manage other challenges associated with education.

The behavioural patterns of a good pre-school teacher may predict child's school readiness for primary education. One of such patterns is teaching method. Teaching method can be seen as different means of presenting lesson to the children with the purpose of accomplishing the desired stated objectives. Edinyang and Ubi (2013) contend that the extent to which a teacher accomplished the desired objectives will depend on the method of teaching, technology and other devices they employ when teaching. One of them is child-centered method in which the teacher is passive while learners are active. In a classroom where child-centered approach is used; the teacher should identify each child as an individual with all his talents and difficulties. Various types of teaching aids should be provided. The best works of children should be displayed and the classroom environment should be well lit. Interesting learning areas should be mapped out in the classroom e.g.: nature corner, book corner, displays, discovery table and creative corner. The atmosphere should be relaxed and happy. The teacher should plan the lesson with children needs in view. There should

be more children activity than teacher activity.

Ovute (2009) noted that if learners' performance must improve in the process of curriculum implementation; teacher's teaching style is very important. Similarly, Edinyang (2013) summarized that different activities employed for learning effectiveness depend on the conduct of the teacher based on the utilization of the availability of resource like communication technology. Teacher teaching conduct is an important tool in teaching and learning procedure. This could be the reason Adiele (2010) asserted that teachers' teaching conduct is dependent on instructional tools to search, explore, unravel complications, network, reproduce, think, communicate and learn many theories in the curriculum. In line with this, Ugwu and Onyishi (2013) and Adiele (2010) asserted that teachers' teaching conduct enables teachers and learners to exchange ideas with peers from outside the classroom.

Dingwo (2017) revealed that proper usage of available teaching resources bring about speedy, suitable and efficient information processing which eventually led to increase in children's achievement. Iroegbu (2002) assumed that teacher teaching behaviour or teaching styles has a lot to do with learners' performance if systematically practiced with the use of some vital resources. Teacher teaching behaviour to a great extent, a perfect questioning skill by the teacher irrespective of any particular teaching style adopted (Dingwo, 2017). According to her an effective teacher behaviour may lead to individualized and collaborative instruction, hence encourages children's achievement in any given subject. The National Policy on Education (2013) has categorically stated that for nation's educational goals to be effective qualified teachers are to perform their tasks which invariably involve the method and manner in which the lesson is presented.

Olalewe (2007) opined that even an effective teacher may still find it difficult during instruction if he fails to utilize the required teaching aids or facilities like teaching materials to motivate the learners. It was also agreed that for education to be effectively implemented, teachers must be able to master the subject matter, communicate effectively in the classroom and must be able to introduce different teaching approaches. All these must be given priority and consideration. The implication is that teachers' teaching behaviour has an important role to play in child school readiness and academic achievement. Ezekiel (2008) emphasized that teachers must continually develop their teaching knowledge and skills by periodically reflecting on the teaching methods for children's academic performance to be

enhanced.

In addition, teaching method, like play, might go a long way to help children prepare for primary education. Bodrava and Leong (2005) maintain that playful situations keep the children alert, active and responsive. Toys are artificial man-made objects used to amuse the children when they play. These toys are used to challenge, arouse or inspire the preschoolers to learn (Obadiah, 2008). It is important to state that the toys usage in teaching is paramount. The reason is that children learn through play, testing, discovery, and visual process. Teaching and learning can only be effective at pre-school programme when teachers make use of various types of toy materials to justify the axiom play is a child's work (Joan, 2010).

Play is needed for healthy development of a child. Research shows that 75 percent of brain development occurs after birth, play stimulates the brain through the formation of connections between nerve cells (Bailey, 2006; Ginsburg, 2007). It allows children to communicate their emotions, to think, to be creative and solve problems through games and puzzles (UNICEF, 2012). Playing with other children helps a child to learn how to be part of a group. It allows the child to be creative while developing their own imagination (Bodrava, 2005). There is a general believe that children learns through play. Space to play in large or small groups, to work, to create, are legitimate needs of the children. They need clean air, freedom from excessive noise and well planned and clean environment both indoors and outdoors which would encourage good health and provide adequate security. Play is enhanced with the use of toys which helps children's mental growth and the development of writing skills apart from enhancing child's concentration and problem-solving ability. There are different types of toys depending on purpose of usage and age of the child. Teaching and learning can only be successful when make use of toys that are suitable to the age of the child and are related to the topic being taught (Chiaka, 2008).The kinds of toys, and play equipment available all contributed to the social atmosphere of the school.

Since instructional materials form the core of an effective instructional delivery process in any teaching and learning endeavour (Achunine, 2001), providing them is of utmost importance. Instructional materials are verbal, visual or concrete teaching aids used to enhance teaching and learning process. Chiaka, (2008) sees learning materials as educational apparatus, curriculum oriented materials, audio visual, teaching and learning materials used to assist learners. Instructional materials

are concrete devices of different makes and shapes used in communicating and disseminating information in the teaching and learning process. Hallack (2003), emphasizes the relevance of availability and adequacy of educational resources items contributed to educational achievement. Unattractive buildings, crowded classrooms, absence of playing grounds and beautiful surroundings contribute to poor academic performance. The implication is that the environment of the child has effect on his cognitive and emotional development.

School type is another variable that affects child's school readiness. The population of learners in different parts of our society could be a great challenge to our government in increasing the number of schools that could adequately contain the volume of children in the society. This challenge creates opportunity individual to own and man schools thereby giving rise to public and private schools. Public schools are owned, managed and financed by government while private schools are owned, managed and financed by parents' associations, business enterprises, non-profit organizations or a religion institutions.

Perie, Vanneman and Goldstein (2005) revealed that school type among other variables can significantly predict learners' achievement. Contributing further, Bhatta, (2005) found statistically significant difference in learners' performance across school type and other variables and the results showed that public schools score were relatively low compared to private schools. Kim (2012) found out that school type makes a difference in learners' academic performance which also corroborates Yala and Wanjobi (2011) that type of school (private or public) has effect on academic performance of learners in Mathematics. It was also discovered in their studies that school type significantly determine learners' achievement in Anatomy and Physiology. On the same vein Perie, Vanneman and Goldstein (2005) specified that the national Assessment of Educational progress (NAEP) results typically show a higher average score for private school learners than for public school learners. It could be inferred that from these findings, the privately owned schools are better equipped and organized administratively unlike public schools that depend on government subventions for the up keep of the school. This explains Okwilagwe, (2005) who noted that funding of the private schools contrast sharply with that of public schools.

Morgan (2017) argued that the roles play by teachers in the educational system cannot be underestimated because they are the ones who convert the raw materials

(students) into finished products (graduates). A good teacher should have what is called humanistic traits. These are: accountability, creativity, honesty, self-discipline, trustworthiness, physical strength, leadership qualities, firmness, prompt, good relationship with people. A teacher cannot succeed in his or primary assignments without these qualities. Also, performance of any teacher depends on the level of his or her intellectual, affective and psychomotor skills. Therefore, the teacher should have these skills that will assist preschoolers obtain desired understanding and skills.

Fabian (2010) reiterates that if children are expected to cope successfully, they have to acquire a range of specific school language and social knowledge such as the expected way of behaving, getting along with others, waiting for their turns, sharing, expressing their needs and being able to ask for help. The stress associated with the changes and challenges of starting school can manifest in maladaptive or problem behaviours (Creasey, 2005). Reactions such as anxiety, avoidance or negative attitudes are expected during transitions but they may also be the signs of early adjustment difficulties (Prior, 2006). When children adjust quickly to school, much of the potentially negative effects on children's confidence and school behaviour can be overcome.

Taylor, Gibbs and Vlate (2005) carried out research on the influence of pre-school experience on pupils' school readiness and reported that pre-school has a progressive impact on school readiness for lower basic primary school pupils. The study further revealed that gender has effect on school readiness. Barnett, (2009) found positive influence of preschool programmes on cognitive and academic development but the findings may not be generalizable to other pupils since the sample comprised of pupils from a single school. In the same vein, home learning setting and socio economic status also have moderating effects on relationship between preschool attendance and children learning outcome.

School readiness has become a prominent issue (Robinson, 2005) hence, the need to evaluate it. Stufflebeam (1971) defines evaluation as the method of describing, accomplishing and making available useful facts for judging decision alternatives. It appears that no empirical research in Nigeria supports many of the claims and assumptions about evaluation of school readiness of pre-school in Kogi State, Nigeria. This has prompted the researcher to go into the study. Therefore the evaluation objectives of this research are to:

i. investigate the extent to which pre-school school children are socially,

emotionally, cognitively and psychomotor ready for school related activities.

ii. examine the extent to which parents support school readiness of their children.

iii. establish the pattern of relationships (correlation) that exists among the variables of the research.

iv. investigate the extent to which pre-school environments in Kogi State are ready with respect to provision of child friendly environment, child size furniture, instructional material provisions (indoor and outdoor) and qualified personnel.

v. Investigate the extent school factors, classroom interaction, school environment factors, child gender, and home factors together predict children readiness for primary level of education in Kogi State?

vi. examine the relative contribution of each factor to the prediction?

Kogi State is made up of the Igala, Kabba, Ebira and Kogi Division of the former Kabba Province. It is the most centrally located State in the country and shares boundaries with the Plateau, Niger and the Federal Capital Territory (FCT), to the North, Benue and the Anambra States to the East and on the West, it is bordered by Ondo, Kwara, Edo and Enugu States. It is in short, the gateway State with very rich cultural values, great natural endowments and infinite stretches of arable land. There are three senatorial districts and 21 Local Government Areas in the State.

1.2 Statement of the Problem

Pre-school is an early stage where tremendous cognitive skills in which children can answer questions, communicate and count numbers. In the first five years, children develop cognitive skills and build on them all through their entire life. Socio-emotional skill on the other hand is the child's ability to understand the emotion of others and relate positively with them. Children socio-emotional well-being at early stage of growth has a powerful effect on how their social relationships are developed. Also, psychomotor skill is demonstrated in fine and gross motor skills. These include coordination of arms, hands, fingers and feet. These are the skills needed by children to pursue their academic endeavours.

However, more than sixteen million children are confirmed to be out of

school. Pre-school education is probably the most important pre-foundational stage in the life of individual. For any foundation to be strong, there must be some preliminary activities. The process leading to school success or dropout may originate from stakeholders attitude toward child school readiness at the pre-school stage. There has been great concern on how to reduce school drop-out and also how to prepare the children on a solid foundation in order to increase their future academic success. This cannot be done alone .The multidimensionality of school readiness requires the collaborative efforts of the stakeholders. These are grouped under parental and school factors. Parents are expected to provide emotional and school related activities for the child while the school is expected to initiate educational programmes that will make learning a fun.

Many studies have been carried out on child school readiness that deal with links between motor skills and other indicators such as, learning skills, social skill, motivation, engagement, approaches to learning and academic enabler. The variables of focus were school readiness, pre-school children developmental outcome in socio-emotional, psychomotor and cognitive skills.

However, it seems available literature did not reveal studies in these areas such as socio-emotional school readiness, psychomotor motor skill school readiness and cognitive school readiness.

Therefore, this study evaluated more fully school readiness of preschool children in Kogi State, Nigeria.

1.3 Research Questions

Based on the stated problems, the following questions guided the researcher in this study:

1. To what extent are pre-school children in Kogi State socio-emotionally, cognitively and psychomotor ready for school related activities?
2. To what extent do parents aid school readiness of their children with respect to:
    i. Provision of emotional care?
    ii. Provision of a home environment that is conducive in terms of provision of educational materials, parental supportiveness and time spent with the child, introduce the child to school related activities at home and communicate with the child?

3. To what extent are the pre-school environments in Kogi State ready for primary level of education with respect to provision of child friendly environment, child size furniture, instructional material provisions (indoor and outdoor) and qualified personnel?
4. What pattern of relationship (correlation) exists among the variables of the study (parents' school readiness, school environment readiness and child development outcome in early literacy, numeracy, socio-emotional and psychomotor skills).
5a. To what extent would school factors, classroom interaction, school environment factors, child gender, and home factors together predict children school readiness (in early literacy skill, numeracy skill, psychomotor skill and socio-emotional skill)development for primary level in of education in Kogi State?
5b. What is the relative contribution of each factor to the prediction?
6. Is the level of readiness based on type of school?

1.4 Scope of the Study

Two of the three senatorial districts were used were used for the study. They are Kogi West and Kogi Central senatorial districts. The study was limited to pre-school schools children in Kogi State. The respondents comprised selected pre-school schools children, their parents and teachers. The study evaluated school readiness of pre-school children in Kogi State. The key variables considered are: parents' school readiness, school environment readiness and child school readiness indicators in area of literacy, numeracy, psychomotor and social emotional skills.

1.5 Significance of the Study

The findings from this study would help some stakeholders (parents and school) to know that school readiness revolves around them (parents and school) and strengthen their determination to play their part. No matter how ready parents and the school are, if a child is not ready, failure is inevitable. Thus, those working with the children should help inculcate the necessary skills and values in them to enhance development. This will enable the parents to have the understanding that child school readiness is not the responsibility of the child alone but a collective responsibility of parents, the school and government. The findings would also enlighten school

administrators on the provisions they need to make for children admitted to their schools in order to enhance their readiness.

In addition, it would help the government to look inwards into the National Policy on Education and make amendments in aspects that would ensure her full participation in preschool education in Nigeria. It would also help the government in carrying out thorough monitoring and evaluation of pre-school schools in the state in order to ensure that standard is maintained. Furthermore, the findings would convince teachers on the need to be patient with pre-school children and refrain from using force on them to participate in school activities. The study would expand the body of knowledge and provide insights into the responsibilities of the stakeholders in pre-school education in Nigeria.

1.7 Conceptual Definition of Terms

School Readiness: It means preparation of pre-school children for primary education.

Pre-school Education: This is the type of education a child receives before primary education.

Home Learning Environment: These are print or electronic materials to which children have access to that can foster their learning at home and in the school.

Communication: The act of conveying information through exchange of thoughts, messages or information by speech, visual, signals, writing or behaviour.

Evaluation of School Readiness: This refers to as judging the level to which children in Kogi State preschools are prepared for primary level of education.

School Type: the ownership of schools which include public pre-school and private pre-school

1.8 Operational Definition of Terms

Child Developmental Outcome: The scores of children obtained from the Literacy Skill Test and Numerical Skill Test

Cognitive Skill: The child's skill development in communication, literacy and numeracy skills such as ability to count numbers from 1-20, use number to match objects, read letter sound and recognition of simple shapes, communicates with people in his or her environment.

Socio-emotional Skills: This refers to the child capacity to play cooperatively with peers, initiate interaction, work independently with supervision and get along with

people.

Literacy Skill: This refers to the capacity to use language in all its forms.

Numeracy Skill: This refers to the capacity to use Mathematics in daily life.

CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.1 Theoretical Background of School Readiness

There are some theories that will be used to guide the empirical research on school readiness. These theories are germane to the study of school readiness; they are: environmentalist and family system theories. These two theories have profound impact on pre-school readiness practices. They are further discussed below:

2.1.1 Environmentalist Theory

The environmentalist believes that a child learns from his immediate environment. That is, the environment in which the child lives will go a long way to determine his or her behaviour. The proponents of this theory are: John Watson, B.F. Skinner and Albert Badura.

Pre-school readiness according to the environmentalists is the stage or age when children can respond to the environment of the school and classroom (activities such as rules and regulations, curricular activities, positive behaviour in school settings and directions of instructions from teachers and other adults in the school. The ability to respond in the environment is necessary for young children to participate in teacher-initiated learning activities. According to these theorists, a child can only be successful if he or she follows the instruction given by an educationist. They also believe that preschoolers can learn best by rote activities such as tracing numbers, copying letters, reciting alphabets. It can be seen in the classroom when children are expected to listen attentively to their teachers in a well arranged chairs and tables in a classroom. Also at home, the preschoolers have access to workbooks activities such as tracing letters or colouring of numbers that give room for little interaction between the parents and the children.

2.1.2 Cognitivist Theory

Jean Piaget (1896-1980) was a biologist who originally studied molluscs but moved out to study the development of children understanding through observing

them and talking and listening to them while they worked on exercises he set. Children's mind works and developed emotionally; their minds grow up with increasing capacity to better knowledge of their environment. At this stage, it is difficult for them to embark on some task on till they are physically and mentally mature to do them. The way they think does not develop instantly but gradually. However, it gets to a stage when "it takes off" and moves completely into new areas and capabilities. Piaget's (1952) key ideas are assimilation and accommodation.

2.1.3 Stages of Cognitive Development

Ideas that are developed by the stages of cognitive theory which will support assimilation and accommodation in relation to learning are:

i. The Pre-Operational Stage

At this stage (age two), children begin to learn and speak up to age seven. Piaget observed that children have not been able to understand concrete logic and cannot manipulate information. Also, there is increase in playing although children cannot see things from different point of view. The children play is mainly categorized by symbolic play and manipulating symbols. Such play is demonstrated by the idea of checkers being snakes, pieces of papers being plates and a box being table. Their observation of symbols exemplifies the idea of play with the absence of the actual object involved. By observing sequences of play, Piaget was able to demonstrate that toward the end of second year, a qualitatively new kind of psychological functioning known as the pre-operational stage occurs.

The pre-operational stage is grouped into 2 stages:

i. Symbolic Functional Sub-Stage:

This occurs between the ages of two and four. At this stage, children make use of symbols to represent physical objects around them. This is manifested when a child is seen drawing the pictures of their family members which are not scaled with inaccurate physical traits. The child knows that they are not accurate but it does not seem to be an issue to him.

ii. Intuitive Thought Stage

Between 4- 7 years of age, children tend to become very curious and ask many questions beginning with use of primitive reasoning. There

is emergence of reasoning and interest in knowing why things are the way they are. Piaget called this the intuitive sub-stage because children realized they have vast amount of knowledge but they are unaware of how they acquire it.

2.1.4 Family Systems Theory

This theory sees family as being an interconnected unit in which all members influence one another. Hence, each member of the family can be negatively affected within the environment they found themselves. If there is any negative change in the family affect all. When a parent loses his or her job, other family members will be affected.. This can also affect early care and education programme of the child. The same way parents expect changes in their children as a result of what happened within the programme. Hence, it is important parents know the knowledge that is being impacted on their children while in the programme and also for the school to know what is happening to the parents.

Research has shown that parents with high educational level have positive influence on their children's intellect, thereby helping them to live a positive lifestyle (Bauer and Barnett, 2011). Bauer and Barnett (2011), reported that the highest rate of children living in poverty among developed countries was in the United States in which majority of them were raised by single parents. The socio-economy levels of parents, time constraints, have substantial effect on their children's education (Eccles and Harold, 1993). Not only can life at home be disadvantageous for some parents, but they can also receive poor treatment by teachers and professionals.

Glanville and Tiller (1991) finding shows that parents who were from low economic background were not supported by teachers to be involve in the education of their children. The study also reveals that some parents could not assist their children's education because they did not have prerequisite skills as a result of level of their low education and low socio-economic background. Coleman and Churchill (1997) found that the interest well educated parents had for their children was at variance with parents with low level of education.

Since differences exist amongst parents as regard to their participation in pre-primary education; one can therefore conclude that people have different desires in the area of working with professionals in educational programmes.

2.1.5 Concept of Early Childhood Care and Education

Early childhood education consists of activities and/or experiences that are intended to effect developmental changes in children prior to their entry into elementary school (Deanna and Swartout-Corbeil, 2002). It is simply the education given to children from birth through age eight and focuses on the school experiences of children in that age range. The early childhood years are more important than any other eight-year period in the life of a human being in terms of the learning that occurs, the attitudes about learning and school that develop the social skills that are acquired, that will enable the individual to succeed in today's world. The origins of the preschool concept can be traced back to Europe in the 1800's. According to Sara (2014), Europeans believed that young children should have an education outside the home, and this idea came over to America around the middle of the 19th century. The State of Wisconsin was the pioneer in legislation regarding preschool. In 1873, they became the first state in the union to start a school program for four-year-olds (Sara, 2014).

Early Childhood Education (ECE) programs today can trace their development back to early philosophers. For example, Martin Luther (1483-1546) believed that all boys should be educated (a radical thought in his days) and insisted that music and physical education should be integral parts of the curriculum. A century later, John Comenius (1592-1670) suggested that all children should attend school, and he recommended an integrated hands-on curriculum. He believed that children should learn how to speak by speaking, how to write by writing, and to reason by reasoning (Obiweluozor, 2015). Later educators such as Dewey, Montessori, and Piaget have echoed Comenius's call for active learning. Philosophers Jean-Jacques Rousseau (1712-1778) and Johann Pestalozzi (1746-1827) also made important contributions to ECE. Rousseau thought that educational decisions should be made on the basis of the child's nature. Pestalozzi wanted to rid the schools of cruel punishment and remote learning. He believed in having children participate in real, meaningful activities and in grouping children of various ages so that the older ones could help the younger ones. According to Obiweluozor 2015, other people that had great influence in ECE includes John Locke (1632-1704), Friedrich Froebel (1782-1858), Robert Owen (1771-1858), Patty Smith Hill (1868-1946), Lucy Sprague Mitchell (1878-1967), Lev Vygotsky (1896-1934), Abraham Maslow(1908-1970), Erik Erikson (1902-1994), and Bronfenbrenner U. (1917-2005).

2.2.1 Trends in the Growth and Development of Pre-Primary School Education in Nigeria

Preschool education started when Nigeria was under colonial rule. These schools were established because there was the need for the colonial masters' children to go to school. There was increase in the numbers of the schools as a result of the presence of children of foreigners working in Nigeria. Thereafter, the parents of educated Nigerians started establishing private schools having seen the importance of preprimary education. This also led to the establishment of preprimary schools at almost every street in Nigeria. Few are owned by state and federal government (Felicia 2010).

The school fees charged by these schools is high which could be afforded by rich Nigerian. They are attached to privately owned primary schools and are commercially oriented. Perhaps Nigerian parents should learn from parent cooperative nursery centre in America (Osokoya, 1995), parents in the community can establish daycare to serve their immediate needs. There is also the need for the Nigerian government to come with strict guidelines on funding of nursery education so as to make nursery education less commercially oriented. Perhaps nursery education should be seen as social service and the government should also endeavours to make fund available to grant aid nursery programme and if possible establish model nursery schools. Although the a Nigerian government has made a giant stride in attaching pre-primary to public primary but the area of funding and monitoring still need attention.

2.2.2 Rationale for Early Childhood Education

Under pinning the importance attached to Early Childhood Education, which pre-school education is an integral part of the world declaration on the survival, protection and development of children in 1990 undertook a joint commitment to make an urgent universal appeal to give every child a better future. In addition to Education for All (EFA), the United Nation on the Rights of the child emphasised priority to ensure access to and improve the quality of education for all children.

Abolarin (2014) documented eight reasons in support of the provision of affordable, quality programmes of early childcare. These reasons include:

1. From conception to six years of age, children undergo rapid mental, social and physical development to the extent that by age six, their brains would have developed to the size of an adult.

2. Children have the right to live and develop to their full capacity.
3. Through children, society passes on values and culture from generation to generation.
4. Assisting the child mentally lead to increase enrolment, improves academic achievement and the society in general.
5. Provision of early child care facilities offer equal prospects to children from both the privileged and the disadvantaged homes.
6. Programmes in early childhood development should be used at entry point for other developmental activities which will benefit the entire communities.
7. ECE projects should be linked with other developmental activities for women, nutrition, health, water and sanitation.
8. There are better ways of caring for children through ECE projects given the advancement of science and technology which now ensure the survival of many more children, thereby increasing population growth.

Research results have revealed that early preschool education has significant impact on preschoolers' performance in their academic. It has been seen to have impact on preschoolers' performance in spoken English, Mathematics, integrated Science and Social Studies. These studies further showed that there is significant difference between pupils with pre-school education and those without it in social skills. Also these studies observed that there is significant difference between pupils who had pre-school education and those without in motor skills. For example study revealed that there is significant difference between pupils who had pre-school education and those without in terms of performance in their academic, cognitive ability, social skills and motor skills (Osakwe 2009).

2.2.3 National Policy on Pre-School Education

In the current National Policy on Education (FRN, 2014), Early Childhood in Education is labeled as pre-school education and is defined as education given in an educational institution to children aged three to five plus prior to entry into primary school. As stated in the policy document, the objectives of pre-school education include: assisting in child's movement from home to school; assisting the child for the primary education; offering satisfactory care, watching over parents' children who are at their various work places; instilling social moral norms and values; inculcating in the pre-schooler the spirit of analysis and creativeness through the enquiry of

nature, the environment, art, music and the use of toys, etc; developing a sense of collaboration and team spirit, arousing in the preschooler to learn good conducts, including good health habits and teach the basics of numbers, letters, colours, shapes, forms, etc, through play.*(FRN, 2014).*

The document listed some steps government took to ensure these objectives are accomplished. They are:

i. private sectors were encouraged to participate in preschool education;
ii. establishment of teacher training institutions to produce professional teachers in preschool education;
iii. mother tongue and language of immediate environment were encouraged to be used as medium of instruction;
iv. play should be used as method of teaching;
v. preschools education are well regulated and controlled by the government.

In addition to these measures, appropriate levels of government (states and local) are required to establish and enforce educational laws that will ensure that established pre-school are well run, pre-school staff are well qualified and other appropriate academic infrastructure provided. Ministries of education are expected to maintain high standards.

2.2.4 The Prescribed Minimum Standards for Pre-School in Nigeria

According to Nigerian Educational Research and Development Council (2004) the prescribed minimum standards for Pre-school (ages 3-5 years).

