FAMILY DEMOGRAPHIC FACTORS AND SOCIO- EMOTIONAL SKILLS AS PREDICTORS OF SCHOOL READINESS AMONG PRIMARY ONE SCHOOL PUPILS IN SOUTHEASTERN, NIGERIA

BY

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A Thesis in the Department of Early Childhood Education and Educational Foundations.
Submitted to the Faculty of Education in partial fulfilment of the requirements of the award of the Degree of

DOCTOR OF PHILOSOPHY

of the

UNIVERSITY OF IBADAN

JULY, 2023

CERTIFICATION

I attest that this research was done by **Nkechi Ngozi EWUNONU** supervised by me in the Early Childhood Education Unit, University of Ibadan, Nigeria.

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DEDICATION

This dissertation is dedicated to all children as well as my late parents, Mr. and Lady E.O. Ewunonu, for realizing their dream.

ACKNOWLEDGEMENTS

My profound appreciation and sincere appreciation is to God Almighty, the maker of heaven and earth, the I Am who I am, the giver of life, for His protection, wisdom and guidance throughout this programme and to enable me to actualise my dream. I say thank you, God; it can only be you. And to my wonderful, caring, prayer warrior and motivating supervisor, Dr Amosun M.D. I appreciate you, Sir, for accepting me as your supervisee even when you did not really know me very well then, but you accepted to supervise my work. Thank you for your guidance, prayer, constructive criticism, patience, advice and encouragement to make this study a reality. May God continue to bless you the most and fulfil your heart's desire in Jesus' name. Amen.

I will not forget to thank my academic father, my mentor and my adviser in the person of Prof S.O. Akinbote; you were my project supervisor during my master's degree programme. I equally thank you for your fatherly advice, guidance, constructive criticism, encouragement, suggestion and caring; even after your retirement, you still asked me about my work which kept me moving to make this study a reality. I appreciate you Sir, may God continue to give you good health and long life in Jesus' name, amen.

To the present Head of the Department, Prof B.O. Lawal, I thank you for your prayer, encouragement, advice, constructive criticism and suggestion. May God bless you. I also appreciate Prof. Fakeye I thank you for your contribution, constructive criticism, comment and suggestion, which helped me a lot in making this work a reality. May God reward your good deed in Jesus' name (Amen).

I appreciate all the lecturers in the Department, especially for their encouragement, comments, and suggestions in making this study successful. I appreciate you all; my dream would not have come true without your efforts and contributions. To my mentor, my big aunty in the persons of Prof G.C. Offorma of the University of Nigeria, Nsukka's Faculty of Education, for your encouragement and prayer. May God bless you and your family. To all my teachers both living and dead, who have taught me in one way or the other right from primary school to this level, I thank you all; without you all, I would not be what I am today. May God bless you all.

Special thanks to the Provost and Management of Alvan Ikoku Federal College of Education Owerri, Imo state, for their approval to enable me to embark on this programme. Also, to my dean and colleagues for being there for me throughout this journey; even when hope was lost, they encouraged me to move ahead.

To all the authors whose work I cited in this study is well appreciated. This gaveme access to information and materials for my thesis. May God give you all more wisdom and understanding.

I equally wish to acknowledge the Chairman and entire staff of (SUBEB) in the three (3) states I used for this study: Abia state, Anambra state and Imo state, for allowing me to conduct this study in their various public primary schools. I will not forget the Head teachers, teachers, pupils, and parents support and cooperation in making this study a reality. Thank you all. I will not fail to appreciate my wonderful, hardworking, intelligent and ever-ready research assistants. You people are numerous to mention here for your support, co-operation and active roles in making this study successful despite the high insecurity rate in Southeastern Nigeria. May God bless and provide helpers for you.

Folashade, my dearest, thank you very much for your help in assisting me in distributing my work to lecturers whenever I am not around; you always carry my problem as if you carry your problem. I appreciate your prayer and encouragement; you motivated me even when hope was lost. May God provide helpers for you in time of your needs and fulfil your heart's desire. To all my course-mates at the department, thank you all for your criticism, encouragement, comments and suggestion and also to all my friends who have contributed in one way or the other throughout this programme,

To my family, my sisters and their family, my brother and his family, and my wonderful nieces and nephews for their endless love, prayer, encouragement, and financial support in times of need, I know you all are excepting a day like this. I say God bless you all. To my late parents, I would have loved it if you all were alive to witness this occasion. You people so much love education, especially Girls' Education. You fought for Girls education in your days and always encouraged people to train their girl children because you all believed that sound education is the greatest investment one can give to a child. Your

dream has come to reality. I love you all, but God loves you the most. May peace continue to abide by your souls. Amen.

I am equally thankful to other people, especially Engr Obinna Ezeala, who took time out of his busy schedule to escort me to the three states for my fieldwork, not minding the high rate of insecurity in Southeast then; you braved it by driving me to supervise my research assistants and to collect approval letters from the Chairman of SUBEB. I equally thank others whose names cannot be mentioned here but who have helped in one way of the other.

ABSTRACT

School readiness, the physical, emotional and cognitive preparedness of a child is a key factor for enrolment into the primary level of education. The importance of physical, emotional and cognitive preparedness of primary one entrants as factors for school readiness have attracted scholarly efforts. However, available evidence has shown that the children enrolled into pre-primary school find it difficult to transit to primary school due to low school readiness. Past studies on school readiness focused more on intervention and family size and put little emphasis on Family Demographic Factors (FDF) and pupils' Socio-emotional Skills (SeS). Thus, the study examined FDF (Family Income -FI, Parental Educational Level -PEL, Home Location –HL) and Socio-emotional Skills (Self-Awareness -SeA, Social Awareness-SoA, Relationship Skills-ReS) as predictors of school readiness among primary one pupils in southeastern Nigeria.