First, a pre-school should be located in a place that is suitable to the people in that community. The distance should not be more than two kilometers. It must be a harmless and protected environment and quite.

The playground should have adequate space for children to play. The space should be able to occupy twenty five children and two adults. Animals and strangers should not have access to the school. The school should make provision for where documents and other school records could be kept. The classroom structures should be solid. The classroom should be able to contain 25 children. The room should be cross ventilation with not less than two doors. The design should give room for freedom of movement. The floor should be smooth. The roof should be corrugated iron sheet. The walls should be cement blocks, bricks or mud. Classrooms should be well lit with security doors. There should be specific location for science, health and

nutrition, drama, shopping, sleeping.

There should be provision of furniture such as child-sized chair (one per child) and one round table per 4 children, mats, locally made beds, mattresses concealed with Macintosh and bed sheets, chalkboard/classroom, gender-neutral IEC charts/posters/pictures. Children's work should be on the wall, cupboards and shelves for children items (enough to hold 25 children's items e.g. water bottles, food, bags), caregiver's table and chair, display table or shelf and wall clock.

The Government is involved in area of licensing, supervision/monitoring, training of suitably qualified personnel and provision of infrastructure, personnel, and gender-fair instructional materials for government/community owned centres etc.

In the area of sanitation, the surrounding should be neat. It should be devoid of litter and dangerous items and not flooded. All wells must be secured. The environment should be beautified with flowers and plants. Portable water should be provided. Also, hygienic facilities and waste disposal should be made available. Curriculum (Government approved) and instructional materials should be provided,

In addition, one caregiver and one assistant for 30-35 children of 3-5 year of age should be provided. Also, they should be psychologically fit, dedicated and honest. Caregivers should preferably be NCE holders, retired nurse, teacher, other educated retirees, or anyone with at least senior secondary school certificate, proficiency certificate and not less than 21 years old. Helper should not be less than 21 years with basic literacy certificate. First school leaver or basic literacy certificate should be in charge of security

There should be provision of standard First Aid Box and staff trained on their use**.** The school should treat mild ailments. There should be availability of health and nutrition corner with learning materials. There should be evidence of monthly visitation from Health Workers. The school should be linked with nearby health facility**.** ECCD parents clubs in the community should be set up**.** The school should havefire extinguishers/buckets of sand.

2.2.5 The Preschool Age Child and Pre-Primary Education

The Jomtien World Declarationon Education for ALL (EFA) asserted that learning begins at birth (UNESCO 2000). This calls for preschool education that is provided through involvement of families, communities or institutional programmes. Pre-school education is an education designed to develop habits, attitudes and skills

needed for primary education. Maduewesi (2005) believes it encompasses the care, development and education of children below the age of six.

Sustainable preschool education gives a child solid foundation in primary schooling (Osakwe 2009). Pre-school education is very important for the development of young children before they enter formal school (UNICEF, 2012). It helps in all round development (cognitive, affective and psychomotor) of children at the early stages of development and it has strong bearing on attendance and participation of the children at the primary school (Osakwe, 2009, Caroline, 2012). The programme prepares the underprivileged children for main stream entry into primary schools (UNICEF, 2012).

The importance of pre-school education cannot be underestimated because early years in life are the most important to the formation of intelligence, personality and social behaviour of a child (Tombowua, 2013). Anderson (2011) research finding shows that children who have access to preprimary education have good communication skills, strong physically, increased in cognitive skill. He was of the opinion that exposure of children to preschool education helps them to develop communication skills, physical ability; social unity and increased cognitive and affective educational balance. From the above, it then implies that pre-school education is a sensitive stage in every child's life. It thus shows that a child that misses this level of education might not be able to cope with academic challenges throughout his/her life time since it can be seen as pre-foundational level of education.

Nigeria is facing some challenges in providing quality education for her citizenry. Some of the challenges are ineffective planning and implementation of programmes, accountability and management of resources, shortage of highly qualified pre-school teachers, undefined curriculum and inclusion. Owoeye (2002) added that pre-school educators' challenges are enormous and they include parent partnership, respect for cultural diversity, appropriate early intervention assessment and linking curriculum and assessment practices appropriately.

2.2.6 Parental Level of Education and Children Learning Achievement

The family is the most important context for child development (UNICEF, 2012). Family involvement in the schooling process is an important variable for school success. UNICEF (2009) defined family as an established institution of people who live together as a social unit. In the context of school readiness, Family can be

defined as people who live together with their children or relatives and thereby play important roles in making them ready for schooling (UNICEF, 2009).

Family-school and child-school relationship are two of the necessary connections that have been supported in literature (Pianta, 2012). Several studies have shown that the amount of involvement a family has with the school is an important indicator of child success in school (Bates, 2006; Sara, 2014; UNICEF 2012). A strong family-school partnership could also lead to better academic outcome in school. The increase in parental interest in education could predict improvements in the relationship between the child and the teacher (Sara, 2014). The family is the most important context for child development (UNICEF, 2012).Parental involvement takes many forms including good parenting in the home, provision of a secure and stable environment, intellectual stimulation, parent-child discussion, good models of constructive social and educational values and high aspirations relating to personal fulfillment and good citizenship, contact with schools to share information, participation in school events, participation in the work of the school, and participation in school governance (Adeyemi, 2018). Parental involvement is strongly positively influenced by the child's level of attainment: the higher the level of attainment, the more parents get involved Family involvement in the schooling process is an important variable for school success (Bethany, 2010). UNICEF (2012) defined family as an established institution of people who live together as a social unit. In the context of school readiness, Family can be defined as people who live together with their children or relatives and thereby play important roles in making them ready for schooling (UNICEF, 2012).

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2.3.1 Concept of School Readiness

The National Educational Goal panel (NEGP, 1991) identifies five dimensions of school readiness: physical well-being and physical development, social and emotional development, approaches to learning, language development, cognition and general knowledge. UNICEF (2012) sees school readiness by two characteristic features in three dimensions. The dimensions are children readiness for school, school readiness for children and families' and communities' readiness for school. The characteristic features are: transition and gaining competencies.

All three dimensions are important and must work in tandem because school readiness is a time of transition that requires the interface between individuals, families and school system (UNICEF 2012). The term transition has several meaning depending on the setting, the nature of cultural and psychological adjustment involved, and the role of the actors involved in shaping their transition (Fabian, 2010). In school readiness, the three are interlinked, building competencies and preparedness in children, schools and families.

Variousstakeholders have tried to define what it means for a child to get ready for school. School readiness has been looked into in different dimensions such as socio-emotional, cognitive, linguistic, motor and physical development as well as general knowledge and attitude towards learning. A survey carried out in America shows that preschool teachers identified children that are ready for school as children that are able to communicate their needs, wants and thoughts verbally, those who are physically healthy, well rested , well fed, enthusiastic and curious in approaching new activities (Duncan 2007). On the other hand, parents define readiness in term of academic activities such as ability to identify or count alphabets. These two are complementary and need to be reconciled.

School readiness leads to school success. Accumulating evidence has revealed that children's performance during the primary school years (pre-school through grade three) has an important bearing on school success in later life (Caroline, 2012). In response, understanding how children are best prepared to enter and succeed in grade school has become a priority of parents, educators and legislators and researchers. A child who is ready for school has the basic minimum skills and knowledge in a variety of domains that will enable him/her enhance success at school (UNICEF 2012). Success in school is determined by a range of basic behaviours and abilities including early literacy, numeracy, ability to follow directions, working well

with other children and engaging in learning activities (Brooks 2008).

A broader definition of school readiness is holistic and includes five domains linked with later school performance and behaviour: physical well-being and motor development, socio-emotional development, approaches to learning, language development, cognition and general knowledge. Aspects of socio-emotional domain include sustained attention, emotional regulation, following directions, social relationship and social cognition (Reeves, 2009).

2.3.2 Indicators of School Readiness

There are some traits which show that a child is ready for schooling; these are discussed below:

Cognitive factor is one of the indicators of school readiness. Brain development in the 1,000 days after conception makes this a time of great risk and opportunity. Children who begin pre-school with certain resources seem to be at advantage. Data from early child studies indicate that children with more school readiness skills (e.g. letter, number and shape recognition) and those with positive approach to learning demonstrate significant higher overall reading and Mathematics knowledge skills at the end of pre-school (Dento and West, 2008). Researchers have found that domain–specific skills are as important to pre-school success as over-all intellectual abilities success. According to Duncan (2007), mathematics, reading and attention skills at school entry are the strongest predictors of later achievement. He also examined which child skills were predictive of later achievement. Results revealed that pre-academic skills and learning related behaviours are the only predictors of later achievement.

Also, it is only when a child is healthy that he can move his body, get coordinated, moves his muscles and learns to move for specific reasons. Preschool age is a sensitive period for the development of Fundamental Movement Skills (FMS) (Gallahue and Ozmun 1995). The importance of FMS is often overlooked because it is such a natural part of human life. It is however crucial for a child‘s later physical, cognitive, social development and school performance (Cardon, 2011). Two types of psychomotor skills are identified - gross (large) and fine (small) motor skills.

Gross motor skill is characterized by the commencement of walking and other locomotive skills such as running, jumping, sitting, clapping, pulling, pushing, climbing (Cardon, 2011). At early stage, gross motor skills are necessary to move,

stabilise and control body and objects while exploring the environment (Wonter, 2009). The term 'fine motor' means small muscles in the finger, hand and arm to manipulate, control and use tools and materials (Howes, 2003). When a child's fin motor skill is developed, it also have positive effects on other skills such as writing, drawing, copying letters, numbers and shapes (Meghann, 2014). This was also supported by Brooks (2008) that children motor skills are precursors to the development of early literacy and numeracy. Children fine skills facilitate their interaction with their world and learning. Children who lack fine motor skill may experience frustration and lack self-confidence. From the above, it can be seen that gross and motor skills are very important in the lives of pre-primary school children. Early intervention will be required for children who are deficient in these areas.

In addition, socio-emotional development is the combination of social and emotional development. The two are interlinked due to emotional development occurring within social context. A child is said to be socio-emotionally ready for school if the child could play cooperatively with peers, initiate interaction, work independently with supervision and get along with others. Socio-emotional development involves child's capacity for self-reliance, trust and kindheartedness together with capacity to improve proficiencies in communication and cognitive curiosity (Cohen, 2005). According to him, socio-emotional development is influenced by biology, association and background. Biology has to do with temperament of a preschooler and other inherited influences while relationships involve caregivers and family members. These are the vehicles that drive socio-emotional development (NICHD ECCRN 2008). Further, any sorts of abuse, poverty, community violence are all environmental factors that can affect socio-emotional development.

In summary, a child's cognitive, psychomotor and socio-emotional skills could go a long way to enhance his school readiness.

2.4 Family and School Readiness

2.4.1 Family Influences on School Readiness

The involvement of family is vital in shaping children development at early stage in their lives. Children from poor family background and the ones whose caregivers are frequently changed are associated with poor school readiness however; children raised by two parents have stronger school readiness (Jennifer, 2009).

Furthermore, research has shown those children from discipline home and whose parents engage in frequent communication and read with them have stronger readiness skills.

2.4.2 Impact of Parental and Environmental Factors on Child School Readiness

It has been emphasized by the federal government that preschool education is vital for preparing the child for adjustment and for smooth transition from home to school and be able to cope with tertiary level of education. Steps are being taken to implement 1: 25 pupil ratio, making the environment to be friendly and also ensure that method of teaching is through play (Amakievi, 2013). Since private individuals and non- governmental organizations made provisions for pre-school education. The federal government review the law that has to do with establishment of preschool and also ensure that those schools are regularly inspected by officials of ministry of education to ensure standard are maintained. The essence of doing this is to ensure that those schools made provision for necessary infrastructure and qualified teacher are employed (Maduewesi, 2005).

Pre-school was accepted by majority of career mothers because it helps them to take care of their children and wards whenever they are at work. Abolarin (2014) in her study on how working class mothers were able to cope with their marital roles, all the mothers sampled indicated they usually enroll their children in preschools. The value of how women value education was shown in her finding. Hence there is increase in preschool education since there is increase in women employed in both public and private sectors. Maduewesi (2005) revealed that the expansion of preschools was as a result of changing of economic life. This has adverse effects on the children because parents have shy away from their responsibilities thereby pushing them to early educational services care (Abolari, 2014; Fashina, 2011). Some pre-school children stay in school for over nine hours. This made them to cultivate bad habits from their peers which could have adverse effect on their lifestyles (Hickman 2006). Behavioural and socio-emotional problems together with negative responses to learning were as a result of non -maternal care, the long hours spent in the school and lack of inspection for standard quality (Okorodudu, 1995.

It can be concluded that the government has interest in pre-school education and parents put their trust on pre-school educational services. In adequate care and

poor supervision were observed and reported.

2.4.3 Home Background and Child Learning Outcomes

Effect of child care on his or her development occurs in family home backgrounds (Howes, 2000; Melhuish). Study revealed that parental qualifications, occupation together with quality of home environment contributed to children cognitive and social development (Jennifer, 2009). Also, Uche (2014) result revealed that family characteristics parental attitude, parents' caregiving practices and maternal education were potent predictors of child achievement. Also, NICHD study shows that parenting styles, home background and parenting beliefs predict preschool children learning achievement for children brought up exclusively by their parents.

2.4.4 Parents Support and School Readiness

Parental support for independence has influence on males' primary 3 reading and Mathematics outcome (NICHD ECCRN, 2008). Nevertheless, fathers' interests and sustenance for independence before school entry and early school days predict teachers' views of both males' and females' attitude and interaction skills (NICHD ECCRN, 2008). Parental background is vital for children's intellectual abilities (Wylie, Thompson, 1997). Research also revealed that children, irrespective of preschool type of education programme undergone, the worth of what they learn at home influence cognitive and social development than parental career or qualification (Sylva, 2006). Differences exist in developmental and skill levels in young children however, parents can help their children acquire the skill they need to be ready for school in the following ways:

i. read books to and with your child, including playing, cuddling and hugging;
ii. create and enforce a routine in your home that the child needs to follow (i.e. time for meals, naptimes and bed times)
iii. parents should take time to talk to their children;
iv. encourage and answer questions from the child;
v. engage in informal reading and counting activities at home;
vi. promote the child's cognitive development by encouraging them to think about the world around them;
vii. familiarize children with numbers and alphabets;

viii. ensure opportunity to develop social skills through play grounds or more formal pre-school activities;

ix. encourage behaviours that demonstrate respect and courtesy; encourage children to accept responsibility and build competence through simple chores such as putting toys away and picking clothes.

Parental involvement on child's growth predicts what will happen to the child in future. With reference to child's academic achievement, parental participation in child means being there for the child by assisting him to do home- work, interact with the teachers, going to their school programmes, making sure that the child is always in school ensuring that the child is always neat and healthy (Caroline 2012). Children seem to succeed academically and throughout life when there is collaboration between the parents and school. The level at which parents relate with their children to create a conducive home environment that give room for learning predict the child achievement and not solely based on parental income and social status (Sara 2014).

Parents should ensure that the health of their children is paramount to them and also ensure that the environment is devoid of sexual, physical and emotional abuse or injury. Parents should make provisions for shelter, balance diet, water, prompt medical checkup when indisposed and what to wear. Parents should also be involved in helping the child's self -esteem by being tolerant and valuing his or her individual differences and planning achievable goals. (O' Connor and Scott, 2007). Parents should reinforce their children positively when they do good things and be corrected whenever they are wrong. All these will go a long way to help the children get used to school activities and eventually achieve better in preschool.

2.4.5 Relationship between Children Development and Non-Parental Care

Empirical study into centre-based care has passed through three stages (Belsky, 2014). They are: stage one differentiated children trained at home and the one admitted at centre based care, which was aimed at socio-emotional growth using attachment model as the basis of question and measure. Stage two found out the features of care environments that were related to various developmental achievements for children. The third one sought to integrate the impact of ecological influences on children experiencing child care. What determines children development are the interaction among characteristic of the child, familial and

preschool experiences together with other influences in the child's larger environment. Effect of preschool on children's achievement and adjustment should be examined on these factors.

Some studies have been carried out over twenty years on the important roles of educational care centres experiences in shaping children's development. However, the quality and quantity of educational care centres have been linked to influence children development. Currently, researchers have distinguished between informal and formal preschool care experiences together with discrepancies in what was recorded in history on child's care.

The worth of care according to Jennifer (2009) has been seen as a vital motive in influencing preschool child short and long term development. Before one can link quality of care to child outcome, it is important to look at what constitute worth of care and how it can be measured. Government policies pertaining to preschools include regulation and accreditation system that aim at providing qualitative and inexpensive child care for all children.

2.5 Socio-Emotional Adjustment and School Readiness

Socio- emotional development involves child's experience, communication and ability to control his or her emotion and has good relationship with others (Cohen, 2005). It involves both within and outside relationships. The main traits of emotional adjustment consists of child's ability to specifically notice and understand emotional state of him or herself and perfectly identify and understand emotional state in others, handle strong emotions and their expression in a mature manner, control personal behaviour, have sympathy for others and to start and sustain relationships (National Scientific Council on the Developing Child, 2008).

2.6 Monitoring and Evaluation of School Readiness

School readiness can be categorized into three namely: ready children, ready schools and ready families UNICEF (2012). Different questions address each. School readiness can be measured using suitable and appropriate instruments with guidance. After monitoring and evaluation practices of school readiness, recommendations are made. Children's readiness is authenticated by behaviour and understanding that help children to succeed in school environment. Variables of assessment include how males and females are equipped to commence and proceed through primary school.

Children well-being and health are vital aspect of encouraging learning.

Also, Families' readiness for school are defined by the extent to which parents attach value of educating their children; effects of their attitude on children's learning and growth and achievement at preschool. Areas to assess include parents' commitments as teachers in their child's development and learning outcome. Schools' readiness is demonstrated in the way schools provide supportive systems for families and children; and make provision for quality teaching and learning environments. These are the areas the researcher looked into.

2.7 Pre-school Personnel and School Readiness

In Nigeria, emphasis on the provision of competent teachers in the pre-school has gained pre-eminence because it is considered as a means of providing them with necessary skills and knowledge. Theresa (2015) defines a teacher as an individual who has undergone training and certified to teach in a particular educational institution.

Large differences occur between countries in terms of which qualifications are being asked of pre-school practitioners. Opportunities to participate in professional development and in-service training also vary greatly across countries and between education and child care in split systems. The qualification requirements vary from no formal education at all to a specialised bachelor's or even master's degree, and professional development and training ranges from being compulsory to being based on voluntary will in combination with no additional funding for training (OECD, 2006).

Specialised education is associated with better child outcomes and improved staff competences to provide suitable pedagogical learning opportunities. Specialisation can refer to "any education or training focusing on early childhood. The practitioners' ability to create rich, stimulating environments in pre-school is jeopardised when staff have inadequate, insufficient or incorrect content and pedagogical knowledge. When trained on matters related to early development and care, staff can better develop a child's perspective (Sommer, 2010). They are able to integrate playing and learning into practice (Pramling Samuelsson and Asplund Carlsson, 2008) have increased ability to solve problems and develop targeted lesson plans; and have an improved vocabulary, which stimulates early literacy development (NIEER, 2004). Additionally, staff with higher education *and* specialised training

engage in more positive teacher-child interactions including praising, comforting, questioning and being responsive to children (Howes, 2003).

However, specialised education and training does not guarantee greater effectiveness. The quality of the education or training programme may be a more critical factor in staff's ability to stimulate children's development and learning.

A quality teacher exhibit desirable traits and uphold the standard and norm of the profession. The teacher area of specialization is used to describe the teachers' effectiveness and successfulness to students' learning (Berliner, 2005; Fenstermacher and Richardson, 2005). The manifestation of teacher area of specialization is evident in the different teaching methods that are used for instruction. Commonly used teaching methods may include class participation, demonstration, recitation, memorization, play, learners' centered or combination of these, other methods of instruction include explaining, collaboration or learning by teaching (where students assume the role of a teacher and teach their peers). The choice of teaching method(s) to be used depends largely on content to be taught and it may also be influenced by the aptitude and enthusiasm of the learners (Albert, 2014). For the purpose of this research work, the level of school readiness of children in teacher qualification will be looked into as a way of equipping the children for primary education.

2.7.1 Instructional Materials Provision and School Readiness

Play is needed for healthy development of a child. Research shows that 75 percent of brain development occurs after birth. Therefore, play helps by stimulating the brain through the formation of connections between nerve cells (Bailey, 2006; Ginsburg, 2007). It allows children to communicate their emotions, to think, to be creative and solve problems through games and puzzles (UNICEF, 2012). Playing with other children helps a child to learn how to be part of a group. It allows the child to be creative while developing their own imagination (Bodrava, 2005). There is a general believe that children learns through play. Space to play in large or small groups, to work, to create, are legitimate needs of the children. They need clean air, freedom from excessive noise and well planned and clean environment both indoors and outdoors which would encourage good health and provide adequate security. Play will be more enhanced with the use of toys. Toys help children's mental growth and the development of writing skills; it can enhance child's concentration and problem-solving ability. There are different types of toys depending on purpose of usage and

age of the child. Teaching and learning can only be successful when make use of toys that are suitable to the age of the child and are related to the topic being taught (Chiaka, 2008).The kinds of toys, and play equipment availability all contributed to the social atmosphere of the school.

Instructional materials form the core of an effective instructional delivery process in any teaching and learning endeavor (Achunine, 2001). As such the need for them to be available is very much important. Instructional materials are verbal, visual or concrete teaching and learning materials which in application makes the use of methods that make them more effective thus enhancing teaching and learning process. He sees learning materials as "educational apparatus, curriculum oriented materials, audio visual, teaching and learning materials and the basic tools used by teachers to impact knowledge while teaching". As stated earlier, instructional materials are concrete devices of different makes and shapes used in communicating and disseminating information in the teaching and learning process. Hallack, (2003), emphasizes the relevance of availability and adequacy of educational resources items contributed to achievement, and those unattractive buildings, crowded classroom, none availability of playing ground and surroundings that have aesthetic can contribute to poor academic performance. The implication is that the environment of the child has effect on his cognitive development. It also has impact on the emotional development of the child.

Instructional innovations cannot be ruled out in educational technology. According to Olabanji (2015), the use of teaching aids has been encouraged by providing relevant and suitable resources, devices, mechanisms and classroom facilities provided to enhance teaching and learning. Instructional materials help the teacher to make learning meaningful to the learners. Apondi (2015) classified them into two; visual materials made up of reading and non-reading materials, and audio-visual materials comprising of electrically operated and none electrically operated materials. These materials and resources include audio tapes recorders, video tape recorders, slide projectors, still pictures, programmed instructional filmstrips, maps, chart, graphs and many more. They offer a variety of learning experience individually or in combination to meet different teaching and learning experiences.

Instructional materials used to complement the available instructional resources and qualified teachers. Presently in Nigeria schools, the use of instructional materials in Nigeria school is not encouraging. The importance of instructional

materials cannot be underestimated as they are used by teachers as tools to carry out creativity in the minds of the learners. Italso makes learning processes to be easy. It further helps the teacher to stimulate learners to learn.

Studies have revealed that some pre-school teachers do not use teaching aids when teaching and this have adverse effect on the teaching and by extension having negative effect on the academic achievement of the pupils (Olabanji, 2015). The implication of this are: the pupils will not be able to concretize the lesson that is being taught, and they are unable to visualize what the teacher is teaching. Hence, learners fail to recall what they have been taught. Non usage of teaching aids make learners lose concentration (Ewetan, 2015). Again, when teaching aids are not used, learners become inactive which would affect their classroom participation. Studies have revealed that most pre-schools lack these instructional materials in their schools and also they lack trained teachers who know how to use these materials

Although Alio and Ezemaenyi (2010) research finding revealed insignificant difference in the mean scores of preschool taught with teaching aids. Also, Olagunju (2000) found out that there was difference in the achievement scores of preschool taught with varieties of teaching aids and those not exposed to use of teaching aids. There is therefore a consensus that instructional materials enhances teaching & learning and leads to better students' achievement.

2.7.2 Provision of Outdoor Play for Children and School Readiness

The role play plays in children school readiness cannot be underestimated. Outdoor games help the children psychological health and also go a long way in enhancing their knowledge, attitudes, motor skills and boldness needed to adopt and maintain physical lifestyles (Akoth, 2005). Theorist stated that large muscle is not a luxury; rather it is necessary for young children's development (Bower, 2005). In order to ensure that children grow to their full potential, there is the need for them to be provided with opportunity to play (Akoth, 2005). Play helps the children in building and maintaining healthy bones, muscles, joints, it controls weight and fats. It also helps to reduce blood pressure (Cardon, 2011). It plays a major role in giving direction to child's life (Ugwu, 2013). Howes (2000) observed that since 1960s, skin fold thickness among preschoolers has increased hence, the need for them to increase the rate at which they play.

Playgrounds according to Akoth (2005) are environments a child develop relations, socializes, develop fine and motor skills. Eccless and Harold (1993) result shows that childhood involvement in sports and physical fitness activities is associated with their academic achievement. Also, the study carried out by Myers (2008) shows that physical activities and sports can positively affect aspects of personal development among young children such as self-esteem and leadership. In addition, Akoth (2005) researched on influence of play on the improvement of pre-schoolers learning outcome. The result shows that availability of play materials influence children social skills development. He found out that play contributed toward the development of children language skill.

Studies have also shown that when children engage in active play on the play-ground, the intensity and duration of their movement may not be sufficient to ensure health fitness or motor development (Thomas 2005). Also, he further found out that many children have no or limited time to play. In addition, children with timid temperament, low self-esteem or challenging family lives engage in less vigorous play. From the above, it shows that play goes a long way to enhance children psychomotor skills.

2.8 Child Factors and Child School Readiness

Differences on preschoolers' achievement and adjustment had been seen to be as a result of some innate traits such as gender, temperament and race. Study had shown that gender is one of the factors that served as moderator in children academic performance (NICHD ECCRN, 2008). Research findings also showed that children temperament had effect on preschool child outcome though with little significant effect than quality of care (Clark, 2008). It was also found out that girls has more scores in reading and Mathematics skills.

Furthermore, Ladd and Bush(2009) study revealed that children that commenced school with many friends in their class was connected with liking school better as the school progressed. A child that made friends while in school had positive effect on their academic achievement. On the other hand, a child rejected at early stage leads to negative perception, reduce interest in schooling and low academic achievement as the child spends more years in school.

Also, Ladd and Bush (2009) found out that a child that have constant friend will reap emotional profits or cost to friendship depending on the nature of that

friendship. All these in turn have negative or positive effect on children development and adjustment.

2.8.1 Teacher-Child Relationship and Child School Readiness

Many research works had revealed that positive associations with teachers have tremendous profits for early preschool success and adjustment (Howes, 2000; Pianta and Barnett, 2009). Children have social, personal, and academic adjustment if they have relationships that have more positive qualities and fewer negative qualities (Howes, 2000).

Furthermore, teachers' ratings of the teacher-child relationships is also affected by gender. Howes (2000) study revealed that teachers always rated that they have close relationship with girls than their counterpart. Pianta and Barnett (2009) Study further showed that boys had more reported cases and closeness was for girls. Mantzicopoulos (2003) results revealed that boys have more negative relationships with their teachers, on the contrary, Valeski (2001) findings revealed that girls reported more cordial relationships with their teachers. Related research results were stated in the research work of Australian preschools (Clark, 2008).

In addition, it was revealed that child's language skills has the most potent predictors in children academic achievement in early school years (NICHD ECCRN, 2005,) as this skill is the reflection of child's social environments, child's quality care and parenting.

2.8.2 Levels of School Readiness of Children

There are some areas which could help or mar child readiness to school. The areas that will be looked into are: child gender, class size, location, teacher area of specialization and classroom interaction.

In Nigeria, the need for qualified teachers in the pre-school has gained prominence because it is considered as a necessary means of providing them with necessary skills and knowledge. Theresa (2015) sees a teacher as somebody who is qualified to teach in schools especially in area of specialization.

Scientific evidence has shown the importance of giving the children appropriate stimulation especially one associated with active interaction with adult during early years of life to ensure a reasonable healthy development (UNICEF, 2009, UNESCO 2000; Odinko, 2002). In early childhood setting, each moment that teacher

and children interact with one another is an opportunity to develop positive relationships teacher can use a variety of strategies to build positive relationship with children. Teachers' behavioural pattern such as attending retraining programmes, playing with children, making teaching to be learners' centred, provision of teaching materials, teachers' disposition toward teaching, monitoring, stimulating, demonstrating, using relevant teaching materials, listening to stories, reacting to stories, engaging in one on one face to face interaction with young children promote secured teacher–child relationship.

Availability of well trained teachers may go a long way to prepare the child for primary education. Osokoya (1995), Nwachukwu (2011) and Albert (2014) opined that teachers remain important disseminators in the educational programmes as the selectors, organisers and dispensers of learning experiences; hence the need for them to be re-trained. They also affirmed that the level to which the learner learns will depend upon the personal and academic attributes of teachers. Also, teachers at the level are really responsible for the formative stages of education of children.

2.8.3 Teacher Personality and School Readiness

A professional teacher is expected to train children to grow and develop with absolute commitment. A teacher personality type should help the learner to solve problems. The standard of education of any country cannot be better than the quality of the teachers employed. This is the main reason why it was stated in the Nigerian NPE (2014) that all teachers must be professionally trained.

Success and failure of any educational system lies in the hands of teachers. Aghata (1991) conceptualizes that the roles played by the teachers cannot be underestimated. Intellectual, cognitive and psychomotor skills possessed by the teacher will go a long to determine his success in his carrier. Therefore the teacher should have these skills that will aid learners acquire knowledge and skills that will bring about changes in their behaviours. Academic and humanistic standards are two personalities of a good teacher.

Academic standards: A teacher must be well grounded in his area of specialization. Also, humanistic standards of a teacher have to do with character qualities such as: has sense of accountability, sociability, compassion, creativity, honesty, self-discipline, reliability, physical strength, leadership qualities and be good personality, humorous, prompt, cooperates with other teachers and be dedicated to

personal development. The above stated qualities will go a long way to enhance the personality of a teacher.

2.8.4 Class Size and School Readiness

The classroom of a pre-primary school should be 16 square meter of twenty to twenty five preschool children. There must be cross ventilation with at least two doors. Children should be able to move from one place to the other.. Also, sitting arraignments should not be rigid; it should give room for children to interact with one another.

The importance of having a small class sizes was emphasized by Filby, (1980) that teachers were not only able to complete their scheme of work in smaller classes but were able to teach the topics in details. The teachers were able to skim through the curriculum within a shortest time and were able to include other activities which could be of benefits to the learners. In addition, they were able to manage the classes and spent less time on discipline. Hattie (2005) concluded that teaching practices that that are conducive to successful learning are more likely to occur in smaller rather than larger classes.

In many countries all over the world, there have been reported debates over the educational consequences' of class size differences (Peter, 2011). The evidence based on the link that a smaller size class has an encouraging influence on attainment and behaviour in the early years of school but this reduces after a few years. Research findings from Fredrickson (2013) show that children in the early grades perform better in small classes. This is the case for children who came from disadvantaged background. Sylva and Taylor (2006) hypothesized that appropriate class size could have noticeable effects on learning outcome and also there are some teaching methodologies that teachers cannot use in large classes while teaching. Folger and Breda (1989) reanalyzed project star data and resolved that effects of small class size were seen in every school.

2.8.5 Classroom Context and Teacher/Child Interaction

Classroom interaction according to Wilson (1999) is the face to face action which can either be verbal, channeled through written or spoken words or non-verbal, channeled through touch , proximity, eye contact, facial expressions, gesturing. It could also occur between learners, or within small groups, between teachers and

learners as well as learners and materials. In spite of all this, it would seem that practicing teachers tend to sped minimal lesson time in one to one interaction with children. For instance, it was reported that in a study on Head Start Project in USA, while teachers spend about two thirds of their time interacting with children in whole class activities only 10% of their time was in individual children interaction. In fact, more than 30% of children across all classrooms observed had no individual interaction with the teacher. This situation perhaps, made Wilson (1999) express the opinion that teachers of young children need to know the value of one on one, extended cognitively challenging conversations and how to engage in such communication, even with reluctant talker. To their teachers of pre- schools, children need to know how the lexicon is acquired and what instructional practices support vocabulary acquisition, conduct story reading and other literacy experiences that promote phonological awareness and prepare children for later success in reading.

However, the significance of using the small group teaching methodology in children's classroom (dividing the class into groups of children) has been highlighted in teaching methodological literature (Hardman, 2003). As noted by them, the grouping could be based on children's ability. (e.g. during Math, Language and Science lesson) friendship inclination (e.g. during creative activities such as painting, drawing etc) or a combination of ability and friendship during collaborative work in other subjects areas (e.g. SOS). The approach provides opportunity for practicing teachers to enhance collaboration or cooperation among children. Curtis observed that the use of few group setting while teaching and learning are going on at preschool improves social interaction among learners as well as building self-confidence. The small group sessions also force or help the learners to participate actively. It appears to be more interesting, provoking and stimulating; he argued that this could give room for learning. He however, stressed that the goals of small group teaching should induce the acquisition such skills as thinking (reasoning, speculating, evaluating, decision making and problem solving) as well as sharing (through observation). Small groups also tend to be helpful for students to develop their understanding of concepts to acquire or improve strategies and approaches to problem solving. To achieve these higher order thinking and learning activities promoted by small group teaching, it is helpful for the learners to engage in meaningful communication directed towards a goal or set of goals.

However, whole class teaching would require different skills from one to one

and group work (Ofsted, 2000). The teaching approach is vital because it is seen as an effective way of transferring information to many learners at the same time. There is also evidence (Ofsted, 2000) that continuous use of whole-class teaching method helps in raising standards in literacy and numeracy among learners. The nature of the group could vary. Pupils may be grouped on the basis of ability. Although grouping by ability is being discouraged, however, it is still useful in Mathematics where the low ability pupils can be put in the same groups to be given close attention and monitoring by the teachers. In the UK, interactive whole class teaching is seen as an active teaching method, which promotes high quality dialogue and discussion between teachers and pupils (Hardman, (2003). Be that as it may, they cautioned that for this approach to be regarded as being effective, the medium of instruction should be in a language in which students know best to enable them play active part in the class discussion by asking questions contributing ideas, explaining and demonstrating their thinking.

2.8.6 Behavioural Patterns of a Good Nursery Teacher: Teaching Method Used by the Teacher

Teaching method are strategies of presenting lesson to learners solely for stimulating, encouraging the anticipated behavioural change of the children. Some scholars like Edinyang (2013) observed that the extent to which a teacher is able to accomplish his desired behavioural objectives depends on the methodologies used in the course of teaching and learning. These methodologies consist of strategies employed in the course of teaching and learning processes. This is why Trani (2009) established that for this to be effective, all the strong, retrieval and disseminating facilities and information must be involved. In the assertion of Igbo, Okafor and Eze (2014) teachers' teaching behaviour involves the use of modern technologies for effective teaching and learning.

Ovute (2009) noted that the process of curriculum implementation which is facilitated by teachers' teaching behaviour is very important if students' achievement must improve. Similarly, Babalola (2003) summarized that numerous undertakings of learning effectiveness depend on proper usage of the available resources like communication technology. Teacher teaching behaviour is germane in teaching and learning process. This could be the reason why Adiele (2010) asserted that teachers' teaching behaviour is rely on teaching tools used to discover, solve problems, reason,

communicate and learn many concepts in the curriculum. In line with this, Ugwu and Onyishi (2013) opined that teachers' teaching behaviour helps teachers and learners to discuss ideas out of classroom environment.

Also Akindele (2006) appreciated that proper usage of available resources in coupled with an effective teachers' teaching behaviour bring about speedy, suitable and effective information processing which is very significant in learners' achievement. Iroegbu (2002) assumed that teacher teaching behaviour or teaching styles has a lot to do with learners' performance if systematically practiced with the use of some vital resources. Teacher teaching behaviour to a great extent, a perfect questioning skill by the teacher irrespective of any particular teaching style adopted (Akindele, 2004). According to him, an effective teacher behaviour may lead to individualized and collaborative instruction, hence encourages children's achievement in any given subject. The National Policy on Education (2013) has categorically stated that for nation's educational goals to be effective, qualified teachers should be used to perform their tasks which invariably involve the method and manner in which the lesson is presented.

Olalewe (2007) also opined that even an effective teacher may still find it difficult during instruction if he fails to utilize the required teaching aids or facilities like teaching materials to motivate the learners. Apondi (2005) have also agreed that for education to be effectively implemented, teachers must be able to master the subject matter, communicate effectively in the classroom and must be able to introduce different teaching approaches. All these must be given priority thought and consideration. The implication is that teachers' teaching behaviour has an important role to play in child school readiness and academic achievement. Ezekiel (2008) emphasized that teachers must continually develop their teaching knowledge and skills by periodically reflecting on the teaching methods for students' academic performance to be enhanced.

Teaching method of a teacher can go a long way to enhance child readiness to school. One of them is child centered method. This method helps learners to be more participatory in teaching and learning. Where this method is used, teachers should bear in mind individual differences of the learners. Many teaching aids should be used. The teaching environment should be made attractive. There should be different corners for books, displays, and creative works. The school environment should be friendly. The needs of the teacher should be considered while planning what to teach.

In addition, play way method which is one of the teaching methods can go a long way to help children prepare for primary education. Akindele (2004) observes that playful situations keep the children attentive, lively and receptive. Toys are artificial man-made objects used to amuse the children when they play. These toys are used to boost, stimulate or inspire the children to learn through play (Obadiah, 2008). Creativity and demonstration are germane when toys are used for teaching and learning. The reason is that children learn through play, testing, discovery, and visual process. Teaching and learning can only be effective at pre-school programme when teachers make use of various types of toy materials. Play helps children to acquire intellectual, language, social and physical skills (UNICEF, 2011). Play is a common incidence that performs both common and biological functions. Play is a child's work (Joan, 2010).

2.9 Teacher Qualification and Preschool Children's Developmental Level

A well implemented curriculum depends solely on the competence of the teacher as no educational system can be better than the quality of its teachers. Qualified teachers are more important than any other inputs in the educational system. Teachers qualification enhancing the creation of supportive classroom environment is an important aspect of effective learning that facilitates a warm, safe and caring environment which allows teachers to influence the nature of activities they undertake, engage in their studies, regulate their behaviour and high expectation of what they are to achieve. Teachers' high qualifications can enable them to use their own knowledge to perform the tasks that can stimulate effective learning (Uche, 2014). She states that there is need to employ high caliber of teaching personnel in our schools in order to improve its quality and productivity and if a school is to be good, it must have good quality teachers.

Studies have shown that professional qualifications have positive effect on learning outcomes (Koledoye, 2011). It was further suggested that teachers should strive to have higher level of academic degrees (Laczok-kerr and Berliner (2002). In the study carried out by Gede (2001) on the relationships between teacher's qualification and productivity; the result shows that there was relationship the two variables.

A teacher is said to be competent in a field of his study is he or she is able to demonstrate knowledge in the content area. Such a teacher understands all the

methodologies required of him in order to accomplish the behavioural objectives. Koledoye (2011) in his study observes that teachers of English language teachers that have Master's degree in English do better than their colleagues who did not have degree in English. He therefore concluded that teachers' competency in the area of their specialization affect the performance of the learners.

Furthermore, an effective teacher must have good understanding of the subject and should be able to teach the curriculum successfully. Alade (2005) observes quality of training a teacher receives will go a long way he perceives curriculum implementation. His performance hinges on the background of his education. One can therefore conclude that "teachers cannot perform more than the knowledge they acquire. It is important to state that a teacher must have a broad and liberal knowledge and sound methodology of the subject taught. He must acquit himself with current best global practices in teaching and learning by reading widely (Achunine, 2001).

It has been generally accepted that a teacher cannot give what he does not have. In Nigeria, dearth of professional teachers makes some teachers to be assigned to teach subjects they were not trained for at the principals' discretion. Generally, a teacher is expected to have a reasonable measure of knowledge of the subject, in order to cope with the demands of teaching that particular subject. Area of specialization culminates to subject matter knowledge. Knowledge is dynamic, and the acquisition of current information in sometimes costly and not easy to come by. The greatest weakness of subject matter specialization of teachers in nursery school lies on their college training. By this statement, the author recognizes that qualification and training adequately equip would-be teachers with sufficient knowledge of the content of their subject of specialization. Someone might have a teaching certificate at hand but without adequate knowledge of subject matter, this individual has no teaching qualifications yet. Similarly, someone without proper knowledge of pedagogy or someone who spent few years in training without completing the required years does not possess teacher qualifications (Darling-Hammond, 2006). Teacher's qualification is one of the critical factors that drive students' academic performance. It is one of the most important factors in the teaching process. All these have implication for children school readiness. It could be suggested that academic qualification of teachers perhaps may show a lot of positive developmental outcome in pre-school more especially when the teacher is handling his or her own area of specialization in a particular

subject.

2.10 Availability of Teaching and Learning Materials

Instructional materials form the core of an effective instructional delivery process in any teaching and learning endeavor (Achunine, 2001). As such the need for them to be available is very much important. Instructional materials are verbal, visual or concrete teaching aids which in application makes the use of methods that are more effective thus enhancing teaching and knowledge acquisition. Olagbaju, (2005) sees learning materials as "educational apparatus , curriculum oriented materials, audio visual, teaching and learning materials as the basic tools being used by teachers to assist learners in knowledge acquisition". As stated earlier, instructional materials are concrete devices of different makes and shapes used in communicating and disseminating information in the teaching and learning process, as such they need to be made available for teaching and learning to take proper effect by using them.

Hallack, (2003), emphasizes the relevance of availability and adequacy of educational resources items contributed to achievement, and those unattractive buildings, crowded classroom, none availability of playing ground and surroundings that have esthetic can contribute to poor academic performance. The implication is that the environment of the child has effect on his cognitive development. It also has impact on the emotional development of the child.

Adedeji (2000) posits that the success of any organization lies mainly on the availability of resources which are used to propagate its educational system. Olagbaju (2005) discovered that resources are not too much available in Nigerian primary schools. He also stated that none availability of teaching materials posed a great for effective teaching of science in many primary schools. Kolawole (2001), said teachers who are resource persons are not adequate and materials that would have enhanced the quality of instruction in the few classrooms are grossly not available so that the teachers available are further overburden. He also posited that because of the inadequate of provision in public schools, the teacher only concentrate on the cognitive aspect alone and states this could explain why pupils who attend private primary schools where these materials are made available perform better than their counterparts who attend public primary schools where materials are not available.

According to Adedeji, (2000), the degree of availability and utilization of resources in any educational system may influence the performance of students in that

system. He noted that the level of resource available to any educational system and the degree of use to which they are put determine the performance of the system. He also argued that resources when available and skillfully used, influence teaching and learning by making them more meaningful. Finbaliyu (2008) investigated the use of instructional materials on students' achievement and find out the absence of the required instructional materials has often resulted to low achievement while adequate provision of material has often resulted to high achievement. However, Ireyesoji (2002) also mention the provision of resources in the right quantity have been regarded as a major input required in ensuring high students' achievement. Such resources serve as incentives for improving and motivating teachers and enhance productivity in schools.

2.11 School Furniture and Child School Readiness

There is something that teaches in pre-school classrooms which is seen but not heard. These teachers go a long way to influence the children in which they are not conscious of. No matter the numbers of teachers in this room, this one is always appreciated and welcome. It makes a lot of influence yet silent. One of them is furniture.

Furniture serves a tool used for learning in the classroom. It plays a vital role in 21st century preschools. It makes critical assistance in teaching and learning. Its main goal is to contribute to children success. These classroom furniture help in creating an atmosphere that is both attractive and appropriately stimulating to early learners. Ithelps in maintenance of good sitting posture. The use of appropriate furniture is very important because children at this stage form sitting habits which may be difficult to change at adulthood (Yeat, 1997). Inadequate or inappropriate furniture had been said to be one f the reasons why children have sever posture problem in adulthood (Mandal, 2009). Hence, the need to carefully evaluate chairs and desk being used by the children (Schooder, 1997). There had been reported cases of discomfort in the neck and back.

Many studies had shown that inappropriate sitting position and poorly constructed furniture contributed to children musculoskeletal discomfort (Karworski, 2006). Geldof (2007) examined classroom posture of 8 to 12 years old school children and related the outcomes to self-reported back or neck pain. They found that children who spent more time with a flexed trunk reported significantly more

thoracic-lumbar pain compare to pain free children and to children with cervical pain. Milannese (2004) studied the relationship between reported spinal symptoms in an adolescent student population and match individual anthropometric dimension on their school furniture. They found out that the smallest students had 'best fit' with the school furniture. The tallest students reported higher rate of back pain. They concluded that the degree of the mismatch between the sizes of the children and their school furniture is associated with adolescent back pain.

The furniture in each classroom should facilitates learning while allowing the appropriate level of participation without distraction (Cotton, O'Çonnel, Palmes and Ruthland 2002). The provision of good and appropriate furniture by schools will go a long way to prepare them for primary level of education.

2.12 School Type and School Readiness

The importance of school type to the academic performance of pupils in preschools cannot be handled with glove hands because school environment may have a remarkable impact on the quality of teaching children receive and the level at which they concentrate on their studies in schools. This is to imply that schools that did not make provisions for human and material resources for teaching and learning may hardly put in the best in their pupils especially in the area of academic achievement (Ode, Oguche and Ivagher, 2015).

Research findings on the influences of facilities in private and public secondary schools on students' academicperformance are controversial. Keeves (1978) found out that the type of school, classified as public or private did not make any difference on students' academic performance. However, Ajayi (2006), found out that school type make a difference in student academic performance. In addition, it was reiterated that the type of schools, (single sex or mixed, private or public) has effect on the academic performance of students in Mathematics.

This accounts for the poor academic performance of some pre-school especially the public ones as some of them do not have conducive and safe atmosphere where children will be happy to learn. School type (public and private) may affects the development of early literacy, numeracy and life skills because the performance of children in a well-equipped private school with all the necessary aids may not be compared with that of children from a public school where there is scarcity of some aids to teaching. Kim (2012) agreed that there is a difference among

school types in academic achievement.

Although, Beegle and Newhouse (2005) believes that choice of school has little effect on academic achievement. In his study, students in public school and non-Muslim religious private schools performed better than students in Muslim schools, and secular private schools. Researchers are of the opinion that school variables such as location of school and school type influence academic performance. It was revealed in their studies that school type among other variables can significantly predict students' achievement. Contributing further, Bhatta, (2005) found statistically significant difference in students' performance across school type and other variables and the results showed that public schools score were relatively low compared to private schools. Ajayi (2006) found out that school type makes a difference in students' academic performance which also corroborates Yala and Wanjobi (2011) that type of school (private or public) has effect on academic performance of students in Mathematics.

On the same vein, Bhatta (2005) specified that the national Assessment of Educational progress (NAEP) results typically show a higher average score for private preschool children than for public pre-school children. It could be ascertained that from these findings, the privately owned schools are better equipped and organized administratively unlike public schools that depend on government subventions for the up keep of the school. This explains Okwilagwe, (2005) who noted that funding of the private schools contrast sharply with that of public schools.

In Nigeria, schools are divided into two in term of ownership. They are public and private ownerships. The ones established by individuals and other organizations are called private schools whereas the ones established by the government are called public schools.

Most publicly owned school, characterized by failing structures, dilapidated building, teachers with outdated information, examination malpractice, lack of planning and non-motivated teachers, may have a negative effect on the students' academic performance, as they may not be able to compete with their private counterpart. These assumptions are non-conclusive on the performance of the public school student, as some may still shine against all odd than their private counterpart. So also, private schools that serve as correction of the failed public schools may tend to aid student learning and thus influence the academic performance for the student by making available a conducive learning environment for the students and thus having a

positive impact on their academic performance. The only issue against the emergence of the private schools may be their rate of fees, which could be viewed as outrageous compared to the mostly virtually free education in the public school.

2.13 Evaluation Model

This is a design which guides the researcher in successful execution of evaluation research. It is an approach that could be used to define the parameters of an evaluation, what concepts to study, processes or methods needed to extract critical data.

Evaluations are used to assess the level of success of a programme. It can also be used to improve the performance of a program that is ongoing. An evaluation model serves as a guide to a researcher which will help in carrying out a successful evaluation**.** Obemeata (2005) emphasized that that for evaluation to be successful, it means all the recommendations in the course of carrying out the evaluation are included in decision making process. Conclusively, evaluation looks at the general effects and their impact.

2.14.1 Stake's Model (Countenance Model 1967)

The model is a critical procedure of finding out the differences between goals, content and performances. Robert Stake in 1967 created this model. According to this model, there are three phases of curriculum evaluation. They are: Antecedent, Transaction and Outcome. Another name for Stake's congruency-contingency model is ATO Model. Antecedents refer to what is on ground prior to the implementation preschool curriculum programme. Transactions phase has to do with the interactions that occurred during teaching and learning process the school system. Outcome phase has to do with the level of effectiveness of the pre- school curriculum when implemented. The effectiveness of introducing the curriculum through the recorded change in behaviour of the child.

Stake (1967) makes a major contribution to curriculum evaluation in his development by providing basis for essential verifiable data, which would be used to provide empirical information for the components. For this study, the researcher chose Stake Countenance Model, because the matrixes for descriptive and judgmental data within the model are able to support evaluation of school readiness of pre-primary school. The model can be conceptualized as shown in Figure 1.0.

Stake's Model of (1967) ATO

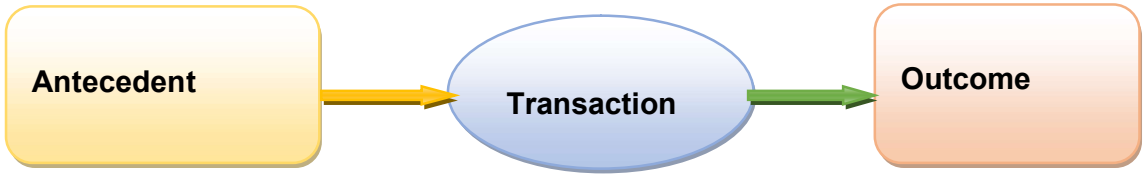

Fig 2.1 Source: Adopted Conceptual Framework from ATO (1967) Model of the Study

2.14.2 Appraisal of Literature Review and Gap Filled

Literature revealed that children who attend pre-school are better prepared for primary education than those who did not. School readiness leads to school success. This study sought to investigate if school readiness can predict children learning outcome in literary skills and numerical skills.

Children with more readiness skills demonstrate significant higher overall reading and Mathematics knowledge skill at the end of Pre-school. Since it has been found that the skills have is significant, this study seeks to look at other areas like cognitive, socio-emotional skills. The study looked at other skills like cognitive, socio-emotional skills.