Urie Bronfenbrenner's Ecological System and Erikson's Social-Emotional Human Development theories provided the scheme, whilst survey strategy of the correlation style was utilised. Simple random sample technique was utilised to pick three (Abia, 320; Anambra' 416 and Imo, 418) states in southeastern Nigeria. The disproportionate sampling technique was utilised to select four Local Government Areas (LGAs) from each of the selected states making 12 LGAs. Five public primary schools that have been existing for not less than twenty years were purposely selected through the use of purposive sampling from each LGA. Simple random sampling technique was utilised to select one intact class from each school, all having 1200 pupils. Research instruments used were Family Demographic Factors Questionnaire, Pupil's School Readiness (r=0.94), Pupil's Socio-emotional Skills (r=0.92) rating scales, Teacher and Research Assistants Training Guides. Analysis of data was conducted with the aid of descriptive statistics, PPMC-Pearson-Product-Moment-Correlation, and linearregression (multiple) at 0.05 significance level.

Majority of the pupils (53.0%) were six years old and 53.0% were female. The monthly FI of majority of respondents (65.0%) was between N10,000-N50,000, while HL of 53.0% was urban and 75.0% did not have more than secondary education. Pupils' school readiness level was high with (65.9%) and socio-emotional skills (65.0%). Positive and significant relationships existed among PEL ($r = 0.13$), FI ($r = 0.11$), HL ($r = 0.13$) and pupils' school readiness. FDF had a significant composite contribution on pupils' school readiness ($F_{(3;1195)} = 24.65$) and accounted for 5.6% of its variance. The PEL ($\beta = 0.18$; $t = 6.27$), HL ($\beta = 0.16$; $t = 5.68$) and FI ($\beta = 0.13$; $t = 4.50$) had significant relative contributions to school readiness. Socio-emotional skills had significant composite contribution on pupils' school readiness ($F_{(3;1195)} = 47.83$) and accounted for 10.5% of its variance. Self-awareness ($\beta = 0.21$; $t = 6.48$) and relationship skills ($\beta = 0.16$; $t = 4.88$) had significant relative contributions to school readiness.

Family income, parental educational level, home location and self-awareness, social awareness and relationship skills influenced pupils' school readiness in southeastern Nigeria. Primary one pupil's teachers should consider the family background in handling issues around readiness.

Keywords: Family income, Social awareness, School readiness, Primary one pupils in Southeastern Nigeria

Word count: 481

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LIST OF ABBREVIATIONS

FGN -	Federal Government of Nigeria
CSRRSS-	Children School Readiness Rating Scale
CASEL-	Collaboration for Academic, Social, and Emotional Learning
ECD-	Early Child Development
FDFQ-	Family Demographic Factor Questionnaire
NELS-	National Early Enlightenment Studies and Assessment Program
NPE-	National Policy on Education
TRATG-	Teacher and Research Assistant Training Guide
UBE-	Universal Basic Education Act
UNESCO-	United Nations Educational, Scientific and Cultural Organization
UNICEF-	United Nations Children's Fund

CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

The pre-primary educational level was introduced in Nigeria to get children ready for primary school. It also aims to promote children's overall development based on physical, social, language, cognitive, and emotional skills that will help them succeed. It is believed that children entering the primary level of education should develop the essential knowledge and skills needed to make them succeed. For instance, the following task should be possible for kids: differentiate the colours, forms, letters, and numbers; add up the sum and take away; ask questions and answer questions (cognitive); hold a pencil and write; catch or throw a ball, draw, paint with crayon, climb, skip, run, jump, dance (physical development); express themselves, tell a short story, sing songs and recite rhymes (language development); interact with others, take turns, share, follow direction from teachers and other adults in school, participate actively in group activities (social development), feed themselves, wash hands, use the toilet effectively, show empathy and wave to parents when dropping at school without crying (emotional development). This early experience of developing knowledge and skills starts at home and preschool. Children given quality early childhood experiences should possess the basic skills, behaviour and knowledge necessary to transition effectively to primary education.

Children need to develop intelligence, personality, and social conduct during the early years. This period has a favourable effect on development overall. Early childhood education aims at assisting children in developing holistically from birth to age eight (Olowe et al., 2014; Akinrotimi and Olowe, 2016). Studies have revealed that children gain great growth and development during early childhood education, which spam up to their later years (Gormley et al., 2005; Rohnick and Grunewald, 2003).The formative years are essential for

emotional, intellectual and social development of a child. This period has a favourable effect on the overall development. From birth until age eight, children's early childhood education helps to support their overall development (Olowe et al., 2014; Akinrotimi and Olowe, 2016).Early childhood education is given to children in a formal setting between the ages of 5 and 6 with the goal of preparing them for primary school and beyond. According to Oduolowu (2010), pre-primary school is the most pleasant and yet risky period in the child's development as experience gained at this stage may make or spoil the child permanently.