Several studies revealed that parents' socio-economic background affect parents' participation in their children's educational programmes. This study found out if parents' provision of conducive home environment, provision of educational materials can predict the child learning outcome.

Literature revealed that there is relationship between pre-school attendance and students learning outcome. This study seeks to see if school readiness could predict the children performance in literacy skills and numeracy skills. Literature further reveal that preschoolers that stay longer at preschool was related to their low score in vocabulary, poorer adjustment to academic and learning demands of school and greater risk of learning outcomes. This research found out if socio-emotional skills could predict children learning outcomes in literacy and numeracy skills.

Good relationship with teachers has benefits for early school success. Gender affects teachers' rating. Gender affects teacher ratings of child-teacher relationships. This study looked at teacher qualifications and children-teacher ratio. Literature revealed that family characteristics such as maternal education, parents' caregiving practices, parenting attitude, parent's depression, parent support for child learning were strongest predictors of preschool learning outcomes. The study looked at parents' school readiness. Literature revealed that quality home environment promotes greater intellectual and social development.

Literature revealed that long hour of stay at pre-school could have adverse effect on children adjustment. Also mothers relinquished their responsibilities to preschool proprietors and proprietresses neglecting their parental roles. Study revealed that learning environment is an important factor for pre-school children that can significantly predict their achievement. The study looked at school readiness in

the area of provision of instructional materials and other things expected of them that depict school readiness.

Quality care was seen as a vital tool in improving preschool children's short and long term development with positive outcomes. This study seeks to find out if school readiness (provision of conducive learning environment, provision of learning materials, provision of out-door and in-door games) could predict the children learning outcome. Literature revealed that marital status has positive or negative effects on pupils' learning outcomes. The study will look at parental supportiveness for children school readiness.

CHAPTER THREE
METHODOLOGY

This chapter discusses the methodology used for this study with respect to research design, evaluation model, variables of the study, population, sampling technique and sample, research instruments, validity and reliability of instrument, data collection and data analysis.

3.1 Research design

The study adopted *ex-post facto* design of survey research type. This design is considered appropriate for the study because it will not involve manipulation of variables.

3.2 Evaluation model

The researcher used the 1973 Stake framework of Antecedents, Transaction and Outcomes (ATO) model presented in Figure 3.1 to carry out the evaluation exercise. This model of evaluation was proposed on the notion that judgment and description are imperative to the evaluation of school readiness. Three elements are very important in this model for description and judgment i.e. antecedent, transaction and outcomes.

In this study, antecedent was evaluated by focusing on what the school and the home have on ground that can foster school readiness. Elements that are of concern in the study include provision made for the child in school and at home to aid school readiness. Those for the school include provision of qualified personnel, environmental sanitation, child friendly school environment, instructional materials provided (indoor-classroom and outdoor playground) whereas that of home include provision of emotional care, provision of home environment that is conducive in terms of provision of educational materials, parental supportiveness and time spent with the child, introduce the child to school related activities at home and communicate with the child. Transaction was considered with respect to the method

of implementation, interaction among some stakeholders who are considered important in aiding preschool child's readiness for school related activities while outcomes covered observable behaviours that were displayed by the children in terms of learning outcomes, socio-emotional and psychomotor skill development, implementation of the curriculum, communicating among the stakeholders (interaction at home/school) with the child.

Table 3.1: Evaluation Framework based on the ATO Model

Components of Evaluation	Indicators' Variables	Sources of Data	The Instruments used to Collect Data	Research Questions to Address
Antecedent • Things that are on ground for school readiness at home and school	**Parents supportiveness:** ➢ provision of emotional care ➢ provision of conducive home environment ➢ introduce the child school related activities at home ➢ parental supportiveness and time spent with the child ➢ communicate with the child **School environment readiness:** ➢ provision of adequate and qualified personnel ➢ environmental sanitation ➢ child friendly classroom ➢ instructional materials provision ➢ playground outdoor ➢ class size ➢ Materials provided to inculcate learning in Letters and numbers	Home: parents, siblings, brothers, and sisters. School: school heads, teachers and peers.	School Environment Readiness Checklist (SERC) Human and material resources checklist at home and in school.	1
Transaction • Teaching methods used • Interpretation of the curriculum • Parents/child relationship • Teacher	• Techniques used for teaching letters and numbers • Teacher interaction with the children Relationship with children • Teacher disposition • Parents relationship with child	• Teachers • Children • Parents	School environment checklist. Teacher behavioural checklist. Level of school readiness checklist.	3,5 & 6
Output • Children Developmental outcome (School Readiness)	**Children Developmental Outcome** cognitive, socio-emotional and psychomotor	• Pre-school children	Literacy, numeracy; socio-emotional and psychomotor skills development scale	4

3.3 Variables of the Study

They are:

3.3.1 Independent Variables: school readiness. It is further sub-divided into two namely:

i. Parents' involvement in child school readiness: provision of emotional care, provision of home environment that is conducive in terms of provision of educational material provision, parent supportiveness and time spent with the child, introduce the child to school related activities at home and communicate with the child.

ii. School environment readiness (provision of qualified personnel, teacher classroom interaction, play, learner- centered, teacher disposition, class size, and environmental sanitation, child friendly classroom, instructional materials, play material outdoor).

3.3.2 DependentVariable: Child development outcome in literacy, numeracy, socio-emotional and psychomotor skills.

3.4 Population

Nigerian children aged 5 who were enrolled in the pre-schools, their parents and teachers in Kogi State served as the population of the study. The teachers of the children as well as their parents also formed part of the population.

3.5 Sampling Techniques and Sample

The multi-stage sampling procedure was used to select senatorial districts, schools and pre-school children who participated in the study. First, simple random sampling was used to select two senatorial districts (Kogi West and Central) out of the three existing senatorial districts in the state. Second, 10 Local Government Areas were selected using simple random sampling technique. Third, the list of existing public and private schools in the LGAs selected were sought from the Ministry of Education in Lokoja. From the list, it was observed that 24 public primary schools with preschools and 251 private pre-primary and primary schools. As a result, proportionate to size sampling technique was used to select 36 schools (10 public and 26 private).

From each selected school, purposive sampling technique was used to select a class with children aged 5, but where only one exists; that class was used. In each class, the children were clustered by gender (boys and girls). From each cluster, 6 children were randomly selected from each group, making a total number of twelve children from each class per school. The class teachers and parents of the children selected participated in the study. In all, 36 schools, 36 classrooms, 36 teachers, 432 children and 432 parents participated in the study. However, 400 valid questionnaires were received from children, parents and teachers.

3.6 Instruments

Five instruments are:

1. Teacher-Child School Readiness Indicator Checklists (TCSRIC)
2. School Environment Readiness Indicators Checklist (SERIC).
3. Parental School Readiness Checklist (adapted from Sara 2014) (PSRC).
4. Teacher-Children Interaction Checklist. (TCIC)
5. Development Test (AT) in literacy and numeracy skills.

3.6.1 Teacher/Child School Readiness Indicator Checklists (Appendix I)

The rating scale was adapted from United Way of Lancaster County (2010). This is to elicit information about the children readiness for school. It contains five sections (A-E). Section A contains ten pupils' and teachers demographic items such as child's name, age, class. Section B contains child school readiness indicators checklist. It contains four sections. It consists of child's level of communication (17 items); Section C contains the child's numerical skills (5 items) while section D has eleven items on motor skill development of the child. The first part of section E which is on the socio-emotional skill development of the child has 23 items. This was completed on behalf of the child by the teacher. The supervisor and other experts carried out face validity of the study. Cronbach Alpha was used to find out the reliability co-efficient index of the instrument was 0.70.

3.6.2 School Environment Readiness Indicator Checklist (Appendix II)

This instrument was adapted by the researcher from Nigerian Education Research and Development Council's Standard for the Establishment of Pre-School in Nigeria (2004). The instrument was constructed to elicit information on the school

environment. It has seven sections A-G. Section one contains nine demographic information of the school and some information on the class teacher. Section B contains seven information on environmental sanitation; classroom environment (22 items); school records (16 items); furniture (3 items) and thirty seven items on instructional materials while the out-door environment has twelve items. Face validity was carried out by the researchers' supervisor and other experts. Cronbach Alpha was used to determine the reliability co-efficient index of the instrument was 0.83.

3.6.3 Parental School Readiness Checklist (Appendix III)

The checklist is adapted from Sara (2014) to elicit information on parents' contributions to child's readiness for school. It contains two sections: A and B. Section A contains parent's demographic information (7 items) while Section B contains parents/child interaction (46 items). The internal consistency reliability of the instrument was determined using Cronbach Alpha. The coefficient of reliability was 0.75.

3.6.4 Teacher-Children Interaction Sheet (Appendix IV)

The TCISwas adapted from Odinko (2007) by the researcher. It was a category system observation instrument and thus provided information on the frequency and sequence of classroom behaviour. The TCIS consist two sections: A, B. Section A solicited information on date and number of observation, class observed, school, location, subject taught, duration of lesson and class.

Sections B solicits information on eight main behaviour categories that are placed beside columns of cells.

i. Teacher Prompting Learning – (12 items)
ii. Whole class activity – (9 items)
iii. Teacher disposition – (11 items)
iv. Children Group Learning Activity – (12 items)
v. Individual Child Activity – (17 items)
vi. Monologue (Teacher talking non- stop)
vii. Teaching not Facilitating Learning – (7 items)
viii. Confusion – (3 items)

The observer ticked the major occurring behaviour in the column cell of only one main behaviour category after interval of ten seconds. The supervisor and other

experts carried out face validity of the study. Inter- rater reliability was used to determine the reliability using Scott's - Pi(π). The final trial testing results produced reliability estimate of 0.68.

3.6.5 Development Test in Literacy and Numeracy Skills (Appendix V)

Literacy Skill Test and Numeracy Skill were developed by the researcher to measure learning outcomes of the learners. Each has two sections A and B. Section A elicited information on pupils' personal profile. Section B contained test items on literacy (5 items) and numeracy (3 items). The instrument was also exposed to content and face validity. The reliability of this instrument was determined using Kuder-Richardson (KR_{20}) formula. The reliability coefficient for numeracy skills and literacy skills were 0.73 and 0.75 respectively.

3.7 Data Collection Procedure

This was carried out in stages. First, introduction letter was collected from the head of the ICEE to enable the researcher have access to the selected schools. This was followed by identification of selected schools as well as selection of the participants. Before the commencement of data collection, the schools used were visited to secure the consent of the school authorities and to discuss the importance of the research and the need for co-operation of the nursery two teachers and the parents of the selected children. The second stage was the selection and training of five research assistants on the technicalities of how to use the instruments. The researcher arranged with the schools on the dates and time for data collection. Letters were written to seek the participation of parents and their children.

Classroom observation was carried out during the whole class activities after which the children who participated were selected by the researcher. In order not to disrupt class activities, working with the selected children was during free periods when children are given time for free play. The researcher interacted with the children one-on-one. No time specification was given. Thus each child was allowed to move at his or her own pace.

3.8 Data Analysis

Data collected was analysed using the descriptive statistics (frequency, percentages), Pearson moment correlation and inferential statistics (multiple

regression) at 0.05 level of significance.

S/N	**Evaluation Questions**	**Statistical tools used**
1	To what extent are pre-school children in Kogi State socio-emotionally, cognitively and psychomotor ready for school like activities?	Descriptive Statistics
2	To what extent do parents aid school readiness of their children with respect to: Provision of emotional care, Provision of a home environment that is conducive in terms of provision of educational materials, parental supportiveness and time spent with the child, introduce the child to school related activities at home and communicate with the child?	Descriptive Statistics
3.	To what extent are the pre-school environments in Kogi State ready with respect to provision of child friendly environment, child size furniture, instructional material provisions (indoor and outdoor) and qualified personnel?	Descriptive Statistics
4	What pattern of relationship (correlation) exists among the variables of the study (parents' school readiness, child school readiness and school environment readiness).	Pearson Moment correlation
5a	To what extent would school factors, classroom interaction, school environment factors, child gender, and home factors together predict children readiness for primary level in Kogi State?	Multiple Regression
5b	What is the relative contribution of each factor to the prediction	Multiple Regression
6	Is the level of readiness based on type of school?	t-test

CHAPTER FOUR
RESULTS AND DISCUSSION

This chapter contains the presentation of data collected for this study. The data collected are presented along with the discussion of the results. This was done in line with the research questions used for the study in order to make a valid conclusion.

Research Question 1: To what extent are pre-school children in Kogi State (a) Socio-emotionally, cognitively and psychomotor ready for school related activities?

Table 4.1a: Participants Responses on Pre-school Children's Socio-Emotional Skills

	Items	Little Extent	Some Extent	Great Extent
1	play cooperatively with peers	28 (7%)	200 (50%)	172 (43%)
2	respond appropriately to others	26 (7%)	189 (47%)	185 (46%)
3	initiate interactions with others	42 (11%)	211 (53%)	147 (37%)
4	adapt to planned activity changes	60 (15%)	234 (59%)	106 (27%)
5	work independently without supervision	61(15%)	216 (54%)	122 (30%)
6	be attentive in class	30 (8%)	179 (45%)	191 (48%)
7	pay attention to what someone is saying	28 (7%)	179 (45%)	193 (48%)
8	get along with other children	24 (6%)	164 (41%)	212 (53%)
9	cooperate with other children	27 (7%)	117 (44%)	196 (49%)
10	follow simple rules	38 (10%)	198 (50%)	164 (41%)
11	share toys with other children	59 (15%)	207 (52%)	133 (33%)
12	follow directives	35 (9%)	190 (47%)	175 (44%)
13	engage in learning activities	28 (7%)	176 (44%)	196 (49%)
14	work with other children	25 (6%)	172 (43%)	203 (51%)
15	take turns	52 (14%)	254 (66%)	94 (24%)
16	sustain attention	57 (14%)	221 (55%)	122 (31%)
17	be persistent at task	67 (17%)	233 (58%)	100 (25%)
18	ask questions	63 (16%)	231 (58%)	106 (27%)
19	follow structured daily routine	48 (17%)	231 (58%)	121 (30%)
20	dressed independently	56 (14%)	214 (54%)	130 (33)%
21	easily distracted	82 (21%)	223 (56%)	95 (24%)
22	very aggressive	108(27)	200 (50%)	92 (23%)
23	can listen to teachers as long as class last	34(8.5%)	196 (49%)	170 (42%)
24	can sit in a class as long as lesson last	35 (9%)	179 (45%)	186 (47%)

Table 4.1a reveals that among the socio-emotional skills listed, only 66% of the respondents indicated that the children in their care to some extent take turns (item 15) whereas only 24% of them always exhibit this behaviour while 14% did to little extent. The Table also shows that 50% and above of the respondents indicated that the children to some extent adapt to planned activity changes (item 4); are persistent at tasks (item 17); ask questions (item 18); follow structured daily routine (item 19); easily distracted (item 21); dressed independently (item 20); work independently without supervision (item 5); sustain attention (item 16); initiate interaction with adult (item 3); share toys with other children (item 11); play cooperatively with peers (item 1); follow simple rules (item10) and sometimes very aggressive (item 22). However, the Table shows that 53% and 51% of the children always get along with other children (item 8) and work with other children (item 14).

The table also reveals that more than 40% of the children pay attention to what someone is saying, (item 7); are always attentive in class (item 6); engage in learning activities (item 13) cooperate with other children (item 9); responds appropriately to others (item 2); play cooperatively with others (item 1); follow directives (item 12); can always sit as well as listen to teachers as long as the lesson lasts (items 23 and 24) and always follow simple rules (item 10). Furthermore, 40% and above of the respondents indicated that some of the children sometimes display behaviours indicated in items 2,6,7,8,9,12,13,14,23 and 24.

Nevertheless, less than 40% of the respondents indicated that the children always adapt to planned activity changes (item 4); work independently without supervision (item 5); initiate interaction with others (item 3); show toys with other children (item 11) as well as other behaviours outlined in items 15 to 22.

Discussion of Findings

The findings of the study as shown in Table 4.1a reveals that majority of the respondents occasionally take turns while few of them continually exhibit this behaviour whereas very few of the respondents to little extent take turns. Also, some of the respondents indicated that the children at times adapt to planned activities changes, persistent at task, ask questions, followed structured daily routine, easily distracted, work independently without supervision, sustain attention, initiate interaction with others, play cooperatively with peers, follow simple rule, at interval very aggressive.

However, some to great extent get along with other children and work with other children. This contradicts the findings of Caroline (2012) that a child who is ready for school related activities should be able to take part in all the activities introduced in the school. For these preschoolers to be socio-emotionally ready for primary education at all times, they need to adapt to planned activities, persistent at task, ask questions, followed structured daily routine, not easily distracted, work independently without supervision, sustain attention, initiate interaction with others, play cooperatively with peers, and follow simple rules. Although, some factors like biology, relationship and environment could affect a child socio-emotional development (Sylva, 2006). The critical period in which the parents are passing through at the time of writing this report (non-payment of workers salary) could go a long way to affect the children socio-emotionally. A ready child should be well fed (Pianta 2012, Wylie, 1997; UNICEF, 2012). This also confirmed Jennifer (2009) findings that low family economic risk is associated with poor school readiness.

Furthermore, the Table reveals that a few number of the children on every occasion pay attention to what someone is saying, few were at all times attentive in class, engage in learning activities, cooperate with others, follow directives, can sit always as well as listen to teacher as long as lesson last and follow simple rules. This contradicts the view of Cohen (2005) that socio-emotional development includes the child's experience, expression, management of emotion and ability to establish positive and relationship with others. The low responses in the respondents' socio-emotional school readiness might be as a result of negative effects of early and extensive use of non-parental care (Belsky 2014, Sylva 2006).

Research Question 1b: To what extent are pre-school children in Kogi State cognitively ready for school related activities?

Table 4.1b: Teacher's Responses on Pre-school Children Cognitive Skills

	Items	Great Extent	Some Extent	Little Extent
	The child:			
1	can communicate with adult	187 (46.8)	200 (50%)	13 (3%)
2	is able to mention the names of objects	14 (4%)	219 (55%)	167(42%)
3	can retell a familiar short story	71 18%	221 (55%)	108 (27%)
4	can listen with interest to stories	20 (5%)	217(54.3)	163(41%
5	shows interest in books as they are read by adult	37 (9.3%)	222 (56%)	141 (35%)
6	can identify some objects in a book	19 (4.8%)	208 (52%)	173 (43.3)
7	can answer simple questions	21 (5.3%)	204 (51%)	175 (44%)
8	can sing a song	21 (5.3%)	185(46.3%)	194 (49%)
9	can recite rhymes	35 (9%)	191(48%)	174 (44%)
10	can sound letter of the alphabet	29 (7.3%)	208 (52%)	163 (41%)
11	say letter sounds	30 (8%)	209(52.3%)	161(40.3%)
12	convey needs verbally	41(10.3%)	229 57.3%)	130 (33%)
13	say name	13 (3.3%)	188 (47%)	199 (50%)
14	identify letters of alphabets	34 (9%)	182 (46%)	184 (46%)
15	can engage in drawing	64 (16%)	202 (51%)	134 (34%)
16	can write name	168 (27%)	176 (44%)	116 (29%)
17	can write letters of the alphabets (A-Z)	68 (17%)	158 (40%)	174 (29%)
18	count numbers	220(55.5)	150 (37.5%)	30 (7.5%)
19	use numbers to match objects	163 (40.8)	205 (51.3)	32 (8.0)
20	use numbers to describe objects	140 (35.0)	211(52.8)	49 (12.3)
21	recognize simple shapes	119 (29.8)	205(51.3)	76 (19.0)
22	use objects to build blocks	63 (15.8)	204 (51.0)	133 (33.3)

Table 4.1b reveals that among the cognitive skills listed, only 57% of the respondents indicated that the children in their care to some extent convey needs verbally, (item 12) whereas only 10% of them to great extent exhibit this behaviour while 33% never did. The Table also shows that 50% and above of the respondents indicated that children to some extent show interest in books as they are read by adults (item 5); can retell familiar short story (item 3); can listen with interest to stories (item 4); can identify some objects in a book (item 6); can sound letters of the alphabets (item 10); can say letter sound (item 11); can answer simple questions (item 7); can engage in drawing (item 15). However, 50% of the children to little extent say name (item 13).

The Table also reveals that more than 40% of the children sometimes can recite rhymes (item 9); say name (item 13); can sing a song (item 8); can identify letters of alphabets (item 14); can write name (item 16); can write letter of alphabets (A-Z) (item 17). However, 46% of the children and above can communicate with adults (item 1). Furthermore, 40% of the children indicated that some of the children never display the behaviour indicated in item 8,14,7,2,4,10 and 11. Nevertheless, less than 40% of the respondents indicated that the children always mention names of objects (item 2); retell a familiar story (item 3); listen with interest to stories (item 4); show interest in books as they are read by adults (item 5); identify some objects in a book (item 6); answer simple questions (item 7); sing a song (item 8); recite rhymes (item 9); sound letters of the alphabet (item 10); say letter sounds (item 11); convey needs verbally (item 12); say name (item 13); identify letters of alphabets (item 14), engage in drawing (item 15); write name (item 16) and write letters of the alphabet (items 16 and 17).

Discussion of Findings

Deducing from the findings of the descriptive analysis on Table 4.1b, one can infer that majority of the respondents could to some extent convey needs. Since these children were still at their pre-operational stage, it might be difficult for them to exhibit this behaviour fully. This supports Piaget's (1952) findings that children at this age do not yet understand concrete logic and cannot mentally manipulate information. He also stated that they cannot undertake certain tasks until they are psychologically mature to do so. The children who could not exhibit this behaviour may still catch up with time as they grow.

In addition, majority of the children could at interval show interest in books as they are read by adults, can retell a familiar short stories, can listen with interest to stories, can identify objects in books, can sound letters of alphabets, can say letter sound, can answer simple questions, can engage in drawing because it is at this stage that Piaget (1952) refer to as intuitive thought stage when children tend to become very curious and ask many questions beginning with the use of primitive reasoning.

Furthermore, few of the children at times could recite rhymes, say name, can sing a song, can identify letters of alphabet, can write name, can write letter of alphabet. This shows that majority of the children above are not cognitive ready for primary education. They should be able to do all these although, some children develop late. This contradicts the findings of Uche (2014) that there is relationship between a child's level of cognitive development and learning outcome. Also few of the respondents to little extent exhibit these behaviours such as: sing a song, identify letters of alphabet, answer simple questions, can recite rhymes, child is able to mention the name of objects, child can listen with interest to stories, child can sound letters of alphabet, child can say letter sound. This contradicts the findings of Ruairi (2011) on pre-school readiness which says children at this stage can respond appropriately to the environment of the school and classroom activities such as rules and regulations, curricular activities, positive behaviour at school settings and direction of instruction from teachers and other adults in school. However some of them could communicate with adults. Since all the children will grow at their own pace, one may not expect them to have high communication skill.

Also, few of the respondents to a little extent could sing a song, identify letters of alphabet, answer simple questions, recite rhymes, mention the name of objects, listen with interest to stories, sound letter of alphabets, say letter sound. This might be as a result of delay in the developmental stage of the children they may catch up if they are properly nurture. This contradicts the findings of Odinko, 2002, Piaget, 1952, that cognitive development is the growth demonstrated by human beings as they progress from state of not knowing to knowing. From the above, it shows that these respondents were not cognitively ready for primary education and something urgent need to be done in order to avert future retrogression in their education.

In conclusion, less than 40% of the respondents at every occasion can mention the names of objects, retell familiar short stories, listen with interest to stories, show interest in books as they are read by the adults, identify some objects in books, answer

simple questions, sing songs, recite rhymes, sound letters of alphabet, say letter sound, convey needs verbally, say name, identify letters of alphabet, engage in drawing, write name and write letters of alphabet. The results show that few of the respondents can be said to be ready cognitively, therefore it may be difficult for them to cope with primary education. Only few of the children responded to their environment hence their ability to exhibit these behaviours above. The result contradicts the findings of Dento and West (2008) that children with more school readiness skills demonstrate significant higher over-all reading. The result also contradicts the findings of Broberg (2007) that preschoolers who spent more years in center based care before 40 months show high cognitive ability.

Research Question 1c: To what extent are pre-school children in Kogi State psychomotor ready for school related activities?

Table 4.1c: Participants Responses on Pre-school Children Psychomotor Skills

	Items	Great Extent	Some Extent	Little Extent
	The child is able to:			
1	dance when asked to do so	14 (4%)	140 (35%)	246 (62%)
2	sit properly	10 (3%)	128 (32%)	262 (66%)
3	Clap	11 (28%)	95 (24%)	294 (74%)
4	hold writing materials properly	12 (3%)	237 (59%)	151 (38%)
5	Pull	25 (6%)	183 (46%)	192 (48%)
6	Push	21 (5%)	192 (48%)	187 (47%)
7	work with puzzle	61 (51%)	189 (47%)	150 (38%)
8	colour drawing	14 (4%)	207 (52%)	179 (45%)
9	can walk with ease	9 (2%)	174 (44%)	217 (54%)
10	climb short tables, steps	18 (5%)	161 (40%)	221 (55%)
11	can run with ease	15 (4%)	164 (41%)	221 (55%)

Table 4.1c reveals that among the psychomotor skills listed, only 74% of the respondents indicated that the children in their care to a little extent clap (item 3) whereas only 24% of them to some extent exhibit this behaviour while 28% always did when asked to do so. The Table also shows that 60% and above of the respondents indicated that the children neither to a little extent sit properly (item 2) nor dance (item 1) when asked to do so.

In addition, the Table reveals that 50% and above of the respondents indicated that the children to a little extent climb short tables, steps (item 10); run with ease (item 11) when asked to do so. The table further shows that 59% sometimes holds writing materials properly (item 4) and 52% colour drawing (item 8). However, 51% of the respondents always work with puzzle (item 7). The table also reveals that 40% and above sometimes push (item 6), work with puzzle (item 7); work with ease (item 9); can run with ease (item11). However, the Table shows that 48% of the respondents never pull (item 5); push (item 6) and colour draw (item 8).

Nevertheless, less than 40% of the respondents indicated that their children always dance (item 1); sit properly (item 2); clap (item 3); hold writing materials properly (item 4); pull (item 5); push (item6); colour draw (item 8); walk with ease (item 9); climb short tables, steps (item 10), run with ease (item 11). The mean of all the items are very high except items 7 which is high.

Discussion of Findings

The findings on the Table reveals that majority of the respondents did not at any time clap. Whereas a few of the children could clap at interval also few of the respondents could clap at all times. Anderson (2011) stated that in order to ensure that children grow to their full potential, there is the need for them to be provided with opportunity to play. This confirms the findings of Thomas (2005) that children with timid temperaments, low self-esteem or challenging family lives engage in less vigorous play which may also affect their psychomotor skills. This requires an urgent attention because at this stage, the children should have been ready to clap whenever they are told to do so. The economic hardship at the period of collecting the data may affect the children to cheer up since the parents had nothing or little to sustain the children as a result of non-payment of salary by Kogi State Government. These findings might also have negative effects on children writing skills. This was evident while collecting the data because they could not write by themselves. They were

assisted by the researcher and research assistants. The level at which they can sit and dance might be as a result of the economic challenge faced as at the time of collecting the data of this research work. Also, the underdevelopment of gross and fine skills affected the children's activities in climbing short tables, running with ease and walking with ease.

Furthermore, more than half of the children could hold writing materials at intervals and more than half of the participants could carry out colouring and work with puzzle. One can also deduce from the table that few of the respondents could occasionally push, work with puzzle, walk with ease, run with ease. This confirms the findings of Cardon (2011) that gross motor skill is characterized by the commencement of walking and other locomotive skills such as running, jumping, pushing and pulling.

Nevertheless, majority of the children could occasionally dance, sit properly, clap, hold writing materials, pull, push, walk, with ease, climb short tables' steps and run with ease. From the above result, it seems majority of the children are not psychomotor ready hence the need for urgent intervention. This will in the long run prevent frustration and lack of self-esteem from the children.

Research Question 2: To what extent do parents aid school readiness of their children with respect to:

i. Provision of emotional care?

ii. Provision of a home environment that is conducive in terms of provision of educational materials, parental supportiveness and time spent with the child, introduce the child to school related activities at home and communicate with the child?

2a. Provision of Emotional Care

Table 4.2a: Parents Responses to Provision of Emotional Care to Aid School Readiness

	Items	**Little Extent**	**Some Extent**	**Great Extent**
	As a parent, I:			
1	praise the child for activities carried out very well	71 (18%)	150 (38%)	179 (45%)
2	encourage the child to ask questions	87 (22%)	154 (39%)	159 (40%)
3	Play with the child	67 17%	188 47%	145 (36%)
4	Create routine to follow at bed time	73(8.7%)	161 (19%)	166 (20%)
5	Create routine to follow at meal time	73 (18%)	161 (40%)	166 (42%)
6	Create routine to follow during story time	88 (22%)	219 (55%)	93 (23%)
7	Enforces the child carry out such routine	92 (23%)	204 (51%)	93 (26%)
8	Builds confidence through asking child to do simple chores	87 (22%)	156 (39%)	157 (39%)
9	Helps the child to do his/her home work	103 26%)	145 (36%)	152 (38%)
10	Talk to the child how they like learning something new	73 (18%)	134 (34%)	193 (48)
11	Share stories with the child about your school days	89 (22%)	193 (23%)	118 (48%)
12	Encourages the child to take responsibilities of his or her own things	92 (23)%	154 (39%)	134 (39%)
13	Encourages the child to demonstrate respect	64 (16%)	131 (33%)	205 (51%)
14	Encourages the child to demonstrate courtesies	73 (18%)	146 (37%)	181 (45%)
15	Visit the child's school	87 (22%)	207 (52%)	106 (27%)
16	Finds out about the child's performance at school	86 (22%)	119 (50%)	115 (29%)

Table 4.2a reveals that among the parents' responses to child parental support to aid school readiness in the area of emotional care, only 55% of the respondents indicated that the children in their care to some extent create routine to follow at story time (item 6); whereas only 23% of them to great extent give that directive; while 22% to little extent did. The Table also shows that 51% and above of the respondents indicated to some extent enforce their children to carry out such routine (item 7), visit the child's school (item15), finds out the performance of the child at school (item 16). However, 51% of parents encourage their children to demonstrate respect (item13).

The Table also reveals that more than 40% of the respondents to great extent talk to their children about how much they love learning new things (item 10), share stories with their children about their school days (item 11), encourage their children to take responsibilities of their own things (item 11), praise their children for activities well carried out (item 1), create routine at meal time (item 5); encourage the students to ask questions (item 2). However, the Table shows that 47% and 41% of the parents to great extent play with their children and create routine at meal time (item 3&5) respectively.

Nevertheless, less than 40% of the parents indicated that they to little extent enforce their children to carry out routine (item 7); encourage their children to take responsibilities (item 12), encourage the children to ask questions (item 2), create routine at story time (item 5); build confidence through asking children to do simple chores (item 8), shares stories with children about their school days (item 34), visit the child's school (item 22), finds out about the child's performance praise the child for activities well carried out (item 3), create routine at meal time (item 5), talk to children about how much they love learning new things (item 10), encourage the children to demonstrate courtesies (item 14), play with children (item 3), encourage children to demonstrate respect (item 13) and create routine at bed time (item 4). However, 40% and below indicated that they to some extent exhibit the behaviours indicated in items 2,8,1,10,11,12,13 and 14.

2b: Provision of Home Environment that is Conducive in Terms of Provision of Educational Materials, Parental Supportiveness and Time Spent with the Child, Introduce the Child to School Related Activities at Home and Communicate with the Child.

Table 4.2b: Parents Responses to Provision of Conducive Home Environment to Aid School Readiness

	Items	Little Extent	Some Extent	Great Extent
	As parents, I:			
1	read together sometimes	105(26%).	184 (46)%	111 (28%)
2	help the child with school work	109(27%)	157 (39%)	134 (34%)
3	bring home educational materials	123 (31%)	156 (39%)	121 (14%)
4	keep tract of child's homework	125 (31%)	166 (42%)	109 (27%)
5	take the child to museum and fares	185 (46%)	143 (36%)	72 (18%)
6	spend time working with child on reading activities	105 (13%)	163 (20%)	132 (16%)
7	spend time working with child on numbers	100(25%)	168 (42%)	132 (33%)
8	bring home learning materials for the child	78 (20%)	178 (46%)	144 (36%)
9	review the child's school work	92 (23%)	146 (37%)	162 (41%)
10	make provision for reading corner at home	103 (26%)	159 (40%)	138 (35%)
11	read to the child before he or she goes to bed	108 (27%)	171 (42%)	121 (30%)
12	children magazines	165(41%)	135 (34%)	100 (25%)
13	buy story books with pictures	12 (39%)	142 (36%)	135 (34%)
14	play with the child computer games	199 (50%)	132 (33%)	69 (17%)
15	introduce the child to school related activities	94 (24%)	165 (41%)	141 (35%)
16	subscribe to educational channel for my child	138 (35%)	167 (42%)	95 (34%)
17	read together with the child	94 (24%)	188 (47%)	118 (33%)
18	do some counting activities with the child	86 (22%)	192 (48%)	122 (31%)
19	introduce the child to letters of alphabet	90 (23%)	154 (39%)	156 (39%)
20	buy books with pictures	112 (28%)	143 (36%)	145 (36%)
21	talk to the child about what he or she is learning	100 (25%)	142 (36%)	158 (40%)
22	set rules in the house that the child must obey	75 (19%)	145 (36%)	180 (45%)
23	talk to the child about things read in the book	82(21%)	187 (47%)	131 (33%)

Table 4.2b reveals that more that 40% of the parents to some extent did some counting activities with their children (item 18), read together to some extent (item 1), keep tract of child's home work (item 4); read together before he or she goes to bed (item 11); spend time working with the child on numbers (item7); subscribe to educational channel for the child (item 16); introduced the child to school related activities (item 15).

The Table further shows that 36% of parents to some extent set rules in the house that the child must obey (item 22); review child's work (item 9); talk to the children about what they are learning (item 21). However the same table further reveals that 45% of the respondents to great extent set rules in the house that the child must obey (item 24); talk to the child about what they are learning (item 23); review the child's work (item 9). Nevertheless, less that 40% of the respondents read together to some extent (item1); help the children with school work (item 2); bring home educated related materials (item 3); keep track of children home work (item 4) as well as other behaviours outlined in items 14 -23.

Discussion of Findings

The findings on the Table show that most parents occasionally support their children school in the area of emotional care. Half of the respondents occasionally enforce their children to do their home-work. This is supported by Fashina (2011) that parental care on child development determines the future of the child's performance. Also more than half of the parents encouraged their children to demonstrate respect. The number of the percentage call for attention. Correcting this anomaly will go a long way to enhance their success in future. Our moral values should not be things to handle with glove hands.

Also, few parents at all times talk to their children how much they love learning new things, share stories with their children about their school days, encourage their children to take responsibilities about their own things, praise the child about the activities well done, create routine at meal time, encourage the children to ask questions. Story telling could motivate the children to prepare for their primary education. Few parents praised the children for activities well done. This supports the findings of O'Connor and Scott (2007) that parents should not condemn or make mockery their children rather, they should be scolded whenever they commit any offence, rewarded when they do exhibit good behaviour and encourage them to

show acceptable emotion. However few parents continually play with their children and create routine at meal time. Since the family is the most important context for child development (UNICEF, 2012). Parents should meet the immediate needs of preschoolers so as to get them ready for primary education. Since family-school role play important aspect in child school readiness (Pianta, 2013), when parents failed in their responsibilities, the child's school readiness will be jeopardized.

Furthermore, few parents responded that they did not at any time enforce their children to carry out such routine, encourage their children to take responsibilities of his or her own things, encourage their children to ask questions, create routine at story time, build confidence through asking children to do simple chores, share stories with their children about their school days, praise children for the activities well carried out, create routine at meal time, talk to children how they love learning new things, encourage the children to demonstrate courtesies, play with the children, encourage the children to demonstrate respect, create routine at bed time. It seems some parents either lacked knowledge or were careless about their children emotional needs. Proactive step should be taken in order to rectify these anomalies.

In addition, the same Table shows that parents occasionally encourage their children to ask questions, build confidence through asking children to do simple chores, praise the child for activities well carried out, talk to the child how they like learning something new, share stories with the child about their school days, encourage the child to take responsibilities of his or her own things, encourage the child to demonstrate respect. If parents of the above children do not take drastic action against their lackadaisical behaviour, their children school readiness will face a lot of challenges.

Also, on the aspect of parental support, half of them occasionally visit their children's schools. This finding supports Fashina (2011) that children seem to succeed academically and throughout life if parents and school support their learning. Whereas few at all times visit their children school while few not at any time did. Also, half of the parents at times find out the performance of their children at school, while few of the continually did. Very few did not at any time find out the performance of their children at school.

In addition, the Table reveals that few parents occasionally do some counting activities with their children, read together with their children, keep track of their children home work, read to their children before they go to bed, spent time working

with their children working on numbers, subscribe to educational channels for their children, introduce the children to school related activities. This confirms the findings of Eccles and Harold (1993) that parents with few resources who struggle with such stressors may not have the time to practice effective parenting. It also confirms the findings of Glanville and Tiller (1991) that some parents due to poverty may not have the knowledge that will help them to contribute and assist in their child upbringing. Furthermore, the Table shows that few parents continually set rules in the home that the children must obey, talk to the children about what they are learning and review the children school work.

Lastly, very few parents on every occasion help their children to do their home-work, read together sometimes, help the children with school work, bring home educational materials, keep track of children home work. This confirms Jennifer (2009) that low family economy risk is associated with poor school readiness. however, it contradicts the findings of Brooks, (2008) and UNICEF (2012) that parents provide cognitive and linguistic experiences through activities such as talking with the children, singing, story-telling, looking at book and encouraging communication.

As shown on Table 4.2b, the most rated responses to the provision of conducive home environment is parents reviewing the child home work (mean 2.18); followed by introducing the child to letters of alphabets (mean 2.17) next is parents talking to children about what they are learning (mean 2.15). next is parents talk to their children about things read in books (mean 2.12) and introducing the child to school related activities (mean 2.12). followed by provision of reading corner at home (mean 2.09); next is spending time working with the child on numbers (mean 2.08); next is spending time with children on reading activities (mean 2.07); next is working together with the child on reading activities (mean 2.07); read together with the child (mean 2.06); read together sometimes (mean 2.02); bring home education materials (mean 2.00); keep track of child home work (mean 1.96); subscribe to educational channel for my child (mean 1.89); made provision for children magazines (mean 1.84); take the child to museum and fares where she or he can learn new things (mean 1.72); play with the child on computer game (mean 1.69).

The weighted mean is 2.0 while the expected mean is 2.0. This shows that provision of conducive home environment to aid school readiness is not adequate.

Research Question 3: To what extent are the pre-school environments in Kogi State ready with respect to provision of child friendly environment, child size furniture, instructional material provisions (indoor and outdoor) and qualified personnel?

Table 4.3a: **Participants Responses on School Environment Readiness**

S/N	Items	Yes	No
1	The environment is devoid of human organic waste	5 (14%)	31(86%)
2	There are no hazardous objects	2 (6%)	34(94%)
3	The environment is not waterlogged	9(25%)	27(75%)
4	The environment is decorated with plants and flowers	33(92%)	3(8%)
5	The school is fenced	32(89%)	4(11%)
6	The school has potable water supply	29(81%)	7(19%)
7	The classrooms have solid structures	22(61%)	14(39%)
8	The classrooms are up to 16 square meters spacious	24(67%)	12(33%)
9	The pupils are not more than 25 in a class	21(58%)	15(42%)
10	The classroom is sandy	33(91%)	3(8%)
11	Class has enough space for movement	22(61%)	14(39%)
12	The room is well ventilated	12(33%)	24(67%)
13	The flooring of the classroom is not slippery	10(28%)	26(72%)
14	The roof is not leaking	4(11%)	32(89%)
15	There are ceiling boards	7(19%)	29(81%)
16	The door can be locked	3(8%)	33(92%)
17	The room is well lite	24(67%)	12(33%)
18	Corner for Science	29(81%)	7(19%)
19	Corner for health and nutrition	29(81%)	7(19%)
20	Corner for shopping	28(78%)	8(22%)
21	Corner for sleeping	25(69%)	11(31%)
22	There is a wall clock	28(78%)	26(22%)
23	chair and table per child	27(75%)	9(25%)
24	There are neat beds with mattresses	27(75%)	9(25%)
25	There are cupboards to keep the children items	28(78%)	8(22%)

From Table 4.3a, one can deduce that more than 90% of the respondents indicated the availability of child friendly environment in their Pre-school. These are: there were no hazardous object (item 2); the doors could be locked (item 17). Moreover, 80 to 89% of the respondents indicated that their roofs were not leaking (item 15); environments were devoid of human waste (item 1) and there were ceiling boards (item 16). In addition, only 72% of the classrooms of the schools sampled whose floors were not slippery (item 14). Also, 67% of the respondents were having well ventilated rooms (item 13). Furthermore, only 42% of the respondents were having children that were not more than 25 in a class.

However, with respect to items that were not available in the Pre-school, 92% of the Pre-school environments were not decorated with plants and flowers (item 4). Also, 91% of the pre-school classrooms were not sandy (item 10). The Table also shows that more than 80% schools did not have their schools fenced (item 5), portable water was not available (item 6); no corner for science (item 19); no corner for health and nutrition (item 20). Furthermore, the table reveals that more than 70% pre-school did not have shopping corners (item 21) and no child size furniture (item 12).

The Table also reveals the extent to which pre-school environments in Kogi State ready in respect to child size furniture. Only 20% and above of the respondents had chairs and tables per child (item 24); neat beds with mattresses (item 25); cupboard to keep the children items (item 26). Nevertheless, 70% of the respondents indicated non availability of chairs and tables per child (item 24), neat beds with mattresses (item 25); cupboard to keep children items (item 26).

Discussion of Findings

Deducing from the findings of the descriptive analysis carried out on table 4.3a, one can infer that most of the schools sampled had fare child friendly environment. It must be noted that majority of the schools are child friendly environment were few private schools. Public schools only have structures but were not well equipped. This supports the findings of Hallack (2003) that unattractive building could adversely inhibit academic performance of the learners. This also contradicts UNESCO (2012) that quality school environment is a factor to consider in a child school readiness and has been linked to retention and lower drop-out rate for primary school. This also contradicts the standard stipulated by NERDC (2004) on the standard of establishing pre-school schools in Nigeria.

However, the beauty of the majority of pre-school schools was neglected as the schools were not beautified with flowers. This contradicts Vea Vecchi (2010) view that aesthetics is the activator of learning. Also, most of the schools' classrooms were not sandy. Children like to play a lot with sand. This contradicts the findings of Bodrava (2005) that playful situations keep the children alert , active and responsive.

In addition, the security of the schools sampled was porous as they were not fenced. A school was seen sited at River Niger bank which is filled with snakes and other wide animals. Also majority of the schools had no portable water as this could affect the health of the children if they fetch water from the well stream while some brought theirs from homes. There were few schools that had corners for science, health and nutrition which contradicts the standard set by NERDC. If the foundation of the children is not well built for school readiness at childhood, it will be very difficult for them to cope at adulthood.

Furthermore, the result discloses that most schools had no chairs and tables per child. What most of the children used were long tables and benches. Some few private schools made use of plastics, chairs and tables. This was grossly inadequate. This could be attributed to the economic hardship the state was passing through as at the time this data was collected. This finding contradicts Cotton (2002) who stressed the importance of furniture that facilitates learning while allowing appropriate level of participation without distraction. This may lead to what Mandal, (2009) called sever posture problem in adulthood and musculoskeletal discomfort (Karworski, 2006). This could be attributed to the economic hardship the state was passing through as at the time this data was collected. This area needs urgent attention from the stakeholders in order to get the pre-school children ready for primary education.

Research Question 3b: To what extent are the pre-school environments in Kogi State ready with respect to provision of instructional materials?

Table 4.3b: Participants Responses on Provision of Instructional Materials

		Not Available	Available
1	Children Workbooks	19(53%)	17(42%)
2	Early learning story books	24(67%)	12(33%)
3	Flash cards (for alphabets, animals, insects etc)	21(58%)	15(42%)
4	Picture books	22(61%)	14(39%)
5	Sand tray	28(78%)	8(22%)
6	Charts	22(61%)	14(40%)
7	Cartons	32(89%)	4(11%)
8	Display board	29(81%)	7(19%)
9	Television with DVD, VCD etc.	35(97%)	1(2%)
10	Audio tapes	32(89%)	4(11%)
11	Real life objects	34(94%)	2(6%)
12	Toys	31(86%)	5(14%)
13	Radio	34(94%)	2(6%)
14	Magnetic board	25(69%)	11(39%)
15	Posters hung on the wall	3(8%)	33(92%)
16	Government approved curriculum (current)	3(8%)	33(92%)
17	Teachers' guide	26(72%)	10(28%)
18	Caregiver manual	32(89%)	4(11%)
19	Small white board (slates) for children	33(92%)	3(8%)
20	Musical instruments	35(97%)	1(3%)
21	Children's work on the wall	30(83%)	6(17%)
22	Cardboard for drawing	21(58%)	15(42%)
23	Building blocks (one dozen per five children)	30(83%)	6(17%)
24	Counter/Abacus (five per class)	27(75%)	9(25%)
25	Alphabet books	22(61%)	14(40%)
26	Alphabet charts	22(61%)	14(40%)
27	Alphabet block	31(86%)	8(22%)
28	Alphabet frame	31(86%)	5(14%)
29	Pencils	2(4%)	34(94%)
30	Paints	24 (67%)	12 (33%)
31	Brushes	26(72%)	10(28%)
32	Drawing books (one set per child)	20(56%)	16(44%)
33	Story books with pictures and bold letters	22(61%)	14(40%)
34	Children writing material	23(64%)	13(36%)
35	Pencil for drawing	1(3%)	35(97%)
36	Books with wide lines	23(64%)	13(36%)
37	Books for scribbling	23(64%)	13(36%)

Table 4.3b reveals the extent to which schools were ready in respect to the provision of instructional materials (in-door); more than 90% schools indicated that they have pencil (item 29); Government approved curriculum (item 16); posters hung on the wall (item 15). The table also shows that 40% and above respondents had flash cards (item 3); cardboard for drawing (item 22); children workbooks (item 1); pictures with bold letters (item 33); alphabet books (item 25); drawing books (item 32), alphabet charts (item 26); charts (item 6).

However, less that 40% of the pre-school indicated that the following items were available: magnetic board (item 14), picture books (item4), books for scribbling (item 37), books with wide lines (item 36), children with writing materials (item 34), paints (item 30), early learning story books (item 2), teacher's guide (item 17), brushes (item31), counter Abacus (item 24), sand try (item 5), alphabet block (item 27), display board (item 8), children work on wall (item 21), building blocks (item 23), alphabet frame (item 28), toys (item 12), cartons (item 7), audio tapes (item 10), care giver manual (item 18), small white board (item 19), real life objects (item 11), radio (item 13), musical instruments (item 20).

Nevertheless, more than 90% indicated non-availability of the following items: television with DVD (item 9), musical instruments (item 20), real life objects (item 11), radio (item 13) small white board (item 19). The table also indicated that 80% and above did not have care giver manual (item 18), audio tape (item 10), carton (item 7), toys (item 12), alphabet blocks (27), alphabet frame (item 28), building blocks (item 23), children work on the wall (item21), display board (item 8).

Furthermore, the Table reveals that more than 40% of the pre-school did not have the following items: sand tray (item 5), counter/Abacus (item 24), brushes (item 31), teachers' guide (item 17). Also, 60% and above pre-school did not have early learning story books (item 2), magnetic board (item 14), paints (item 30), children writing materials (item 34), picture books (item 4), alphabet chats (item 6), story books with bold pictures (item 33), books with wide lines (item 36), books for scribbling (item 37).The table also shows that 50% and above had the following item: flash cards (items 3), cardboard for drawing (item 22), drawing books (item 32), and children workbooks (item 1).However, less than 40% did not have the following items: posters work on the wall (item 15), government approved curriculum (item 16); pencil (item 29).

Discussion of Findings

The Table reveals that majority of the schools had pencils, government approved curriculum and posters hung on the wall. However, many pre-schools did not have necessary and modern instructional materials which could enhance teaching and learning. This confirms Olabanji (2015) finding that teachers no longer make use of instructional materials when teaching and this teaching and by extension, having negative effect on children development outcome. This was further confirmed during teacher classroom interaction, majority of teachers that taught did not make use of instructional materials. For teaching and learning to be more effective, there is need for the teachers to make use of instructional materials. The use of toys is very germane at this stage of child development. Few schools had it but were not used mostly while teaching.

It is high time schools got the awareness of the role play by technology in area of instructional materials cannot be discarded. They are classified by Apondi (2015): visual materials and audio-visual materials comprising of electrically operated and non-electrically operated materials. Most of these are not available in the sampled schools. It seems most schools are just after financial gains at the detriment of providing quality education. When teaching aids are not used learning becomes frustrating and this have negative effects on the children interest to learn more (Ewentsn, 2004). Instructional materials form the core of an effective instructional delivery process in any teaching and learning endeavor therefore, they must be regularly be made available to children while teaching.

Table 4.3c Provision of Instructional Materials (Outdoor)

S/N	Items	Yes	No
(1)	has enough space for children to play	9(25%)	26(27%)
(2)	is safe from dangerous objects	9(25%)	27(75%)
(3)	has sands	23(64%)	13(36%)
(4)	is grassed	17(47%)	19(53%)
(5)	Bushy	31(86%)	5(14%)
(6)	Dirty	29(81%)	5(14%)
(7)	Waterlogged	30(83%)	6(17%)
(8)	secured (fenced)	31 (86%)	5 (41%)
(9)	Swings	32(89%)	4(11%)
(10)	Slides	32(89%)	4(11%)
(11)	merry go round	32(89%)	4(11%)
(12)	climbing trims	32(89%)	4(11%)

From table 4.3c, one can deduce that only 75% of pre-school instructional materials (outdoor) were safe from dangerous objects (item 2); also the Table shows that 53% of the respondents school were grassed, (item 4). However, less than 40% of the schools were sandy (item 3); water logged (item 7); bushy (item 5); dirty (item 6); secured (item 8); swings (item 9); slides (item 10); merry go round (item 11); climbing trims (item 11).

Nevertheless, the Table shows that more than 80% pre-school did not have the following: climbing trims (item 12); merry go round (item 11); slides (item 10); swing (item 9); secured fence (item 8); bushy (item 5); sandy (item 3); safe from dangerous objects (item 2); had enough space for children to play (item 1). Only 47% of the schools were grassed.

Discussion of Findings

Provision of outdoor games is a vital tool to help children school readiness for primary education. From the study, most of the schools were safe from dangerous objects. This shows that the children will not have access to dangerous objects which they could use to harm one another. Also most of the schools were grassed but not bushy which means children had the opportunity to play around with little supervision.