Some of the objectives of this programme include facilitating a seamless transition to school from home, preparing the children for elementary level education, instilling social, moral norms, and values, fostering cooperation, fostering teamwork, and encouraging healthy lifestyle habits in the young person. In addition, Pieterse (2015) submitted that a child's long-term development during their first five years is crucial since these years prepare the stage for their lifelong growth and achievement in both life and school through their earliest exposures and settings. Hence, instruction provided to children between the ages of 5 and 6 in a classroom before they enrol in primary school is referred to by the Federal Government of Nigeria, (2013) as pre-primary education. One of his goals is to facilitate a seamless transfer from home to school, get the children ready for elementary education, instil social and moral norms, and values, foster cooperation and teamwork, and encourage healthy lifestyle habits in children.

The National Policy on Education defines primary education as the instruction provided in a school to kids between the ages of six and eleven (FGN, 2013). Its main objective is to create, establish, and provide an avenue where children, regardless of their gender, age, or country of origin, can attain holistic development. Formal education begins at this level (Ajala, 2015). Nigerian primary education emphasises the need for balance between the many development domains (Agbatogun, 2013). Additionally, it gives children the fundamental abilities that will serve as the cornerstones of their academic careers and beyond because other formal levels of education, such as secondary and tertiary institutions,depend on it. The primary-one students were chosen for this study because it is presumed that they have completed the one-year, government-mandated pre-primary school program, and it is necessary to evaluate their level of preparation for primary school.

Federal Government of Nigeria (2013) outline a summary of the National Policy on Educational objectives for primary education.: to develop in the child a strong foundation for scientific and reflective thinking; to instil lifelong literacy, numeracy, and the capacity for effective communication; to offer civic education as a foundation for successful societal engagement and participation; to shape the personalities and foster the development of a good attitude and morality in children.; to create in the child, the capacity for scientific and reflective thinking. The above-listed objectives might not be achievable if the child is not well-equipped for primary school tasks. The child's preparedness for this primary level of education is referred to as school readiness. School readiness describes the competencies kids need to succeed (Snow, 2006).

A child's emotional, social, and cognitive development level is used to determine how prepared they are for school success. (Kleeck and Schuele, 2010). It means that a child has reached a developmental stage at which formal schooling will be extremely beneficial or advantageous to him or her. De Witi and Booysen (2007) define school readiness as a definite state of development, including the child's physical, cognitive, emotional and social development. The prerequisites for a child to successfully move from preschool to the official school setting the primary school constitute school readiness (Zhang et al., 2008). The children must be set for school to learn, function and interact with peers and adults. Organisation for Economic Cooperation and Development OECD, 2006) claims that school readiness is essential for the successive attainment of a child in schooling as the child transits from one level of education to another with proficiency to read, write, follow established school rules, interact with peers and adults, and conform to those rules.

The Early Childhood Development Standard for Nigeria (2015) created by the Federal Ministry of Education in partnership with UNICEF, outlined 11 domains of readiness from which a child's school readiness should be accessed. They include the physical progress (development of the gross, fine, and sensory motor systems);affective/psychosocial development (social skills and emotional development); cognitive development (mental development); language development (communication, listening, speaking, reading, pre-writing and writing), food and nutrition (types of food we eat, food pattern), health (diseases, aliment, drugs/abuse and preventions, personal hygiene and care of the body), water and the

environment (safe water sources and usage, clean environment, sources and uses of water and sanitation); sanitation (healthy habits and personal hygiene, disposal of refuse and water), emergency and safety measure (safety measures, prevention of accident and awareness of first aid); protection issues (child rights, child abuse, care for children with special needs), gender (gender identity) and national consciousness (cultural norms/tradition, family and culture, citizenship, social norms, religion, ethnicity, important place and site, national heroes and heroines, citizenship and national identity).

Children who are adequately prepared and ready for school are more likely to go through school without much stress adjusting to the teaching and learning environment. Several other indicators can measure how ready a child is for learning. Some of these skills include emergent literacy and numeracy are some of these signs (Welsh et al., 2010), social-emotional regulation (Blair, 2002; Liew, 2012; Sasser et al., 2014; McClelland et al., 2007; Fantuzzo et al., 2005; Denham, 2006) and physical health (Kull and Coley, 2015). The indicators of a child's preparation for formal education include cognitive development, physical development, linguistic development, self-help abilities, as well as social-emotional growth (Lopez et al., 2007, Yoshikawa et al., 2013: Hagan et al., 2008, and US. Department of Education, 2015).

The need for a child to be prepared for school cannot be overlooked. The demand plays a significant role in academic performance, as children would only learn based on how far they are intrinsically and extrinsically motivated to learn. Children's intellectual and behavioural skills are crucial because they may impact both academic accomplishments in school and success in life. This is supported by some researchers, who agree that children who enter school ready succeed as they move from other levels of education (Duncan et al., 2007; National Association for the Education of Young Children, 2002). Despite the important role school readiness plays in the learning and growth of children, studies have shown that children do not attain the level of readiness before they start the primary level of education.This was supported by Ikefuna and Iloeje (2002), who said that some children in Enugu State were not cognitively or health prepared for the primary level of instruction. Kato et al., (2015) stated that some children displayed behavioural problems. According to a study by the Fox and Dudu, 2004 during the conference onCenter on the Social and Emotional

Foundations for Early Learning (2008), report shows that some kids lack the social-emotional skills required to succeed.