Furthermore, most of the schools visited did not have outdoor instructional materials. This was peculiar to public schools and some private schools. It could be recalled that only one public school had few out-door instructional materials. This is quite unfortunate on the attitude of both Federal and State government and private sectors on their attitude toward pre-school education in Nigeria.

Lack of provision of outdoor games will deprive the children from improving in their cognitive, socio-emotional and psychomotor skills. Eccles and Harold (1993) findings show that children involvement in sports and physical activities can boost their skills. Also, availability of play materials can influence children language and socio skills development (Ojunor 2015, Mahindu, 2011). It gives direction to a child's life. The children are being deprive of all these since the schools did not make provision for them.

Table 4.3d: Profile of Pre-school Teachers by Educational Qualification

Teacher Qualification	Frequency	Percentages (%)
SSC	6	16.7
OND	8	22.2
HND	5	13.8
NCE	14	40
B.SC	2	5.6
PGDE	1	2.8
TOTAL	**36**	**100**

The table 3d reveals the educational qualifications of Pre-school teachers. The result shows that 14 (40%) of the respondents have National Certificate of Education, 8(22.2%) holds Ordinary Diploma in Education, 6 (16.7%) holds Secondary School Certificate, 5 (13.9%) holds Higher Diploma in Education, 2 (5.6%) holds Bachelor Degree in Science while 1 (2.8%) holds Post Graduate Diploma in Education.

Discussion of Findings

The Table shows to a great extent that majority of pre-school teachers are professionally not qualified. Going by the policy of the Federal Government on education, teacher's qualification is one of the attributes that plays a vital roles in teaching and learning process. Hence the teacher at pre-school level should obtain at least NCE.

Furthermore, NERDC (2004) suggested that teachers that are qualified should be employed to teach which was not sometimes strictly adhered to by the employers especially in private schools. FRN (2014) asserts that unqualified teachers will certainly have negative effect on teaching and learning of his subject. Olatayo (2008) points out that the quality of a teacher is a vital variable in productive learning and teaching . Also Osokoya (1996), Nwachukwu (2011) affirmed that the level at which the learner learn may depend upon the academic qualification of the teacher. Therefore, in order to make the pre-school ready for primary education, there is the need to employ more qualified teacher.

Dearth of well qualified teachers had negative effect on the pre-school children developmental outcome especially in the area of cognitive skills.

Research Question 4a: What pattern of relationship (correlation) exists among the variables of the study (parents' school readiness, school environment readiness) and child development outcome in literacy Skill.

Table 4.4a: Correlation Matrix Table of Provision of Emotional Care, Provision of Conducive Home Environment, School Records, Environmental Sanitation, Learning Materials Furniture, Play Ground out Door and Child Development Outcome in Literacy Skill

	EC	CHE	SR	ES	LM	FU	PGO	LS
EC	1							
CHE	0.91*	1						
SR	0.07	0.09	1					
ES	-0.05	-0.18	0.03	1				
LM	-0.23	-0.32	-0.12	0.07	1			
FU	-0.11	-0.17	0.20	.35*	.52*	1		
PGO	-0.22	-0.33	0.10	.44*	.381*	.62*	1	
LS	0.47*	0.46*	0.07	-.34*	-0.03	-0.12	-0.28	1

Note: EC = Emotional Care, CHE = Conducive Home Environment, SR = School Records, ES = Environmental Sanitation, LM= Learning Materials, F = Furniture, PGOD = Play Group out Door, LS = Literacy Skill.

In relation to children developmental outcome in Literacy Skill for primary level of education by the seven independent variables (Provision of Emotional Care, Provision of Conducive Environment, School Records, Environmental Sanitation, Learning Material , Furniture, Play Ground Out Door). It was observed from Table 4.4a that at p,<.05, there is correlation coefficients of the independent variable (Provision of Emotional Care, Provision of Conducive Environment, School Records, Environmental Sanitation, Learning Material , Furniture, Play Ground Out Door) and the criterion variable (children developmental outcome in Literacy Skill for primary level of education) reveals significant positive relationship between Provision of Emotional Care and children developmental outcome in Literacy Skill for primary level of education ($r = .473$, $p<0.05$). This implies that Provision of Emotional Care determines the children developmental outcome in Literacy Skill for primary level of education. Also, the result shows that parent's Provision of Conducive Home Environment was significant on children developmental outcome in Literacy Skill for primary level of education ($r = .485$, $p<0.05$). This reveals that Provision of Conducive Home Environment determines the level of children developmental outcome in Literacy Skill for primary level of education.

Similarly, the result shows that Provision of Environmental Sanitation was negatively significant on children developmental outcome in Literacy Skill for primary level of education ($r = -.338$). This reveals that Provision of Environmental Sanitation determines the level of children developmental outcome in Literacy Skill. In addition, the result shows that Provision of Learning Materials was not significant on children developmental outcome in Literacy Skill. for primary level of education ($r =- .027$, $p<0.05$).Besides, the result shows that School Records was not significant on children developmental outcome in Literacy Skill for primary level of education ($r = .073$, $p<0.05$). This reveals that School Records did not singly determine the level of children developmental outcome in Literacy Skill for primary level of education.

. Moreover, the result shows thatfurniturewas not significant on children readiness (Literacy Skill) for primary level of education ($r =.-119$, $p<0.05$). This reveals thatfurniture determines the level children readiness (Literacy Skill) for primary level of education.

In the same vein, the result shows that Play Group out Door was not significant on children developmental outcome in Literacy Skill for primary level of education ($r = -.281$, $p<0.05$).This reveals thatPlay Ground out Door does not

determine the level of children readiness (Literacy Skill) for primary level of education. Hence conclusion can be drawn therefore that, there are significant relationships among independent variables (Provision of Emotional Care ,Provision of Conducive Home Environment, Environmental Sanitation) and dependent variable (developmental outcome in Literacy Skill for primary level of education).

Research question 4b: What pattern of relationship (correlation) exists among the variables of the study (parents' school readiness, school environment readiness) and child development outcome in Numeracy Skill.

Table 4.4b: Correlation Matrix Table of Provision of Emotional Care Provision of Conducive Home Environment, School Records, Environmental Sanitation, Learning Materials Furniture, Play Ground out Door and Child Development Outcome in Numerical Skill

	EC	CHE	SR	ES	LM	FU	PGO	NS
EC	1							
CHE	.912*	1						
SR	0.069	0.092	1					
ES	-0.051	-0.18	0.033	1				
LM	-0.227	-0.324	-0.116	0.072	1			
FU	-0.113	-0.173	0.195	.346*	.515*	1		
PGO	-0.216	-0.328	0.095	.444*	.381*	.623*	1	
NS	.340*	.358*	0.16	-.333*	-0.233	-0.321	-0.212	1

EC = Emotional Care, CHE = Conducive Home Environment, SR = School Records, ES = Environmental Sanitation, LM= Learning Materials, F = Furniture, PGOD = Play Group out Door, NS = Numeracy Skill

* Correlation is significant at the 0.05 level (2-tailed).

In relation tochildren developmental outcome in numeracy skill for primary level of education by the seven independent variables (Provision of Emotional Care, Provision of Conducive Environment, School Records, Environmental Sanitation, Learning Material , Furniture, Play Ground Out Door), it was observed from Table 4.4b that, there is intercorrelation matrix showing the correlation coefficients of the independent variable (Provision of Emotional Care, Provision of Conducive Environment, School Records, Environmental Sanitation, Learning Material , Furniture, Play Ground Out Door) and the criterion variable (children developmental outcome in Numeracy Skill for primary level) reveals significant positive relationship between Provision of Emotional Care and children developmental outcome in Numeracy Skill for primary level of education ($r = .340$, $p<0.05$). This implies that Provision of Emotional Care determines the level of children developmental outcome in Numeracy Skill for primary level of education.

Similarly, the result shows that Provision of Conducive Environmentwas significant on of children developmental outcome in Numeracy Skill for primary level of education ($r = .358$, $p<0.05$). This implies that Provision of Conducive Environment determines the level of children developmental outcome in Numeracy Skill for primary level of education.

Besides, the result shows that School Records was not significant on of children developmental outcome in Numeracy Skill for primary level of education ($r = .160$, $p<0.05$). This reveals that School Records does not determine the level of children developmental outcome in Numeracy Skill for primary level of education. Likewise, the result shows that Environmental Sanitation was negatively significant on children developmental outcome in Numeracy Skill for primary level of education ($r = -.333$, $p<0.05$).This reveals that Environmental Sanitation determines the level of children developmental outcome in Numeracy Skill for primary level of education. Furthermore, the result shows that Learning Materials was not significant on children developmental outcome in Numeracy Skill for primary level of education ($r =.-233$, $p<0.05$). This reveals that Learning Materials determine the level of children developmental outcome in Numeracy Skill for primary level of education.

Moreover, the result shows thatFurniture was not significant on children developmental outcome in Numeracy Skill for primary level of education ($r =.-321$, $p<0.05$). This reveals that Furniture determines the level of children developmental outcome in Numeracy Skill for primary level of education. In the same vein, the result

shows that Play Ground out Door was not significant on children developmental outcome in Numeracy Skill for primary level of education ($r = -.212$, $p<0.05$).This reveals that Play Ground out Door does not determine the level of children developmental outcome in Numeracy Skill for primary level of education. Hence inference can be drawn therefore that, there are significant relationship among independent variables (Provision of Emotional Care, Provision of Conducive Home Environment, Communicate with Child, Provision of School Related Material, Environmental Sanitation) and dependent variable (children developmental outcome in Numeracy Skill) for primary level of education.

Research Question 4c: What pattern of relationship (correlation) exists among the variables of the study (parents' school readiness, school environment readiness) and child development outcome in psychomotor skills.

Table 4.4c: Correlation Matrix Table of Provision of Emotional Care Provision of Conducive Environment, School Records, Environmental Sanitation, Learning Materials Furniture, Play Ground out Door and Child Development Outcome in Motor Skill

	EC	CHE	SR	ES	LM	FU	PGO	PS
EC	1							
CHE	.912*	1						
SR	0.069	0.092	1					
ES	-0.051	-0.18	0.033	1				
LM	-0.227	-0.324	-0.116	0.072	1			
FU	-0.113	-0.173	0.195	.346*	.515*	1		
PGO	-0.216	-0.328	0.095	.444*	.381*	.623*	1	
PS	.276*	.279*	0.106	-0.157	0.142	0.043	-0.166	1

EC = Emotional Care, CHE = Conducive Home Environment, SR = School Records, ES = Environmental Sanitation, LM= Learning Materials, F = Furniture, PGOD = Play Group out Door, PS= Psychomotor Skill

* Correlation is significant at the 0.05 level (2-tailed).

In relation to children developmental outcome in Psychomotor Skill for primary level of education by the seven independent variables (Provision of Emotional Care, Provision of Conducive Environment, School Records, Environmental Sanitation, Learning Material , Furniture, Play Ground Out Door), it was observed from Table 4.4c that, the intercorrelation matrix showing the correlation coefficients of the independent variable (Provision of Emotional Care, Provision of Conducive Environment, School Records, Environmental Sanitation, Learning Material , Furniture, Play Ground Out Door) and the criterion variable (children developmental outcome in Psychomotor Skill) for primary level of education) reveals significant positive relationship between Provision of Emotional Care and children developmental outcome in Psychomotor Skill for primary level of education ($r = .276$, $p<0.05$). This implies that Provision of Emotional Care determines the level of children developmental outcome in Psychomotor Skill for primary level of education. Also, the result shows that Provision of Conducive Home Environment was significant on children developmental outcome in Psychomotor Skill for primary level of education ($r = .279$, $p<0.05$). This reveals that Provision of Conducive Home Environment determines the level of children developmental outcome in Psychomotor Skill for primary level of education.

Similarly, the result shows that Provision of School Record was not significant on children developmental outcome in Psychomotor Skill for primary level of education ($r = .106$, $p<0.05$). This reveals that Provision of School Records does not determine children developmental outcome in Psychomotor Skill. In addition, the result shows that Provision of Environmental Sanitation was not significant on children developmental outcome in Psychomotor Skill for primary level of education ($r = -.157$, $p<0.05$) this reveals that Provision of Environmental Sanitation does not determine the level of children developmental outcome in Psychomotor Skill for primary level of education.

Furthermore, the result shows that Learning Materials was not significant on children developmental outcome in Psychomotor Skill for primary level of education ($r = .142$, $p<0.05$).

In the same vein, the result shows that Play Group out Door was not significant on children readiness (Psychomotor Skill) for primary level ($r = -.166$, $p<0.05$) this reveals that Play Group out Door determines the level children readiness (Psychomotor Skill) for primary level. Hence conclusion can be drawn therefore that,

there are significant relationship among independent variables (Provision of Conducive Environment, Communicate with Child, Provision of School Related Material and Provision of Emotional Care) and dependent variable (developmental outcome in Psychomotor Skill) for primary level of education.

Research Question 4d: What pattern of relationship (correlation) exists among the variables of the study (parents' school readiness, school environment readiness) and child development outcome in socio-emotional skill.

Table 4.4d: Correlation Matrix Table of Provision of Emotional Care Provision of Conducive Environment, School Records, Environmental Sanitation, Learning Materials Furniture, Play Ground out Door and Child Development Outcome in Socio-Emotional Skill

	EC	CHE	SR	ES	LM	FU	PGO	PS
EC	1							
CHE	.912*	1						
SR	0.069	0.092	1					
ES	-0.051	-0.18	0.033	1				
LM	-0.227	-0.324	-0.116	0.072	1			
FU	-0.113	-0.173	0.195	.346*	.515*			
PGO	-0.216	-0.328	0.095	.444*	.381*	.623*	1	
	.477*	.489*	0.073	-0.259	-0.033	-0.153	-.427*	1

Emotional Care PCE =Conducive Environment, SR = School Records, ES = Environmental Sanitation, LM= Learning Materials, F = Furniture, PGOD = Play Group out Door, SE = Socio-emotional Skill.

* Correlation is significant at the 0.05 level (2-tailed).

In relation to children developmental outcome in socio-emotional skill for primary level of education by the seven independent variables (Provision of Emotional Care, Provision of Conducive Home Environment, School Records, Environmental Sanitation, Learning Material , Furniture, Play Ground Out Door), it was observed from Table 4.4d that, the intercorrelation matrix showing the correlation coefficients of the independent variable (Provision of Emotional Care, Provision of Conducive Home Environment, School Records, Environmental Sanitation, Learning Material , Furniture, Play Ground Out Door) and the criterion variable (children developmental outcome in Socio-emotional Skill for primary level of education) reveals significant positive relationship between Provision of Emotional Care and children readiness (Socio-emotional Skill) for primary level of education ($r = .477$, $p<0.05$). This implies that Provision of Conducive Home Environment determines the level of children developmental outcome in Socio-emotional Skill for primary level of education. Also, the result shows that Provision of School Records was not significant on children developmental outcome in Socio-emotional Skill for primary level of education ($r = .073$, $p<0.05$). This reveals that School Records does not determine the level of children developmental outcome in Socio-emotional Skill for primary level of education. Similarly, the result shows that Provision of Environmental Sanitation was not significant on developmental outcome in Socio-emotional Skill for primary level of education ($r =- .259$, $p<0.05$). This reveals that Provision of Environmental Sanitation does not determine the level of children developmental outcome in Socio-emotional Skill.

Likewise, the result shows that Environmental Sanitation was negatively significant on children readiness (Socio-emotional Skill) for primary level of education ($r = -.259$, $p<0.05$). This reveals that Environmental Sanitation determines the level children readiness (Socio-emotional Skill) for primary level of education. Furthermore, the result shows that Learning Materials was not significant on children readiness (Socio-emotional Skill) for primary level of education ($r =.-033$, $p<0.05$). This reveals that Learning Materials does not determine the level of children developmental outcome in Socio-emotional Skill for primary level of education.

Moreover, the result shows thatFurniture was not significant on children developmental outcome in Socio-emotional Skill for primary level of education ($r =-.153$, $p<0.05$). This reveals that Furniture does not determine the level of children readiness (Socio-emotional Skill) for primary level of education. In the same vein, the

result shows that Play Ground (out Door)was negatively significant on children readiness (Socio-emotional Skill) for primary level of education ($r = -.427$, $p<0.05$). This reveals that Play Ground (out Door) determines the level of children developmental outcome in Socio-emotional Skill for primary level of education. Hence, conclusion can be drawn therefore that, there are significant relationship among independent variables (Provision of Emotional Care, Provision of Conducive Home Environment, and Provision of Play Ground (Out Door)) and dependent variable (Children developmental outcome in Socio-emotional Skill for primary level of education).

Research Question 5a: To what extent will school factors, classroom interaction, school environment factors, child characteristics (child's gender), and home factors together predict children readiness (Literacy Skill) for primary level of education in Kogi State?

Table 4.5ai: Regression Summary and ANOVA of School Factors, Classroom Interaction, School Environment Factors, Child Characteristics (Child's Gender) and Home Factors and Children Readiness (Literacy Skill) for Primary Level

Multiple R = .811 **R Square** = .658 **Adjusted R Square** = .431 **Standard Error** = 14.628					
Analysis of Variance					
Source of Variance	**Sum of Square**	**(df)**	**Mean Square**	**F**	**Sig.**
Regression	8662.546	15	618.753	2.892	.014
Residual	4493.677	384	213.985		
Total	13156.222	399			

** *Significant @ p < .05; n = 400*

Table 4.5ai shows that the multiple correlation coefficients (R) of all the combined independent variables with Children Readiness in Literacy Skill for Primary Level of education is 0.811. This implies that there is 81% association among School Factors, Classroom Interaction, School Environment Factors, Child Characteristics (Child's Gender) and Home Factors and Children Readiness (Literacy Skill Achievement) for primary level of education. R square = 0.658. The adjusted R^2, which estimates the variance on dependent variable measure accounted for by the combination of independent variables is 0.431. This implies that, all the independent variables: School Factors, Classroom Interaction, School Environment Factors, Child Characteristics (Child's Gender) and Home Factors made 43% contribution to the variance in pre-school Children Readiness in Literacy Skill for primary level of education. Regression ANOVA produced ($F_{(15, 384)} = 2.892$, $P < 0.05$). This implies a joint contribution of all the independent variables (School Factors, Classroom Interaction, School Environment Factors, Child's Gender and Home Factors) considered in this study to Children Readiness in Literacy for primary levelis statistically significant.

Research Question 5bi: What is the relative contribution of each factor to the prediction?

Table 4.5bi: Relative Contribution of School Factors, Classroom Interaction, School Environment Factors, Child's Gender and Home Factors in the Prediction of Children Readiness (Literacy Skill Development) for Primary Level

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
	34.834	108.047		.322	.750
Teacher Qualification	5.653	1.502	.667	3.765	.001
Child Gender	9.497	5.810	.248	1.635	.117
Class Size	8.062	3.724	.405	2.165	.042
Learning Materials	-.048	.375	-.020	-.128	.899
Environmental Sanitation	-.257	.638	-.064	-.403	.691
Play Ground Out Door	.086	1.688	.010	.051	.960
Teacher Prompting Learning	.725	.916	.127	.792	.437
Whole Class Activity	-4.330	1.628	-.426	-2.660	.015
Teacher Disposition	.697	1.130	.108	.616	.544
Individual Child Activity	4.506	3.019	.233	1.493	.150
Children Group Learning Activity	-5.297	4.099	-.218	-1.292	.210
Teaching Not Facilitating Learning	-2.340	1.621	-.270	-1.444	.164
Confusion	1.544	2.740	.094	.564	.579
Emotional Care	-.218	.539	-.061	-.405	.689

Table 4.5bi shows the relative contribution of independent variables on criterion variable children readiness (in Literacy Skill) for primary level. The three independent variables considered contributed significantly to children readiness in Literacy Skill for primary level of education. These are, Teacher Qualification (β = 0.667, t = 3.765, P < 0.05), Class Size (β = 0.405, t = 2.165, P > 0.05) and Whole Class Activity (β = -.426, t = -2.660, P > 0.05) which contributed significantly to children readiness in Literacy Skill for primary level of education. However, Child Gender (β = 0. 248, t = 1.635, P < 0.05), Learning Materials (β = -0.020, t = -0.128, P > 0.05). Environmental Sanitation (β = -0.064, t = -.403, P < 0.05), Play Group out Door (β = 0.010, t =0 .051, P > 0.05).Teacher Prompting Learning (β = - 0. .127, t =0 .792, P > 0.05), Teacher Disposition (β = 0.108, t =0 .616, P < 0.05), Children Group Learning Activity (β = 0-.218, t = -1.292, P < 0.05), Teaching Not Facilitating(β = -.270, t = -1.444, P < 0.05).Confusion (β = .094, t = .564, P < 0.05), Provision of Emotional Care (β =0 .564, t = -0.405, P < 0.05) did not contribute significantly to the prediction of Children Readiness (Literacy Skill) for Primary Level. The value of the standardized regression weight associated with the three variables shows that Teacher Qualification, Class Size and Whole Class Activity are the potent predictors of children readiness in Literacy Skill for primary level of education. This implies that three out of the fifteen independent variables considered in this study are the major predictors of children readiness in Literacy Skill for primary level of education. In terms of magnitude of their contributions, Teacher Qualification contributed most, followed by Whole Class Activity, and then Class Size.

Discussion of Findings

The multiple regression analysis revealed that the fourteen independent variables have multiple correlation with children readiness in literacy skills. Equally, the contributions of these variables accounted for 43% to the variance in children literacy skills. It should be bore in mind that Provision of School Related Materials had high multi-collinearity with Provision of Emotional Care hence the former was removed from the analysis.

However, with respect to where the level of significance is coming from (which of the variables are responsible) only three: Teacher Qualification, Whole Class Activity and Class Size contributed significantly to the prediction. This implies that for every improvement in teacher qualification, there is correspondence increase

of 0.48 in children Whole Class Activity and Class Size.

The findings agree with the NPE (2014) which says well qualified teacher should be employed in pre-school school in order to improve their school readiness. The Federal Government also knows the implication when it was announced that all teachers from all educational institutions will be trained professionally. Also, the NPE stated that for the nation's educational goals to be effective, qualified teachers should be used to perform their task. It further agrees with Uche (2014) that teachers' high proficiency and qualification enables them to use their own knowledge to perform the task that can stimulate learning.

Furthermore, the findings agrees with the findings of Edinyang and Ubi (2013) in area of whole class activity that the extent to which a teacher is able to accomplish the stated objectives will be determined by the method of teaching, technology and other strategies they employ while teaching. Children are supposed to participate in various classroom activities in order to boost their readiness in literacy skills for primary level of education.

It also agrees with the findings of Aghata (1991) that the role plays by the teacher in conversion of students into graduates cannot be underestimated. Teacher's success in accomplishing his roles depends on the extent to which he possesses the necessary intellectual, cognitive and psychomotor skills. Also, a professional teacher knows which method that suits a particular age and a particular topic to be taught.

Furthermore, the importance of class size to children school readiness cannot be underestimated. This is evident in most schools especially private schools who had moderate number of children in their classrooms but in terms of structures the researcher observed that public schools had solid structures than most private schools. The importance of class size was supported by the findings of Filby, (1980) that teachers teaching smaller classes were able to complete their scheme of work and teach their lesson in detail. Furthermore, teachers revealed that little or no time was spent on discipline but more time was devoted on teaching and learning. Hattie (2005) concluded that teaching practices that are conducive to successful learning are more likely to occur in smaller rather than larger classes.

In many countries all over the world, there have been reported debates over the educational consequences of class size differences (Peter, 2011). The evidence based on the link that a smaller size class has an encouraging influence on attainment and behaviour in the early years of school but this reduces after a few years. Research

findings from Fredrickson (2013) show that children in the early grades perform better in small classes. This is the case for children who came from disadvantaged background. Sylva (2006) hypothesized that appropriate class size could have noticeable effects on learning outcome and also there are some teaching methodologies that teachers cannot use in large classes while teaching.

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Research Question 5aii: To what extent will school factors, classroom interaction, school environment factors, child's gender, and home factors together predict children readiness (Numeracy Skill) for primary level in Kogi State?

Table 4.5aii: Regression Summary and ANOVA of School Factors, Classroom Interaction, School Environment Factors, Child Characteristics (Child's Gender) and Home Factors and Children Readiness (Numeracy Skill) for Primary Level

Multiple R = .785 **R Square** = .616 **Adjusted R Square** =. 360 **Standard Error** = 9.422					
Analysis of Variance					
Source of Variance	**Sum of Square**	**(df)**	**Mean Square**	**F**	**Sig.**
Regression	2992.139	15	213.724	2.408	.033
Residual	1864.167	384	88.770		
Total	4856.306	399			

*** Significant @ p < .05; n = 400*

Table 4.5aii shows that the multiple correlation coefficients (R) of all the combined independent variables with Children Readiness (Numeracy Skill Development Outcome) for primary level of education is 0.785. This implies that there is 79% association among School Factors, Classroom Interaction, School Environment Factors, Child's Gender and Home Factors and Children Readiness in Numerical Skill for primary level of education. R square = 0.616. The adjusted R^2, which estimates the variance on dependent variable measure accounted for by the combination of independent variables, is 0.360. This implies that, all the independent variables: School Factors, Classroom Interaction, School Environment Factors Child's Gender and Home Factors made 36% contribution to the variance in Children Readiness in Numerical Skill for primary level of education. Regression ANOVA produced ($F_{(15,\ 384)} = 2.408$, $P > 0.05$). This implies a joint contribution of all the independent variables (School Factors, Classroom Interaction, School Environment Factors, Child Gender and Home Factors) considered in this study to Children Readiness in Numeracy Skill for primary level of education is statistically significant.