In all Nigerian public primary schools following the establishment of a one-year pre-primary school program as a way of laying the foundation for primary school and facilitating their smooth transfer into primary school, Kolo et al. (2009) examined the children's readiness factors and practices in Nigeria's six geopolitical zones. The study showed that kids from 0 to 8 years old were missing out on the formal school readiness programme despite enacting the Early Child Development (ECD) policy as part of the basic educational system. Furthermore, concerning children's readiness, the percentage of children who possess the physical traits was (48.4%), the emotional disposition was (43.9%), the social skills disposition was (44%), in aspect of self-help, it was (34.9%), cognitive was (45%), academic activities (37.3%), language skills (46.9%) and use of learning materials was (33.7%) (Kolo et al., 2009). Looking at the various aspects of children's development in this study, it was evident that children did not attain up to 50% in any of the areas related to preparedness for school. The need arises to check if these situations persist among primary school children.

In addition, if children are enrolled into primary school without being ready for formal schooling, the objective of developing children to cope in a new learning environment (transition from preschool to formal schooling) will not be achieved. As far as the researcher is aware, no study on school readiness has been carried out in Southeastern Nigeria since then to re-examine whether there is an improvement in children's readiness or whether the situation is the same as reported in the previous study. Studies on the issues with children's school readiness have been conducted to solve some of these issues. In one of the studies, parents of low-income Latino children were examined with regard to their attitudes on, and behaviours toward, the school readiness of their kids (Peterson et al., 2018); another research examines the impacts of parental influence and a child's social readiness(Magdalena, 2013); children's school preparedness in India is influenced by some factors such as family background variables, intervention experience by children, curriculum content and instructor teaching experience (Bhises and Sonaw, 2016); Characteristics of the school, classroom, and teachers' effects on students' preparedness for school (Mccallan, 2010) and perception of teachers' and parents' regarding school readiness (Zhang et al., 2008) in contributing to the

past efforts made in addressing issues of school readiness in children both within and outside Nigeria. This study, therefore, considered Southeastern Nigeria as its location for this study.

Preparing the child's school readiness involves both the home and the school. The family greatly influences a kid's preparedness for school due to how it affects them at this level of education. A child is greatly influenced by their family and environment; this effect is most pronounced in their early years and persists throughout life. Preschoolers' learning and development, particularly their preparedness for school, are significantly influenced by the quality of parenting and their interaction with their parents (Weiss and Stephen, 2009).The connection and relationship children have with their parent's huge impact on the way they learn (Sylva et al., 2012). The child's growth and level of school preparedness depend on the home environment. Parents are incredibly important in promoting early learning and school preparation because before ever attending school, children start learning at home (Bierman et al., 2017). Children from disadvantaged family backgrounds have fewer school readiness skills than their peers from advantageous family backgrounds (Issac, 2012).

The home is among the determinant factors that affect the child's preparation for schooling**.** Within the home, some variables can predict school readiness. These include: Home environment, family socio-economic level, communication with parents, childcare, educational background, and good peer relationships are all factors that determine children's school readiness (Harmanand-elikler, 2012). In addition, other variables affecting children's learning include (socio-economic position, parental education, and family size (Adeyemi and Adebanjo, 2018). In this study, family demographic factors have been considered in relation to child readiness. Family demographic factors mean family characteristics such as parental age, family income, parental gender, parental educational status and home location. Three of these family demographic factors are of interest to this study: family income, parental educational level and home location. The choice of these factors is based on the fact that they are very vital among the family variables listed above. The extent to which these factors predict school readiness of primary one pupils in Southeastern Nigeria needs to be established empirically.

Family income, as one of the family demographic factors in this study, refers to the purchasing power of the home where the child belongs. Simiyu (2001) noted that family

income can be in the form of salaries, wages, rents, profits and other cash inflow such as worker's compensation for the work done like pension, interest and family financial assistance. Family income can determine children's readiness for school in a number of different ways. Economically speaking, low-income families lack resources for a child's healthy growth, such as nourishing meals, enriching living spaces, top-notch daycare facilities, and quality health care services (Isaacs, 2011). Residing in a place where crime is more prevalent, air pollution and noise pollution can harm children from homes where parents make extremely modest salaries (Evans, 2004). Poverty has a significant psychological influence on parents because it can cause sadness and psychological issues that can severely affect how they interact with their children (Robert Wood Johnson Foundation, 2015). Achieving high-quality early education for their children might be difficult for low-income families. As a result, children from low economics status perform better than those from high economic status (Isaacs, 2012). A research report by kindergarten teachers in a study indicated that half of low-income kids are not "school-ready." (Bierman et al., 2017). Using information from a nationwide survey (the Early Childhood Longitudinal Study-Birth Cohort), it was discovered that 75% of kids from middle-to-upper-income households were ready for kindergarten, compared to 48% of kids from low-income families, who make up 48% of the population (Isaacs, 2012).

Previous studies also examined the impacts of household income on kids' preparation for school. Kudaisi and Martins (2014) examined how family income status influences school children's educational attainment. The study's conclusions revealed that parental income did not affect their children's progress in school. In another study, Ololube et al. (2015) examined the influence of family income on children's school readiness; the investigation found that family income determined children's school readiness. These authors concluded that a family's socioeconomic status affects the ability of the family to meet the immediate educational needs as well as other indirect needs of children. If the child's requirement. When these needs are unmet, the extent to which children will benefit from educational opportunities will be greatly low.