Research question 5bii: What is the relative contribution of each factor to the prediction?

Table 4.5bii: Relative Contribution of School Factors, Classroom Interaction, School Environment Factors, Child's Gender and Home Factors in the Prediction of Children Readiness (Numeracy Skill Development) for Primary Education Level

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	7.061	69.591		.101	.920
Teacher Qualification	3.174	.967	.616	3.282	.004
Child Gender	5.243	3.742	.226	1.401	.176
Class Size	4.935	2.398	.408	2.058	.052
Learning Materials	-.292	.242	-.199	-1.207	.241
Environmental Sanitation	-.417	.411	-.171	-1.015	.322
Play Ground Out Door	1.848	1.087	.359	1.699	.104
Teacher Prompting Learning	.808	.590	.232	1.370	.185
Whole Class Activity	-2.263	1.048	-.367	-2.158	.043
Teacher Disposition	.400	.728	.102	.550	.588
Individual Child Activity	2.014	1.944	.172	1.036	.312
Children Group Learning Activity	-2.866	2.640	-.194	-1.085	.290
Teaching Not Facilitating Learning	-1.591	1.044	-.303	-1.524	.142
Confusion	.303	1.765	.030	.172	.865
Emotional Care	.181	.347	.082	.520	.608

*** Significant @ $p < .05$; $n = 400$*

Table 4.5bii shows the relative contribution of independent variables on criterion variable (children readiness in numeracy skill for primary level of education). The two independent variables considered contributed significantly to children readiness (Numeracy Skill) for primary level. These are, teacher qualification ($\beta = 0.616$, $t = 3.282$, $p < 0.05$) and Whole Class Activity ($\beta = -.367$, $t = -2.158$, $p < 0.05$),

However, child gender ($\beta = 0.226$, $t = 1.401$, $p < 0.05$), Learning materials ($\beta = -.199$, $t = -1.207$, $p > 0.05$). Environmental sanitation ($\beta = -0.171$, $t = -1.015$, $p < 0.05$), Play Ground Out Door ($\beta = -.359$, $t = -1.699$, $p > 0.05$). Teacher Prompting Learning ($\beta = .232$, $t = 1.370$, $p > 0.05$) .Teacher Disposition ($\beta = .102$, $t = .550$, $p < 0.05$). Individual Child Activity ($\beta = .172$, $t = 1.036$, $p > 0.05$) Children group learning activity ($\beta = -0.194$, $t = -1.085$, $p < 0.05$) Teaching Not Facilitating Learning ($\beta = -0.303$, $t = -1.524$, $p < 0.05$), confusion ($\beta = 0.030$, $t = 0.172$, $p < 0.05$). Provision of conducive environment ($\beta = -0.332$, $t = 0.871$, $p > 0.05$). Communicate with child ($\beta = - 0.304$, $t = -0.674$, $p < 0.05$). Provision of school related material ($\beta = 0.082$, $t = 0.520$, $p < 0.05$).

The value of the standardized regression weight associated with the two variables shows that teacher qualification and whole class activity are the potent predictors of children readiness in Numeracy Skill for primary level of education. This implies that only two out of the fourteen independent variables considered in this study are the major predictors of children readiness in Numeracy Skill for primary level of education.

Discussion of Findings

The multiple regression analysis reveals that two independent variables (Teacher Qualification and Whole Class Activity) have a multiple correlation with the children school readiness in numeracy skills.

It has been said time without number that the quality of learners cannot rise above the standard of the quality of the teachers. This is in line with Adegbile (2013) findings that a good teacher begets good students from which the students can get a replacement of teaching stock while poor teachers will beget poor students and consequently poor future teachers. Findings of Samuel and Ojih (2014) confirm these findings by asserting that education of the highest quality requires teachers of highest quality. This is true in respect of pre-school education as the quality of its teachers

determine the outcome of the teaching in terms of children's in learning outcome. There is also the need to be involving the children into one activity or the other. This will go a long way to boost their numeracy skills.

Research Question 5aiii: To what extent will school factors, classroom interaction, school environment factors, child's gender, and home factors together predict children readiness (Psychomotor Skill) for primary level in Kogi State?

Table 4.5aiii: Regression Summary and ANOVA of School Factors, Classroom Interaction, School Environment Factors, Child's Gender and Home Factors and Children Readiness (Psychomotor Skill) for Primary Level

Multiple R = .811 **R Square** = .657 **Adjusted R Square** = .429 **Standard Error** = 3.096					
Analysis of Variance					
Source of Variance	**Sum of Square**	**Df**	**Mean Square**	**F**	**Sig.**
Regression	385.761	15	27.554	2.875	.014
Residual	201.239	384	9.583		
Total	587.000	399			

** *Significant @ p < .05; n = 400.*

Table 4.5aiii shows that the multiple correlation coefficients (R) of all the combined independent variables with Children Readiness (Psychomotor Skill) for primary level of education is 0.811. This implies that there is 81% association among School Factors, Classroom Interaction, School Environment Factors, Child's Gender and Home Factors and Children Readiness (Psychomotor Skill) for Primary Level. R square = 0.657. The adjusted R^2, which estimates the variance on dependent variable measure accounted for by the combination of independent variables, is 0.429. This implies that, all the independent variables: School Factors, Classroom Interaction, School Environment Factors, Child's Gender and Home Factors made 42% contribution to the variance in Children Readiness (Psychomotor Skill) for primary level of education. Regression ANOVA produced ($F_{(15, 384)} = 2.825$, $P < 0.05$). This implies a joint contribution of all the independent variables (School Factors, Classroom Interaction, School Environment Factors, Child's Gender and Home Factors) considered in this study to Children Readiness in psychomotor Skill for primary level of education is statistically significant.

Research Question 5biii: What is the relative contribution of each factor to the prediction?

Table 4.5biii: Relative Contribution of School Factors, Classroom Interaction, School Environment Factors, Child's Gender and Home Factors in the Prediction of Children Readiness (Psychomotor Skill) for Primary Education Level

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	-5.256	22.865		-.230	.820
Teacher Qualification	.680	.318	.380	2.141	.044
Child Gender	2.943	1.229	.364	2.394	.026
Class Size	-1.629	.788	-.387	-2.067	.051
Learning Materials	.061	.079	.119	.764	.453
Environmental Sanitation	-.069	.135	-.082	-.512	.614
Play Ground Out Door	.114	.357	.064	.320	.752
Teacher Prompting Learning	-.073	.194	-.061	-.379	.709
Whole Class Activity	.132	.344	.062	.384	.705
Teacher Disposition	.349	.239	.256	1.458	.160
Individual Child Activity	.204	.639	.050	.319	.753
Children Group Learning Activity	.333	.867	.065	.384	.705
Teaching Not Facilitating Learning	.087	.343	.048	.254	.802
Confusion	.162	.580	.047	.279	.783
Emotional Care	.257	.114	.338	2.258	.035

*** Significant @ $p < .05$; $n = 400$*

Table 4.5biii shows the relative contribution of independent variables on criterion variable (children readiness in Psychomotor Skill for primary level of education). Three independent variables considered contributed significantly to children readiness (Psychomotor skill) for primary level of education. These are, Teacher Qualification (β = - 0. 380, t = 2.141, P < 0.05), Child Gender (β = 0 .338, t = 2.258, P < 0.05), Emotional Care (β = 0.392, t = 1.194, P > 0.05) which contributed significantly in the prediction of children readiness (Motor skill) for primary level of education. However, Teacher Disposition (β = 0. .256, t =1.458, P < 0.05), No of children in Class (β = - 0. -.387, t = .764, P > 0.05), Learning Materials (β = -0. 119, t = .764, P > 0.05), Environmental Sanitation (β = - 0.082, t = -0.512, P > 0.05), Play Group out Door (β = -0.134, t = 0.612, P > 0.05).Teacher Prompting Learning (β = - 0.061, t = - 0.379, P > 0.05),Whole Class Activity (β = 0. 062, t = 0. 384, P > 0.05), Children Group Learning Activity (β = 0. 065, t = 0. .384, P > 0.05), Confusion (β = 0. 047, t = 0.279, P > 0.05), did not contribute significantly to the prediction of Children Readiness (Psychomotor skill) for primary level of education. The value of the standardized regression weight associated with the three variables shows that Teacher Qualification, Child Gender and emotional care are the potent predictors of children readiness (Psychomotor skill) for primary level. This implies that three out of the fourteen independent variables considered in this study are the major predictors of children readiness in Psychomotor Skill for primary level of education.

Discussion of Findings

The multiple regression analysis revealed that the three independent variables (Teacher qualification, child Gender and emotional Care have multiple correlation with children readiness psychomotor skills.

However, with respect to where the level of significance of coming from which of the variables are responsible, only three (Teacher Qualification and Child Gender contributed significantly to the prediction. This implies that for every improvement in teacher qualification, there is a correspondence increase of 0.42 in child gender. This agrees with the findings of Wonter (2009) that psychomotor skills are necessary to move, stabilize and control body and objects while exploring the environment. It also corroborates Brooks (2008) findings that psychomotor skills are precursors to the development of early literacy and numeracy skills.

Furthermore, this was in line with Cohen (2005) on emotional care that children that lived in a conducive environment shows better skills. They also reflect positively toward their child care experiences. They also have cordial relationship with their teachers.

Research Question 5aiv: To what extent will school factors, classroom interaction, school environment factors, child's gender, and home factors together predict children readiness in Socio-emotional Skill for primary level of education in Kogi State?

Table 4.5aiv: Regression Summary and ANOVA of School Factors, Classroom Interaction, School Environment Factors, Child's Gender and Home Factors and Children Readiness (Socio-emotional Skill)

Multiple R = .865 **R Square** = .748 **Adjusted R Square** = .580 **Standard Error** = 5.120					
Analysis of Variance					
Source of Variance	**Sum of Square**	**Df**	**Mean Square**	**F**	**Sig.**
Regression	1635.064	15	116.790	4.455	.001
Residual	550.491	384	26.214		
Total	2185.556	399			

*** Significant @ p < .05; n = 400.*

Table 4.5aiv shows that the multiple correlation coefficients (R) of all the combined independent variables with Children Readiness (Socio-emotional Skill) for Primary Level is 0.865. This implies that there is 87% association among School Factors, Classroom Interaction, School Environment Factors, Child's Gender and Home Factors and Children Readiness (Socio-emotional Skill) for Primary Level. R square = 0.748. The adjusted R^2, which estimates the variance on dependent variable measure accounted for by the combination of independent variables, is 0.580. This implies that, all the independent variables: School Factors, Classroom Interaction, School Environment Factors, Child's Gender and Home Factors made 58% contribution to the variance in Children Readiness (Socio-emotional Skill) for Primary Level. Regression ANOVA produced ($F_{(15,\ 384)} = 4.455$, $P < 0.05$). This implies a joint contribution of all the independent variables (School Factors, Classroom Interaction, School Environment Factors, Child's Gender and Home Factors) considered in this study to Child Readiness in Socio-emotional Skill for primary level of educationis statistically significant.

Research Question 5biv: What is the relative contribution of each factor to the prediction?

Table 4.5biv: Relative Contribution of School Factors, Classroom Interaction, School Environment Factors, Child's Gender and Home Factors in the Prediction of Children Readiness (Socio-emotional Skill)

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	98.275	37.817		2.599	.017
Teacher Qualification	.624	.526	.181	1.188	.248
Child Gender	1.079	2.033	.069	.530	.601
Class Size	-5.011	1.303	-.618	-3.845	.001
Learning Materials	-.028	.131	-.029	-.215	.832
Environmental Sanitation	.018	.223	.011	.083	.935
Play Ground Out Door	-.862	.591	-.249	-1.458	.160
Teacher Prompting Learning	.050	.320	.021	.155	.879
Whole Class Activity	.224	.570	.054	.393	.698
Teacher Disposition	.394	.396	.150	.997	.330
Individual Child Activity	-1.387	1.057	-.176	-1.313	.203
Children Group Learning Activity	-.731	1.435	-.074	-.510	.616
Teaching Not Facilitating Learning	.094	.567	.027	.166	.870
Confusion	-.917	.959	-.137	-.956	.350
Emotional Care	.173	.189	.118	.919	.368

*** Significant @ $p < .05$; $n = 400$*

Table 4.5biv shows the relative contributions of independent variables on criterion variable children readiness (Socio-emotional Skill) for primary level of education. One, independent variables: Class size (β = - 0. 618, t = -3.845, P > 0.05) contributed significantly to the prediction of children readiness in Socio-emotional Skill for primary level of education.

However, Teacher Qualification (β =- 0. 181, t = 1.188, P < 0.05), Child Gender (β =0.690, t = 0. .530, P < 0.05), Learning Materials (β = -.029, t = - 0.215, P > 0.05). Environmental Sanitation (β = 0.011, t = 0.083, P < 0.05), Play Group out Door (β = -.249, t = -1.458, P > 0.05).Teacher Prompting Learning (β = 0.021, t =0 .155, P > 0.05). Whole Class Activity (β =0 .054, t = 0.393, P > 0.05).Teacher Disposition (β =0 .150, t =0.997, P < 0.05). Children Group Learning Activity (β = -.074, t = -0.510, P < 0.05).Confusion (β = -0.137, t = -0.956, P < 0.05), Provision of Emotional Care (β =0 .118, t =0 .919, P < 0.05) did not contribute significantly to the prediction of Children Readiness in Socio-emotional Skill for primary level of education. The value of the standardized regression weight associated with the variables shows that class size is the potent predictors of children readiness in Socio-emotional Skill for primary level of education. This implies that only one out of the fifteen independent variables considered in this study is the major predictors of children readiness (Socio-emotional Skill) for primary level of education.

Discussion of Findings

Table 4.8d shows the summary of relative contribution of each of the independent variables to the prediction of pre-school socio-emotional readiness for primary education in Kogi State. As shown in Table 4.5biv, only one variable contributed to the prediction.

The multiple regression analysis revealed that the fourteen independent variables (teacher qualification, child gender class size, learning materials, environmental sanitation, play ground out door, teacher prompting learning, whole class activities, teacher disposition, group learning activities, confusion, provision of conducive environment, communicate with child provision of school related materials and provision of emotional care) have a multiple correlation with socio-emotional skills. Equally, the contribution of this variable accounted for 80% of the children socio-emotional skills.

However, with respect to where the level of significance is coming from

(which of the variable is responsible) only one class size (β = -.104) contribute significantly to the prediction. The findings agree with Fredrickson (2013) that children perform better in small classes. Furthermore, the importance of class size to children school readiness cannot be underestimated. This is evident in most schools especially private schools who had moderate number of children in their classrooms but in terms of structures the researcher observed that public schools had solid structures than most private schools. The importance of class size is supported by the findings of Filby, (1980) that teachers were not only able to complete their smaller classes but to develop their lesson in more depth. Also, teachers move through curriculum more quickly and were able to provide additional enrichment activities. Furthermore, teachers reported that they manage their classes better and classes function more smoothly as less time was spent on discipline and more on learning. Hattie (2005) concluded that teaching practices that that are conducive to successful learning are more likely to occur in smaller rather than larger classes.

In many countries all over the world, there have been reported debates over the educational consequences' of class size differences (Peter, 2011). The evidence based on the link between class size and attainment, taken as a whole, finds that a smaller size has a positive impact on attainment and behaviour in the early years of school but this effect tend to be small and diminishes after a few years. Research findings from Fredrickson (2013) show that children in the early grades perform better in small classes. This is the case for children who came from disadvantaged background. Sylva (2006) hypothesized that class size could also have substantial indirect effect on children achievement as there may be highly effective pedagogies that could not be successfully implemented in large classes.

Research question 6: Is the level of readiness based on type of school?

Table 4.6a: Independent Paired Samples t-test of level of pre-school in early literacy skills in private and public schools

School Type	N	Mean	SD	t-test for Equity of Means				
				95% Confidence Interval of the Difference		T	df	Sig.(2tailed)
				Lower	Upper			
Public	217	38.7	6.7	-2.741	.015	-1.944	398	.071
Private	183	7	7	-2723	.024			

Table 4.6a shows that there is no significant difference in mean scores of readiness based on type of school in early literacy skill (t= -1.944, df=398,p=.005). The table shows that the level of readiness in private school is higher than that of public schools in literacy skills.

Discussion of Finding

The finding of the study revealed that there was no significant difference between public and private schools in terms of their level of readiness in early literacy skills. As revealed in table 5.1a, the mean score showed that private schools had better level of readiness than public schools in literacy skills. This confirms Bhatta, (2005) that there is significant difference in students' performance across school type and the results showed that public schools score were relatively low compared to private schools. This was observed during classroom interaction as some public school children were still struggling to write alphabets, the ones in the public could write better. It was also observed that most of the private schools had writing materials and exercise books which went a long way to enhance their early literacy skills.

Table 4.6b: Independent Paired Samples t-test of level of pre-school in numeracy skills in private and public schools

School Type	N	Mean	SD	t-test for Equity of Means				
				95% Confidence Interval of the Difference		T	df	Sig. (2tailed)
				Lower	Upper			
Public	217	10.7	2.5	-1.165	-.202	-2.793	398	.52
Private	183	11.33	2.3	-1.161	-2.206			

Table 4.6b shows that there is no significant difference in mean scores of readiness based on type of school in literacy skill (t= -2.793, df = 398,p=.005). The table shows that the level of readiness in private school is higher than that of public schools in numeracy skills.

Discussion of Findings

The finding of the study revealed that there was no significant difference between public and private schools in terms of their level of readiness in numeracy skills. As revealed in table 5.1b, the mean score showed that private schools had better level of readiness than public schools in numerical skills. This confirms Perie, Vanneman and Goldstein (2005) findings that the national Assessment of Educational progress (NAEP) results typically show a higher average score for private school students than for public school students. This was obvious in the course of test administration to the children. While majority of the children in private schools could count 1 to 20; majority of the children in the public could not. Emphasis was placed on rote learning in public schools than in the private schools hence the adverse effect on the mastery of numerical skills.

Table 4.6c: Independent Paired Samples t-test of level of pre-school in psychomotor skills in private and public schools

School Type	N	Mean	SD	t-test for Equity of Means				
				95% Confidence Interval of the Difference		T	Df	Sig. (2tailed)
				Lower	Upper			
Public	217	27.1	3.96	-1.223	.323	-1.144	398	.74
Private	183	27.5	3.87	-1.222	.322			

Table 4.6c shows that there is no significant difference in mean scores of readiness based on type of school in early literacy skill (t= -1.944,df 398,p=.005). The table shows that the level of readiness in private school is higher than that of public schools in motor skills.

Discussion of findings

The finding of the study revealed that there was no significant difference between public and private schools in terms of their level of readiness in literacy skills. As revealed in table 5.1c, the mean score showed that private schools had better level of readiness than public schools in literacy skills. This was not an aberration as most of the private schools made provisions for those things that could enhance motor skills. There were provisions play materials and other writing materials this could go a long way to boost their motor skills. It seems the performance at the private schools might be as a result of better funding. This confirms Okilagwe (2005) findings that private schools are well funded than public schools, hence their better performance.

Table 4.6d: Independent Paired Samples t-test of level of pre-school in socio-emotional skills in private and public schools

School Type	N	Mean	SD	t-test for Equity of Means				
				95% Confidence Interval of the Difference		T	df	Sig. (2tailed)
				Lower	Upper			
Public	217	53.3	10.4	-4.312	-.202	-2.159	398	.75
Private	183	55.6	10.5	-4.314	-.200			

Table 4.6d shows that there is no significant difference in mean scores of readiness based on type of school in socio-emotional skill (t= -2.159, Df = 398,p=.005). This shows that the level of readiness in private school is higher than that of public schools in socio-emotional skills.

Discussion of findings

The finding of the study revealed that there was no significant difference between public and private schools in terms of their level of readiness in literacy skills. It is obvious from table 5.1d that the level of readiness is more in private schools than in public schools. This could be as a result of non-payment of salaries of civil servants in the state. A teacher who could not meet his or her needs would be emotionally down which could also affect the state of mind of the children.

CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter presents summary of the findings, conclusion, educational implication, limitation of the study and recommendation, likewise suggestions for further studies were highlighted.

5.1 Summary of the Study

The title of this study is evaluation of school readiness of pre-school children in Kogi State. Independent variables (teacher qualification, learning materials, environmental sanitation, play-ground, teacher prompting learning, whole class activity, teacher disposition, children group learning activity, teaching not facilitating learning, confusion provision of conducive home environment, provision of emotional care, child gender and class size) and four dependent variables (children developmental outcome in numeracy, early literacy, socio-emotional and psychomotor skills) were studied. The study made use of quantitative approach for data collection. The ATO evaluation model made up of three components (Antecedent, Transaction and Output) were used in the study. Collected data were analysed using frequency and percentages, multiple regression at .05 of significance. Findings from the study are as follows:

First, majority of the children occasionally take turns while few of them continually exhibit this behaviour whereas very few of the respondents did not at any time take turns. Also some children at times adapt to planned activities changes, persistent at task, ask questions, followed structured daily routine, easily distracted, work independently without supervision, sustain attention, initiate interaction with others, play cooperatively with peers, follow simple rule, at interval very aggressive. In addition, a few number of the children on every occasion pay attention to what someone is saying, few were at all times attentive in class, engage in learning activities, cooperate with others, follow directives, can sit always as well as listen to teacher as long as lesson last and follow simple rules. Further still, majority of the

children could occasionally convey needs. Also, majority of the children could at interval show interest in books as they are read by adults, can retell a familiar short stories, can listen with interest to stories, can identify objects in books, can sound letters of alphabets, can say letter sound, can answer simple questions, can engage in drawing.

Few of the children at times could recite rhymes, say name, can sing a song, can identify letters of alphabet, can write name, can write letter of alphabet. Also, few of the children not at any time exhibit these behaviours such as: sing a song, identify letters of alphabet, answer simple questions, can recite rhymes, child is able to mention the name of objects, child can listen with interest to stories, child can sound letters of alphabet, child can say letter sound. Furthermore, few of the children at no time could sing a song, identify letters of alphabet, answer simple questions, recite rhymes, mention the name of objects, listen with interest to stories, sound letter of alphabets, say letter sound. In addition, Few of the children at every occasion can mention the names of objects, retell familiar short stories, listen with interest to stories, show interest in books as they are read by the adults, identify some objects in books, answer simple questions, sing songs, recite rhymes, sound letters of alphabet, say letter sound, convey needs verbally, say name, identify letters of alphabet, engage in drawing, write name and write letters of alphabet.

Furthermore, majority of the respondents did not at any time clap. Whereas a few of the children could clap at interval while few of the respondents could clap at all times. Also, half of the children could hold writing materials at intervals and more than half of the participants could carry out colouring and work with puzzle. Further still, majority of the children could occasionally dance, sit properly, clap, hold writing materials, pull, push, walk, with ease, climb short tables steps and run with ease.

In addition, Parents occasionally support their children school readiness in the area of emotional care. Half of the respondents occasionally enforce their children to do their home-work. Also, more than half of the parents encouraged their children to demonstrate respect. Few parents at all times talk to their children how much they love learning new things, share stories with their children about their school days, encourage their children to take responsibilities about their own things, praise the child about the activities well done, create routine at meal time, encourage the children to ask questions. Few parents continually play with their children and create routine at meal time. Few parents responded that they did not at any time enforce their

children to carry out such routine, encourage their children to take responsibilities of his or her own things, encourage their children to ask questions, create routine at story time, build confidence through asking children to do simple chores, share stories with their children about their school days, praise children for the activities well carried out, create routine at meal time, talk to children how they love learning new things, encourage the children to demonstrate courtesies, play with the children, encourage the children to demonstrate respect, create routine at bed time.

In addition, parents occasionally encourage their children to ask questions, build confidence through asking children to do simple chores, praise the child for activities well carried out, talk to the child how much they love learning new things, share stories with the child about their school days, encourage the child to take responsibilities of his or her own things, encourage the child to demonstrate respect. Also, on the aspect of parental support for their children, half of the parents sampled occasionally visit their children's schools. Whereas few at all times visit their children school while few not at any time visit. Half of the parents at times find out the performance of their children at school, while few of the continually did. Very few did not at any time find out the performance of their children at school. Parents occasionally do some counting activities with their children, read together with their children, keep track of their children home work, read to their children before they go to bed, spent time working with their children working on numbers, subscribe to educational channels for their children, introduce the children to school related activities. Few parents continually set rules in the home that the children must obey, talk to the children about what they are learning and review the children school work. Very few parents on every occasion help their children to do their home-work, read together sometimes, help the children with school work, bring home educational materials, keep track of children home work.

Furthermore, most of the schools sampled had fare child friendly environment. Majority of the schools are child friendly environment were few private schools. Public schools only have structures but were not well equipped. In addition, the security of the schools sampled was porous as they were not fenced. Also majority of the schools had no portable water as this could affect the health of the children if they fetch water from the well stream while some brought theirs from homes. There were few schools that had corners for science, health and nutrition which contradicts the standard set by NERDC. If the foundation of the children is not well built for school

readiness at childhood, it will be very difficult for them to cope at adulthood. From the study, most of the schools were safe from dangerous objects. This shows that the children will not have access to dangerous objects which they could use to harm one another. Also, most of the schools were grassed but not busy which means children had the opportunity to play around with little supervision. Most of the schools visited did not have outdoor game facilities. This was peculiar to public schools.