Furthermore, Whitehurst (2016) researched the predictive effect of improving family income on children's preparation for school and outcomes in low-income households; results

showed that supporting families by increasing their income was the most effective means of improving the readiness and success of children. Crocby and Dunbar (2012) found that low level of school readiness was attributed to the socioeconomic factors of their families of low-income family income. Research findings show that family income affects the learning of the child. There is a need to examine the extent to which family income determines a child's preparation for school in Southeastern Nigeria. The categories of learners investigated in the previous studies were not primary one pupils, which form the first level for formal education. All these gaps underscore the need for this study.

Parental educational level is another family demographic factor that may predict children's school readiness. In this study, the parent's educational level refers to years of schooling. The parent's education level is important in the child's life. The parents' degree of education is important in explaining why some children begin school with better levels of preparation, as seen by their reading and maths abilities. This may be largely due to the fact that educated parents take the time to introduce their kids to some fundamental school work even before they enrol them in classes.

Additionally, empirical evidence shows that kids with parents who have completed more years of schooling are likely to have academic capabilities at a younger age (Carneiro et al., 2007; Gennetian et al., 2008; Jiang, 2014). Davis-Kean (2005) also provides evidence that the educational status of parent (s) has overwhelming influence on the educational outcome of children, including school readiness. Furthermore, Greeman et al (2014) investigated the influence of parental characteristics including their educational status on pupil's school outcomes in the primary grades. Research findings showed that children from homes where parents have lower educational levels had poorer school outcomes than their peers whose parents have higher educational levels.

In order to examine how parents contribute to their kids' education and the connection between this participation and the kids' school preparedness, Nirmala et al. (2011) examined a population of 431 kids with a 5- year age mean. The result showed that overall school preparation was closely connected with parental education .In spite of the various researches covered on parents educational status and its influence on children learning, as far as the researcher is aware, the degree to which parents' educational standing indicates how

well-prepared their kids are for school, have not yet been fully established. The results of the studies prompted the need to carry out a study to ascertain if the same is applicable to children in Southeastern, Nigeria. Home location is another family demographic factor considered to play a significant part in preparing kids for school. In this study, home location, is the residential area of the child either rural or urban setting. There has been a rising concern among decision-makers and individuals with expertise in education on notable gaps in the educational attainment and achievement of learners in urban and rural location (Essays, 2018). These differences could actually be linked to the fact that learners in these locations where ready for school at the point of entry. Some authors have observed that children in rural location may not have quality pre-school setting, health facilities, conducive home and learning facilities to get them ready for schooling (Magnuson et al., 2004; Magnuson and Waldfogel, 2005; Kluzniok, 2017).

Additionally, Piotrkowski (2001) conducted a study of preschool teachers and parents in an area with low educational attainment among the populace and discovered that children there are more prone to academic failure and a lack of school readiness, both of which have serious and long-term repercussions. Welsh et al. (2010) revealed in another study that there are significant accomplishment discrepancies between urban and rural children at the beginning of school, which results in differences in learning difficulties and academic advancement.Also, Schmit et al. (2015) evaluated the effect of household location on preschoolers' academic performance and inhibitory control. The study's conclusions showed a strong relationship between residential location and school outcomes. This thus further confirms that there was no discernible difference between rural and urban schools' academic performance. This result concurs with that of Greenman.(2014) who investigated the predictive effect of residential location on American elementary school children' performance outcomes. The finding of the study reveals that children living in rural areas reported poorer school outcomes compared to those who lived in urban locations.

Alokan and Arijesuyo (2013) examine the effect of place of residence on pupils' academic performance in rural and urban areas of Ondo State, Nigeria. The results of the investigation showed that there was no discernible difference between urban and rural schools' academic performance. Although various studies have proven that home location

affects the learning of the child. The extent to which home location predicts their preparation for school has not yet been clearly established within the Southeastern, Geopolitical Zone of Nigeria. This is because none of these studies has made an attempt to look at the influence of home location on primary-one pupils' school readiness. These gaps created necessitated the reason to carry out this study.

Socio-emotional skills are another variable that has been assumed to predict school readiness of pupils apart from the family demographic factor. This is because for the child to be fit for schooling, the child must attain a certain set of socio-emotional attributes that will allow his/her to interact adequately with peers and teachers in a school setting. Socio-emotional skills can be seen in children as they grow, the ability to establish intimate relationships with others, express and manage their emotion, being able to make friends, take turns, share and follow direction. Learning takes place in social contexts; children might struggle to learn and be successful in school when they are struggling with these social emotional skills. When they struggle with this, they have challenges in coping within the school system. This is reflected in their inability to take turns, interact with others and express themselves as children move from one level of education to the other. Lack of social-emotional skills may make children dislike school, lack confidence and self-worth and may find learning challenging (Aviles et al., 2005).

According to Collaboration for Academic, Social, and Emotional Learning, there are five main types of socio-emotional abilities: self-control, self-awareness, decision-making that is responsible, social awareness, and interpersonal skills (CASEL, 2012). Children can feel more competent and confident in relationships, friendships, conflict resolution, perseverance in the face of adversity, coping with rage and frustration, and emotion management in conjunction with the growth of social and emotional abilities (Parlakian, 2003). Children with good interpersonal skills are more intrinsically inspired to study and do well in class (Tweety et al., 2008). Because they allow children to communicate effectively with others and develop their emotional and social intelligence, socio-emotional skills are crucial for a child's growth and preparedness for school (Fantuzzo et al., 2005).

Positive intellectual outcomes and social-emotional skills are linked, as are antisocial behaviour and also having a low academic record (Zins et al., 2004).Children's capacity to

operate in the classroom and succeed academically is dependent on their social-emotional skills (Aviles et al., 2006; Denham, 2006; Klein, 2002). Good socio-emotional skills are linked to a number of favourable developmental outcomes, including increased attention span, improved memory, and self-control, all of which are necessary for academic achievement (Fredrickson and Branigan, 2005; Isen, 2003; Ray and Smith, 2010). Children that lack emotional intelligence and social skills are more prone to engage in risky behaviors like drug abuse and subpar academic results (Aviles et al., 2006; Denham, 2006; Denham et al., 2009).

The result of Kato et al. (2015); showed that, only 10 to 20% of children have clinically serious issues, the vast majority of children have behavioral issues. To make certain that all school-aged children enrolled are prepared for success, international early childhood stakeholders are concentrating more on the issue's solution (UNICEF, 2012). Early childhood stakeholders around the world are increasingly focused on addressing this issue to guarantee that all kids entering school are prepared to succeed (UNICEF, 2012). Many children attend school without the necessary social-emotional competencies for success, and empirical studies showing that there may be a connection between success later in school and readiness for school at entry and in life have raised these questions in their political programs (Wilde and Styles, 2008; Matthew et al., 2010). Additionally, it is necessary to investigate the extent to which different economic and cultural backgrounds affect children's social-emotional difficulties (Merja and Kerllu, 2018). Children who were enrolled in school without the emotional, behavioural and social abilities required for academic success were enrolled in schools (Centre on the Social and Emotional Foundations for Early Learning, 2008).

A survey of more than 3,000 kindergarten instructors discovered that fewer than 50% of the pupils in their class, 30%, showed academic skills gaps and had trouble cooperating with others and following directions. Additionally, 20% reported that more than half of their class experienced social skills issues (Rimm-Kaufman et al. 2000). In addition, Roya (2012) carried out a research using the expost facto survey research designed a study to evaluate the development of social-emotional competencies in kids between the ages of 4-6 in preschools in Tehran. As a result, there was a big

disparity between the evaluation of social and emotional abilities and the baseline score of children aged 4 to 6 years.

Meanwhile, qualitative analysis revealed that youngsters in this age range struggle with a few social-emotional abilities, including the capacity to tolerate disappointment and notice differences between themselves and others. A review of a primary school in Nigeria's Oyo State revealed that some pupils in the class were clearly not recognized by other students (Amosun and Ezike 2016). This lack of acceptance is displayed sometimes when pupils ignore a certain pupil, refuse to interact with the pupil, always call the pupil names, and even some cases, display destructive attitudes toward the pupil, like hitting or kicking the pupil. This situation is still common in our world today (Amosun, 2014). A solid connection exists between school success and social-emotional growth and conduct (Raver, 2002; Zins et al., 2004). Based on this, further research is needed on how socio-emotional skills predict children's readiness for school and how effectively the one-year pre-primary programme has helped children prepare for the primary level of education.

In examining children's socio-emotional skills as they relate to school readiness, previous studies have made attempts to look into how their social-emotional skills influence children's learning and preparedness for school. Graziano et al. (2014) investigated the impact of an intervention based on socio-emotional ability on improving children's readiness for school. Amosun (2012) investigated the relationship among school-based sociometric variables such as (sociometric status, friendship status, group membership, and social behaviour) and gender as indicators of the academic performance and school-related attitudes of elementary school students. Oduolowu and Unachukwu (2014) investigated the impact of early parental childcare techniques on preschoolers' social and cognitive development in Lagos State of Nigeria. Previous studies did not examine the socio-emotional skills of primary-one pupils in Southeastern Nigeria, the first-class children enrolled on formal school. In addition, most studies did not examine children's socio-emotional abilities as predictors of their preparation for school within the Southeastern Geopolitical Zone.

1.2 Statement of the Problem

School readiness plays a crucial role in the academic performance of learners, their progression in the educational ladder, and their success in life. In Nigeria, access to education through the universal basic education programme has resulted in a situation whereby children attend pre-primary school to get ready for primary school and have a smooth transition from pre-primary to primary school. It was important to ascertain the level of readiness of these children, who had completed their pre-primary education and progression to primary education, in terms of the (development of the physical, emotional, cognitive, linguistic systems, health, water and environment sanitation and emergency and safety measure). It was also important to examine if these children acquire social- emotional skills (self-awareness, social awareness and relationship skill) that would make them succeed in primary school. Available studies on school readiness have shown that some children who enter school are not ready; some repeat classes, while others cannot complete schooling due to a lack of school readiness. In addition, past studies examine some factors that could be responsible for this problem within the child's home.

Although various studies have shown that family income, parental education and home location affect the child's learning, to the extent that the researcher is aware, the extent to which family demographic factors predict the school readiness of pupils has not yet been fully established within Southeastern Nigeria. In contributing to the past efforts made to address the issues of school readiness in pupils among the primary one pupil, thus, this study considers Southeastern Nigeria as its location for this study. In light of these circumstances, this study was intended to look into and document the level of school readiness and the extent to which family demographic factors and socio-emotional skills predict school readiness among primary one pupils in Southeastern Nigeria.

1.3 Objectives of the Study

The following are some of the study's objectives:

- To examine and document the readiness level of pupils transitioning from pre-primary school to primary one and the extent to which family demographic factors and social-emotional skills predict school readiness among pupils in Southeastern Nigeria.