Pre-school children socio emotional skill is high to a great extent. Pre-school children cognitive skill is high to a great extent. Provision of conducive home environment to aid school readiness to some great extent is high. The level of school environment is fair. Provision of instructional materials (in-door) for the children was high. Provision of instructional materials (out-door) was a little bit above average.

Furthermore, There is significant positive relationship between Provision of Emotional Care and children developmental outcome in early Literacy Skill for primary level of education ($r = .473$, $P < 0.05$). Also, the result shows that parent's Provision of Conducive Home Environment was significant on children developmental outcome in early Literacy Skill for primary level of education ($r = .485$, $p < 0.05$). Similarly, the result shows that Provision of Environmental Sanitationwas negatively significant on children developmental outcome in early Literacy Skill for primary level of education ($r = -.338$, $p < 0.05$). The result shows that School Recordswas not significant on children developmental outcome in early Literacy Skill for primary level of education ($r = .073$, $p > 0.05$). Furniturewas not significant on children readiness (early Literacy Skill) for primary level of education ($r = .-119$, $p > 0.05$). Play Group out Doorwas not significant on of children developmental outcome in early Literacy Skill for primary level of education ($r = -.281$, $p > 0.05$).There is significant positive relationship between Provision of Emotional Care and children developmental outcome in Numeracy Skill for primary level of education ($r = .340$, $P < 0.05$).

Further still, the result shows that Provision of Conducive Environmentwas significant on of children developmental outcome in Numeracy Skill for primary level of education ($r = .358$, $p< 0.05$). School Recordswas not significant on of children developmental outcome in Numeracy Skill for primary level of education ($r = .160$, $p > 0.05$). Environmental Sanitationwas negatively significant onchildren developmental outcome in Numeracy Skill for primary level of education ($r = -.333$, $p < 0.05$). Learning Materialswas not significant on children developmental outcome in

Numeracy Skill for primary level of education (r =.-233, p > 0.05). Furniturewas not significant on children developmental outcome in Numeracy Skill for primary level of education (r =.-321, p > 0.05). Play Ground out Doorwas not significant on children developmental outcome in Numeracy Skill for primary level of education (r = -.212, p > 0.05). There is significant positive relationship between Provision of Emotional Care and children readiness (Socio-emotional Skill) for primary level of education (r = .477, P < 0.05).

Also, Provision of School Records was not significant on children developmental outcome in Socio-emotional Skill for primary level of education (r = .073, p < 0.05). Provision of Environmental Sanitationwas not significant on developmental outcome in Socio-emotional Skill for primary level of education (r =-.259, p < 0.05). Environmental Sanitationwas negatively significant on children readiness (Socio-emotional Skill) for primary level of education (r = -.259, p < 0.05). Learning Materialswas not significant on children readiness (Socio-emotional Skill) for primary level of education (r =.-033, p > 0.05). Furniturewas not significant on children developmental outcome in Socio-emotional Skill for primary level of education (r =-.153, p > 0.05). Play Ground (out Door)was negatively significant on children readiness (Socio-emotional Skill) for primary level of education (r = -.427, p > 0.05).

In addition, joint contribution of all the independent variables (School Factors, Classroom Interaction, School Environment Factors, Child's Gender and Home Factors) considered in this study to Children Readiness in early Literacy for primary level is statistically significant. Three independent variables considered contributed significantly to children readiness in Literacy Skill for primary level of education. These are, Teacher Qualification, Class Size and Whole Class Activity. All independent variables: School Factors, Classroom Interaction, School Environment Factors, Child Characteristics (Child's Gender) and Home Factors made 36% contribution to the variance in Children Readiness in Numeracy Skill for primary level of education. The relative contribution of independent variables on criterion variable (children readiness in numeracy skill for primary level of education) are 2 namely: Teacher Qualification, and Whole Class Activity.

Also, all the independent variables: School Factors, Classroom Interaction, School Environment Factors, Child Characteristics (Child's Gender) and Home Factors made 42% contribution to the variance in Children Readiness (Motor Skill)

for primary level of education. Joint contribution of all the independent variables (School Factors, Classroom Interaction, School Environment Factors, Child Characteristics (Child's Gender) and Home Factors) considered in this study to Children Readiness in psychomotor Skill for primary level of education is statistically significant. Three independent variables considered contributed significantly different to children readiness (Psychomotor skill) for primary level of education. These are: Teacher Qualification, Child Gender and Emotional Care which contributed significantly in the prediction of children readiness (psychomotor skill) for primary education.

Lastly, on the level of readiness of both public and private schools in Kogi State, the result showed that there is no significant difference between pre-school children private schools and public schools in early literacy skills, numeracy skills, psychomotor skills and socio-emotional skills. However, the mean scores are higher in private schools than public school.

5.2 Conclusion

This study evaluated school readiness of pre-school children in Kogi State.Based on the findings and discussion of the study, it could be concluded that:
Most of the children in Kogi State pre-school schools are not socio-emotionally ready for primary education in the state as some of them could not work independently neither were some of them initiate interaction in their classes. This might not be unconnected with the economy turn down was passing through as at the time of carrying out this research work. Also some children are aggressive in their classes. This calls for attention of the teachers and the school management.

Furthermore, some parents have neglected their parental responsibility as many did not make provision for their children educational needs which negate the saying that education starts from home. In addition, it seems the schools were just after their own financial gains as most of the school infrastructures were neglected. No portable pipe borne water, no electricity and dilapidated structure was the order of the day.

5.3 Implication of the Finding Study

The findings from this study will help some stakeholders (child, parents and school) to know that school readiness revolves around them (the child, parents and

school); therefore, the child should be ready to play his own part. No matter how ready the parents are or how well prepared the school is and the child is not ready, then failure is inevitable. Thus, those working with the child should help inculcate the necessary skills and values in the child skill development. It will enable the parents to have the understanding that child school readiness is not the responsibility of the child alone but a collective responsibility of all i.e.; the parents, the child and the government. Also, it will help school managers on the provisions they should make for the children admitted to their schools in order to enhance their readiness.

In addition, it will help the government to look inwards into the National Policy on Education and make amendments in aspects that will ensure her full participation in pre-school education in Nigeria. It will also help the government in carrying out thorough monitoring and evaluation on pre-school schools in the state in order to ensure that standard is maintained. Furthermore, the findings will provide information to teachers to be patient with the child and restrain from using force on him to participate in school activities. It is assumed that the study will expand the existing body of knowledge and provide insights into the responsibilities of the stakeholders in pre-school education in Nigeria.

5.4 Limitation of the Study

In generalization of the results, implication and recommendations made in this study may be limited by the following factors:

1. The study was only conducted in one state of the federation (Kogi State). This placed some limitation for generalization of the study on a national scale.

5.5 Suggestions for Further Studies

Further research could be carried out in other part of the country in order to generalize the findings of this study:

1. The study focused on the evaluation of pre-school children for primary education in Kogi State with much attention on the school and the parents. Therefore, other factors should be considered in the study in order to ascertain how well the children are ready for pre-school education.
2. The study should be replicated in other state of Nigeria.

5.6 Recommendations

It is recommended that to make the pre-school children to be ready for primary education, parents and government should do the following:

1. Parents should make provision for their children educational materials that their children will need in schools.
2. It may be difficult for the illiterate parents to personally assist their children in reading and in home assignments. Therefore, parents should have sound education as this will have positive impact on the education of child school readiness.
3. The school should adhere to the minimum standard for the establishment of pre-school education in Nigeria.
4. The Ministry of Education should properly monitor the school in order to ensure standards are maintained.

5.7 Contribution to Knowledge

The study has made the following contribution to knowledge:

1. School and parental factors have been found potent in term of school readiness
2. It has provided an empirical approach to understanding of school readiness in Kogi State.
3. Instrument used in this study has been validated for further studies
4. The study has exposed the responsibility of schools and parents to children school readiness.

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APPENDIX I

UNIVERSITY OF IBADAN

INSTITUTE OF EDUCATION

TEACHER/CHILD SCHOOL READINESS INDICATOR CHECKLIST (TCSRIC)

Dear Sir/Ma,

The instrument is constructed to elicit information from you concerning your children on school readiness. Your response shall be treated with utmost confidentiality and shall be used solely for research purpose.

SECTION A: DEMOGRAPHIC DATA

1. Name of Child: ……
2. Name of School: ……
3. Location of School: Urban ☐ Rural ☐
4. Type of School : Public ☐ Private ☐
5. Local Government Area: ……
6. Child Gender: Male ☐ Female ☐
7. Child age: ……
8. Teacher Qualification:
   Secondary School Certificate ☐
   OND ☐ HND ☐
   NCE ☐
   B. Sc. ☐
   B. Sc. Early Childhood ☐
   B. Ed Art ☐
   B. Ed Early Childhood ☐
   B. Ed Sc. Early Childhood ☐
   B. Ed Social Sciences Early Childhood ☐
   PGDE ☐
   MED ☐
   Others ☐
9. Number of children in the class: ……
10. Teacher Gender: Male ☐ Female ☐

SECTION B

1. Rate each person on one trait before going on to the next
2. Try to tick the individual's behaviour in as many different situation as possible
3. Try as much as possible to cite in your mind specific evidence or behaviour to support your rating

S/N	ITEMS	Great Extent	Some Extent	Little Extent
B	**Communication and Literacy Skills**			
	The Child:			
1.	can communicate with adults			
2.	is able to mention the name of objects			
3.	can retell a familiar short story			
4.	can listen with interest to stories			
5.	shows interest in books as they are read by an adult			
6.	can identify some objects in a book			
7.	can answer simple questions			
8.	can sing a song			
9.	can recite rhymes			
10.	can sound letter of the alphabet			
11.	say letter sounds			
	The Child can:			
12.	convey needs verbally			
13.	say name			
14.	identify letters of alphabets			
15.	can engage in drawing			
16.	can write name			
17.	can write letters of the alphabets (A-Z)			
C	**Numerical Skill**			
	The child is able to:			
18.	count numbers (1-20)			
19.	use numbers to match objects			
20.	use numbers to describe objects			
21.	recognize simple shapes			
22.	use objects to build blocks			
D	**Motor Skills**			
	The child is able to:			
23	Dance			
24	sit properly			
25	Clap			
26	hold writing materials properly			

	The child can participate in physical exercises like:			
27	Pull			
28	Push			
29	work with puzzles			
30	colour drawings			
31	can walk with ease:			
32	climbs short tables, steps			
33.	can run with ease			
E	**Socio-Emotional Skills**			
	The Child can:			
34.	play cooperatively with peers			
35.	respond appropriately to others			
36.	initiate interactions with others			
37.	adapt to planned activity changes			
38.	work independently without supervision			
39.	be attentive in class			
40.	pay attention to what someone is saying			
41.	get along with other children			
42.	cooperate with other children			
43.	follow simple rules			
44.	share toys with other children			
45.	follow directives			
46.	engage in learning activities			
47.	work with other children			
48.	take turns			
49	sustain attention			
50	be persistence at task			
51	ask questions			
52	follow structured daily routine			
53	dress independently			
54	easily distracted			
55	Very aggressive			
56	Can listen to the teacher as long as the class last			
57	can sit in the class for as long as the lesson last			

APPENDIX II

SCHOOL ENVIRONMENT READINESS INDICATOR CHECKLIST

The instrument is constructed to elicit information on school environment for child's school readiness. This shall be treated with utmost confidentiality and shall be used solely for research purpose.

SECTION A: DEMOGRAPHIC DATA

1. Name of School……
2. Local Government Area …….
3. Location: Urban ☐ Rural ☐
   i. within a walking distance Yes ☐ No ☐
   ii. free from excessive noise Yes ☐ No ☐
   iii. secure and safe Yes ☐ No ☐
4. Where is the school cited?
   a. A residential house ☐
   b. Town hall ☐
   c. Church vicinity ☐
   d. In a mosque ☐
   e. In an existing primary school ☐
   f. Others ----------
5. Is the place acceptable to the community : Yes ☐ No ☐
6. Teacher Gender: Male ☐ Female ☐
7. Number of teachers per class: One ☐ Two ☐ More than two ☐
8. Number of children in the class……
9. How long do the children stay in school on daily basis? ---------- hours

SECTION B
To be collected by the researcher

S/N	Items	Yes	No
B	**School records** **The school has the following:**		
1	admission register		
2	withdrawal register		
3	child folder containing bio-data		
4	health record of individual children		
5	attendance registers		
6	teachers record books		
7	visitors record books		
8	movement books for children		
9	continuous assessment record		
C	**Environmental Sanitation**		
10.	The environment is devoid of human organic waste		
11.	There are no hazardous objects		
12.	The environment is not waterlogged		
13.	The environment is decorated with plants and flowers		
14.	The school is fenced		
15	The school has potable water supply		
16.	The classrooms have solid structures		
17.	The classrooms are up to 16 square meters spacious		
18.	The pupils are not more than 25 in a class		
19.	The classroom is sandy		
20.	Class has enough space for movement		
21.	The room is well ventilated		
22.	The flooring of the classroom is not slippery		
23.	The roof is not leaking		
24.	There are ceiling boards		
25.	The door can be locked		
26.	The room is well lite		
27.	There are corners for:		
	a. science		
	b. Health and nutrition		

	c. Shopping		
	d. Sleeping		
D	**Learning materials. The following are available:**		
28.	Children Workbooks		
29.	Early learning story books		
30.	Flash cards (for alphabets, animals, insects etc)		
31.	Picture books		
32.	Sand tray		
33.	Charts		
34.	Cartons		
35.	Display board		
36.	Television with DVD, VCD etc.		
37.	Audio tapes		
38.	Real life objects		
39	Toys for teaching are provided		
40.	Radio		
41.	Magnetic board		
42.	Posters hung on the wall		
43.	Government approved curriculum (current)		
44.	Teachers' guide		
45.	Caregiver manual		
46.	Toy making manual		
47.	Small white board (slates) for children		
48.	Musical instruments		
49.	Children's work on the wall		
50.	Cardboard for drawing		
51.	Building blocks (one dozen per five children)		
52.	Counter/Abacus (five per class)		
53.	Alphabet books		
54.	Alphabet charts		
55.	Alphabet block		
56.	Alphabet frame		
57	Pencils		
58.	**Colouring material:**		
	a. Paints		

	b. Brushes		
	c. Drawing books (one set per child)		
59.	Story books with pictures and bold letters		
60.	Children writing material		
	a. Pencil		
	b. Books with wide lines		
	c. Books for scribbling		
E	**Furniture**		
61.	Child –size chair and table per child		
62.	children beds with mattresses		
63.	There are cupboards to keep the children items		
F	**Play Ground Outdoor. The playground:**		
64.	has enough space for children to play		
65.	is safe from dangerous objects		
66.	has sands		
67	is grassed		
68.	bushy		
69.	Dirty		
70.	Waterlogged		
71.	secured (Fenced)		
72.	Out-door play materials		
	a. Swings		
	b. Slides		
	c. Merry-go-round		
	d. Climbing trims		

APPENDIX III

DEAR RESPONDENT,

PARENTAL SCHOOL READINESS CHECKLIST (PSRC)

The instrument is constructed to elicit information from you (parents, ward or guidance) concerning your involvement in child's school readiness. Your response shall be treated with utmost confidentiality and shall be used solely for research purpose.

SECTION A: THE PARENTS DEMOGRAPHIC DATA

Child's Name ----------

Child Gender ----------

What is your relationship with the child:

Biological Mother ☐
Biological Father ☐
Step Parent ☐
Foster Parent ☐
Living in Household ☐

1. Number of children at home ----------
2. What is Your Marital Status? Single ☐ Never Married ☐ Separated ☐ Married ☐ Divorced ☐ Widowed ☐ Living Together As if Married ☐
3. Parents Level of Education:

	Father	Mother
i. Primary	☐	☐
ii. Secondary	☐	☐
iii. NCE	☐	☐
iv. OND	☐	☐
v. HND	☐	☐
vi. BA Ed	☐	☐
vii. BA	☐	☐
viii. BSc	☐	☐
ix. MA	☐	☐
x. MEd	☐	☐
xi. PhD	☐	☐

xii. Others (specify) ……

4. Family income per year

i. Less than ₦21600 ☐
ii. More than ₦216,000 ☐
iii. ₦432,000.000 ☐
iv. ₦648,000.000 ☐
v. ₦10000000 ☐
vi. ₦20000000 ☐
vii. More than 2million ☐

Please tick (√) any of the options as it applies to you

S/N B	Items Parent/Child Interaction	Great Extent	Some Extent	Little Extent
	Provision of Emotional Care: As parent, I:			
1	praise the child for activities carried out very well			
2.	encourage the child to ask questions			
3.	play with the child			
	Creates routine to follow:			
4.	bed time			
5.	meal time			
6	story time			
7.	enforce the child to carry out such routine			
8.	build confidence through asking child to do simple chores			
9	help my child to do his/her home work			
10.	talk to the child how they like learning something new			
11.	share stories with the child about your school days			
12.	encourage the child to take responsibilities of his or her own things			
13.	encourage the child to demonstrate respect			
14.	encourage the child to demonstrate courtesies			
15.	visit the child's school			
16.	finds out about the child's performance at school			
	Provision of Conducive Home Environment			
	As parents, I:			
17.	read together with the child sometimes			
18.	help the child with school work			
19.	bring home educational materials			
20.	keep tract of child's homework			
21.	take the child to museum and fares			
22.	spend time working with child on reading activities			
23.	spend time working with child on numbers			
24.	bring home learning materials for the child			

25.	make provision for reading corner at home			
26.	read to the child before he or she goes to bed			
27.	provide children magazine			
28.	buy story books with pictures			
29.	play with child computer games			
30.	introduce the child to school related activities			
31.	subscribe to educational channel for my child			
32.	do some counting activities with the child			
33.	introduce the child to letters of alphabet			
34	buy books with pictures			
35.	Talk to the child about what he or she is learning			
36.	set rules in the house that the child must obey			
37.	talk to the child about things read in the book			
38.	encourage the child to demonstrate respect			
39	encourage the child to demonstrate courtesy			

APPENDIX IV

CLASSROOM INTERACTION SHEET (CIS)

SECTION A

Date……..School……. …….. …….. Subject…….. Taught…….Class…...

Observation No…… Teacher No…….. Child Gender…….

Time Start…….. Time Stop…… School Location……

No. of Children……

SECTION B

BEHAVIOURAL CATEGORY

1. Teacher prompting learning	**All the time**	**Sometimes**	**Never**
Teacher uses play to teach			
Observing the child			
Monitoring the child			
Stimulating the child			
Demonstrating to the child			
Encouraging the child			
Uses relevant teaching materials			
Uses toys to stimulate children			
Supervising the children			
Engage children in various exercising activities			
Listens to a child			
Discussing with children			
2. Whole class activity			
Working with entire class			
Telling story			
Children dancing			
Singing/playing music			
Initiate conversation			
Uses letter of alphabet to teach			
Display children work			
Participates in playing			
Initiates play			
3. Teacher disposition			
Is friendly with the children			
Makes eye contact with the children			
Engages in one to one interaction with the children			
Listens to the children			
Uses simple language in communication			
Uses pleasant words for the children uses pleasant Words for the children			
Provides warm contact			
Provide responsive physical contact			

Follow the child lead during play			
Follow the child interest during play			
Encourages children to listen to others			
4. Children group learning activity			
Working with group			
Counting			
Assembles and dismantles			
Sing after the teacher			
Imitates the teacher			
Playing with others			
Sharing with others			
Taking corrections from others			
Clapping			
Playing with language toys			
Playing group instrument			
Playing group games			
5. Individual child activity			
Engaging in rhyme games			
Colouring picture with crayon			
Drawing objects			
Tracing objects			
Molding objects			
Greeting			
Dresses self			
Eating on his/her own			
Telling stories			
Listening to stories			
Participates in singing activity			
Share toys with other children			
Cutting papers with scissors			
Explores			
Manipulates			
Observing			
Plays: solitary			
6. Monologue (Teacher talking non-stop)			
7. Teaching not facilitating learning			
Punishing			
Not reinforcing correct response			
Children coping from the chalkboard			
Teacher teaching without materials			
Conversing with another teacher			
Teacher discussing with a visitor			

Receiving calls			
8. Confusion			
Noise			
Children aimlessly wandering			
Class disorganized			
9. Others			

APPENDIX V

EARLY LITERARY SKILL AND NUMERACY SKILL ITEMS
SECTION A
School's name ……
School location……..
Pupil's name ……..
Gender of pupil ……..

SECTION B
LETTERS
Object Identification
Instruction:
No time lag; child to go at his or her pace.
Answer all the questions:
The researcher will lead the child to respond to these questions
What is this?

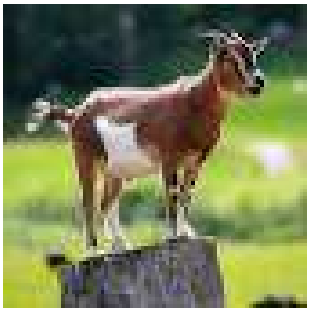
1. It is a ……

2. It is a ……

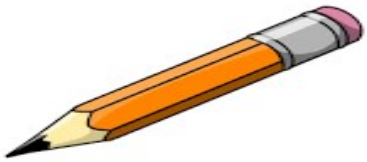
3. It is a ……..

4. It is a……

6. It is a ……
5. It is a ……



7. It is a ……



8. It is a ……

10. It is a. . ..…….

10. It is a ……..

1. IDENTIFICATION OF LETTERS AND COLOURS

Identify these letters by touching

Q	**W**	**E**	**r**	**T**	**y**
U	**I**	**O**	**a**	**P**	**s**
D	**F**	**G**	**h**	**J**	**k**
Z	**X**	**L**	**c**	**V**	**b**
N	**M**				

Read these letters

A	**B**	**C**	**D**	**e**	**F**	**G**	**h**
I	**J**	**K**	**L**	**m**	**N**	**O**	**p**
Q	**R**	**S**	**T**	**u**	**V**	**W**	**x**
Y	**Z**						

What colour is this:

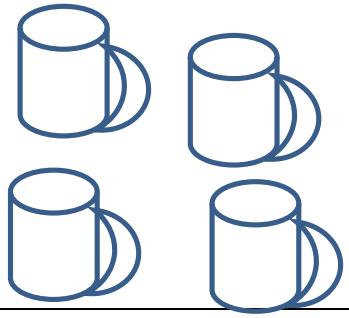
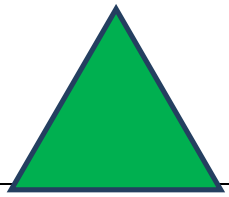
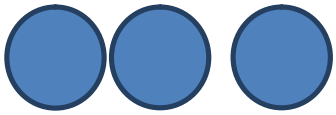
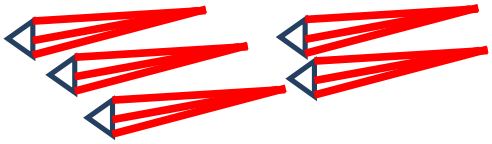
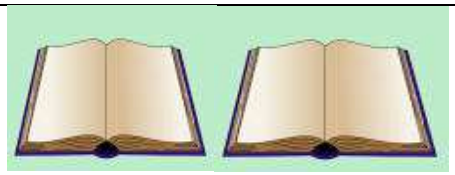
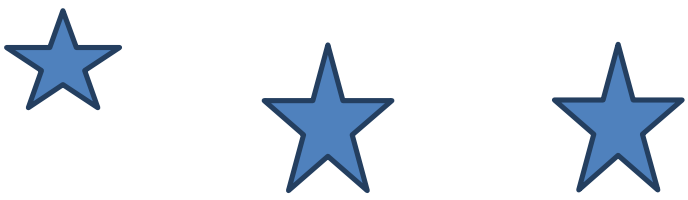
This is colour ……

This is colour ……..

This is colour ……

This is colour……

Question 3
Count and match these objects with the corect numbers

1		**3**
2		**2**
3		**4**
4		**1**
5		**4**
		**5**

Numerical Skills
Question 4

Read the following numbers:

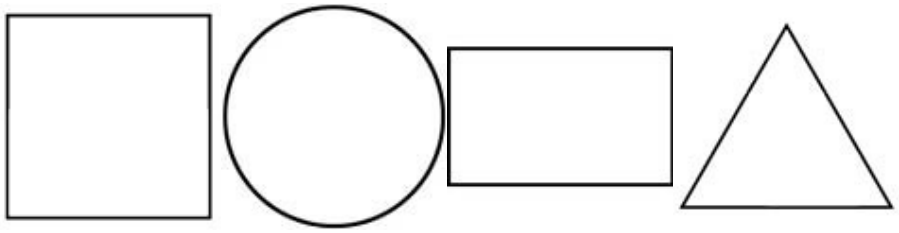
1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
11	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	**20**

Question 5:

Identify these numbers:

3	**5**	**1**	**6**	**10**
2	**4**	**7**	**9**	**8**

Question:6
Identify the following shapes:



A B C D

APPENDIX VI

RESEARCHER OBSERVATIONGUIDE EARLY LITERACY SKILLS

Name of the child:……
School:……..
Gender:……

a. **Identification**

1. **The child is able to identify objects.**

1	2	3	4	5	6	7	8
9	10						

2 The child is able to identify letters

Q	w	e	r	T	y	u	I	o	a	p	s	d
F	g	H	j	K	z	x	L	c	v	b	n	m

4. The child is able to identify colours

Red	blue	Black	Green

5. The child can count and match objects

1	2	3	4	5

1. **The pupil can count numbers 1 – 20**

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

2. The child can count number of the same objects and write the number

1	2	3	4	5	6	7	8	9	10

3. The pupil can identify shapes

1	2	3	4