- To know the level of readiness and the extent to which family demographic factors and social-emotional skills predict school readiness among primary one pupils in Southeastern Nigeria.
- To examine the level pre-primary school education has on pupils for primary school level of education**.**
- To know the predominant variables among the family demographic factors that predict primary one pupil's readiness in Southeastern Nigeria.
- To know the predominant skills among the social- emotional skills that predict primary one pupil's readiness in Southeastern Nigeria.

1.4 Research Questions

The following questions were addressed in this study:

1. To what extent are primary-one pupils in Southeastern Nigeria ready for school in terms of: (a) physical development (b) affective development (c) cognitive development (d) language development (e) health (f) water and environment sanitation (g) emergency and safety measure in the Southeastern, Nigeria?
2. To what extentdo primary-one pupils in Southeastern, Nigeria show competence in social-emotionally skills (self-awareness, social awareness and relationship skills) when enrolled in primary school?
3. What is the total impact of the family's demographics (family income, parental educational level and home location) on school readiness among primary-one pupils in Southeastern Nigeria?
4. Which factors in the family's demographic make up the proportionate contributions (family income, parental educational level and home location) to school readiness among primary-one pupils in Southeastern Nigeria?
5. What are the composite contributions of socio-emotional skills (self-awareness, social awareness and relationship skills) to school readiness among primary-one pupils in Southeastern Nigeria?
6. What are the relative contributions of socio-emotional skills (self-awareness, social awareness and relationship skills) to school readiness among primary-one pupils in Southeastern Nigeria?

7. What are the family demographic factors' combined contributions (family income, parental educational level and home location) and socio-emotional skills (self-awareness, social awareness and relationship skills) to school readiness among primary one pupils in Southeastern Nigeria?
8. How much do family demographic characteristics contribute overall (family income, parental educational level and home location) and socio-emotional skills (self-awareness, social awareness and relationship skills) to school readiness among primary one pupils in Southeastern Nigeria?

1.5 Hypotheses

H_{01}: There is no significant relationship between family income and the school readiness of primary I pupils in Southeastern Nigeria.

H_{02}: There is no significant relationship between parental education and the school readiness of primary I pupils in Southeastern Nigeria.

H_{03}: There is no significant relationship between home location and the school readiness of Primary I pupils in Southeastern Nigeria.

Ho4: There is no significant relationship between pupils' self-awareness and the school readiness of primary I pupils in Southeastern Nigeria.

Ho5: There is no significant relationship between social awareness and the school readiness of primary I pupils in Southeastern Nigeria.

Ho6: There is no significant relationship between relationship skill and the school readiness of primary I pupils in Southeastern Nigeria.

1.6 Scope of the study

The study examined the level of school readiness (physical growth, emotional growth, cognitive growth, language development, health, environmental sanitation, emergency preparedness, and safety precautions) and the extent to which family demographic factors and socio-emotional skills predict school readiness among primary-one pupils in Southeastern, Nigeria. The family demographic factors used for this study were family income, parental educational level, and home location, and socio-emotional skills used were

self-awareness, social awareness and relationship skills. In contrast, the dependent variable used was school readiness. Thus, this survey included all first-graders in public schools and their parents in Southeastern Nigeria.

1.7 Significance of the Study

To pupils, this study would help to draw the attention of policymakers to the state of socio-emotional skills of pupils within Southeastern Nigeria and consequently help them to take informed actions where necessary. The issue of maladjustment and problem behaviour in schools among primary-one pupils will be tackled if school readiness is given pride of place in research and practice.

To parents, the result from this finding would enable them and all stakeholders to have insight into their children's level of school readiness. It would equally help them to know the extent to which family demographic factors and socio-emotional skills predict pupils' readiness for formal schooling. The outcome of this study would be useful in conditioning the home environment and school environment and developing necessary strategies to improve school readiness in pupils.

To school owners, administrators and teachers, the result of this finding would also give them insight into various areas needed to examine pupils' readiness when admitting them into formal school. A new admission examination would be developed, among other things, to measure children's level of school readiness. Teachers would see the need to respect and value difference in pupils and collect concrete information about the pupils background and experience while helping them develop good socio-emotional skills.

The outcome of this study would help the researcher advocate for creating awareness of school readiness to parents and other stakeholders on how to achieve these with the children. The researcher would also benefit from the result of the study in the sense that she could know the extent to which family demographic factors and socio-emotional skills predict the school readiness of pupils. This study would therefore stimulate research interest in school readiness and provide the data baseline necessary for improving school readiness among primary-one pupils. Other researchers can also build on the findings of the study.

Finally, the outcome of this study would be useful to the administrators and planners in the Ministry of Education to know the level of school readiness among primary-one pupils. This

would help them prepare the school environments to correct the socio-emotional deficiency in behaviour found among primary-one pupils in Southeastern Nigeria.

1.8 Operational Definition of Terms

School Readiness: This is the extent to which primary pupils are cognitively, physically and emotionally prepared for school life when enrolled in primary school. This was measured by the children's school readiness Rating Scale.

Family Demographic Factors: This includes some of the characteristics common among parents in the home. These variables are family income, parental educational level and home location, which predict the level of pupil's readiness for school. These factors were measured by Family Demographic Factor Questionnaire.

Family Income: This refers to the amount of money earned by the child's parents, either daily or monthly. This was measured by the Family Demographic factor Questionnaire.

Parental Educational Status: This is the educational qualification of parents. This was measured by Family Demographic Factor Questionnaire.

Home Location: This refers to where the child lives, either in a rural or urban area. This was measured by Family Demographic Factor Questionnaire.

Socio-Emotional Skills: These skills are self-awareness, social awareness and relationship skills acquired by pupils, enabling them to interact with people around them, regulate their emotion or behaviour and communicate effectively as measured by Children Socio-Emotional skills Rating Scale.

Self-awareness: This is the pupils' capacity to identify and comprehend their own feelings, actions, and those of everyone around them when they gain admission to primary school. They also acknowledge the impact of their own sentiments and actions on other people. This was measured by Children Socio-Emotional Skills Rating Scale.

Social Awareness: Pupils' capacity to communicate their ideas, emotions, and actions in socially acceptable ways. This was measured by Children Socio-Emotional Skills Rating Scale.

Relationship Skills: This is the capacity to establish and sustain fulfilling relationships with a variety of persons and groups in school when they gained admission into primary school. Communication that is clear and attentive, listening that is attentive, teamwork, constructive

conflict resolution, and asking for and offering help, when needed are all. This was measured by Children Socio-Emotional Skills Rating Scale.

CHAPTER TWO

REVIEWED OF RELATED LITERATURE

2.1 Theoretical Background

The foundation of this investigation was two educational ideas. The first is known as Ecological Systems Theory, propounded by Urie Bronfenbrenner in 1979 and Social-Emotional Human Development Theory which was propounded by Erikson in 1950.

2.1.1 Urie Bronfenbrenner's Ecological Systems Theory

Urie Bronfenbrenner introduced the ecological theory in 1979. This is based on the premise that as children grow, their interactions with the environment become more complex. It is characterized by the belief that as a child's physical and cognitive framework develops and matures, complexity may appear, focusing on the quality and context of the child's environment. Play a crucial part in facilitating children's school readiness (Bronfenbrenner, 1974). According to this idea, relationship systems that influence the environment are observed concerning a child's development. He emphasized the importance of studying children in multiple settings. According to Bronfenbrenner's hypothesis, there are many "layers" of the environment that affect a child's growth. Systems include microsystems, mesosystems, exosystems, and macrosystems. As briefly described below, levels are categorized from the most intimate to the broadest.

Microsystem

A child lives in a microsystem, which is their tiniest and most comfortable setting. This includes children's homes, schools, neighbourhoods, peer groups or community settings. Microsystems include the connections and interactions that exist between kids and their immediate surroundings (Berk, 2000). At this level, relationships operate both away from and towards children. Relationships with family, friends, and carers are examples of the microsystem's interpersonal interactions. How these people or groups behave towards kids

has a positive or negative impact on their development. More compassionate and supportive interactions and relationships naturally facilitate a child's growth and preparation for school.

Mesosystem

The interactions between the many microsystems are part of the developing child's mesosystem. It is essentially a system of microsystems, including the ties between families, peer groups, and households, or between homes and schools and family houses of worship. In other words, how the micros of a kid's life relate to a kid's preparation for school applies. The micros in a child's life may be the kid's parents and teachers. If the child's parents have an effective connection with the teacher at the kid's school: attend PTA meetings, awards ceremonies, and cultural festivals, provide for the child's fundamental requirements, assist with homework, Communicate effectively with class teachers and keep track of the progress of not just school kids, but teachers who visit your child at home, and even parents who are volunteers at your child's class/school. This indicates that Micro actively helps the child get ready for school and participates in the child's life. It implies that your kid might not be prepared for school.

Exosystem

An exosystem refers to a connection between two or more environments, which may not be contained in one of them but indirectly influences the developing child. Other people and places that the child may not interact with directly but can still affect the child constitute the exosystem. For instance, if the father of the child, who is the family's breadwinner, loses his job, it does not affect the child, but it does affect the child. Family incomes decline, making it more difficult for fathers to provide for their families' fundamental requirements, such as nutritious food, a quality home environment and high-quality early education. This can affect a child's preparation for school and social and emotional growth.

Macro system

Macrosystems are the largest and most remote collection of people and places with the greatest impact on a child. It comprises economic status, political systems, educational systems, and the political and economic systems in which children live, which have significant effects. On top of that, a child's school readiness can be positive or negative. Where your child grows up has a lot to do with school readiness. For example, children in

rural communities may not have clean environments free of dirt, noise, and other things that can affect their health, such as garbage dumps, stagnant water, and erosion. Such areas may lack quality preschool facilities, health care facilities, good home environments and preparatory learning facilities.

Chronosystem

The chronosystem provides a valuable time dimension that illustrates how change and homeostasis affect the child's environment, family composition, location, parental job changes, and significant social changes like economic upheavals and wars. The understanding context might help us become more perceptive of how children behave differently depending on the setting. For instance, a child who regularly bullies younger students at school can pretend to be a scared victim at home. We need to pay close attention to situations, actions in situations, and the quality and nature of the connections between them. Implicitly, a child's life change or transition in this study could be a parent's divorce or death, affecting the child emotionally and socially. Early in a child's development, individual disparities in ability become apparent. According to research, the intricate interactions between children and their surroundings may be the cause of this variety (Bronfenbrenner and Morris, 2006). As a result, recognizing the qualities of children and families that promote school readiness will aid in locating the pathways for further support for preschool-aged children who may be eligible for it.

The Ecological Model of Development by Bronfenbrenner incorporates his Ecological System Theory shown in Fig. 2.1 below.

Adapted from Karamanos (2021).

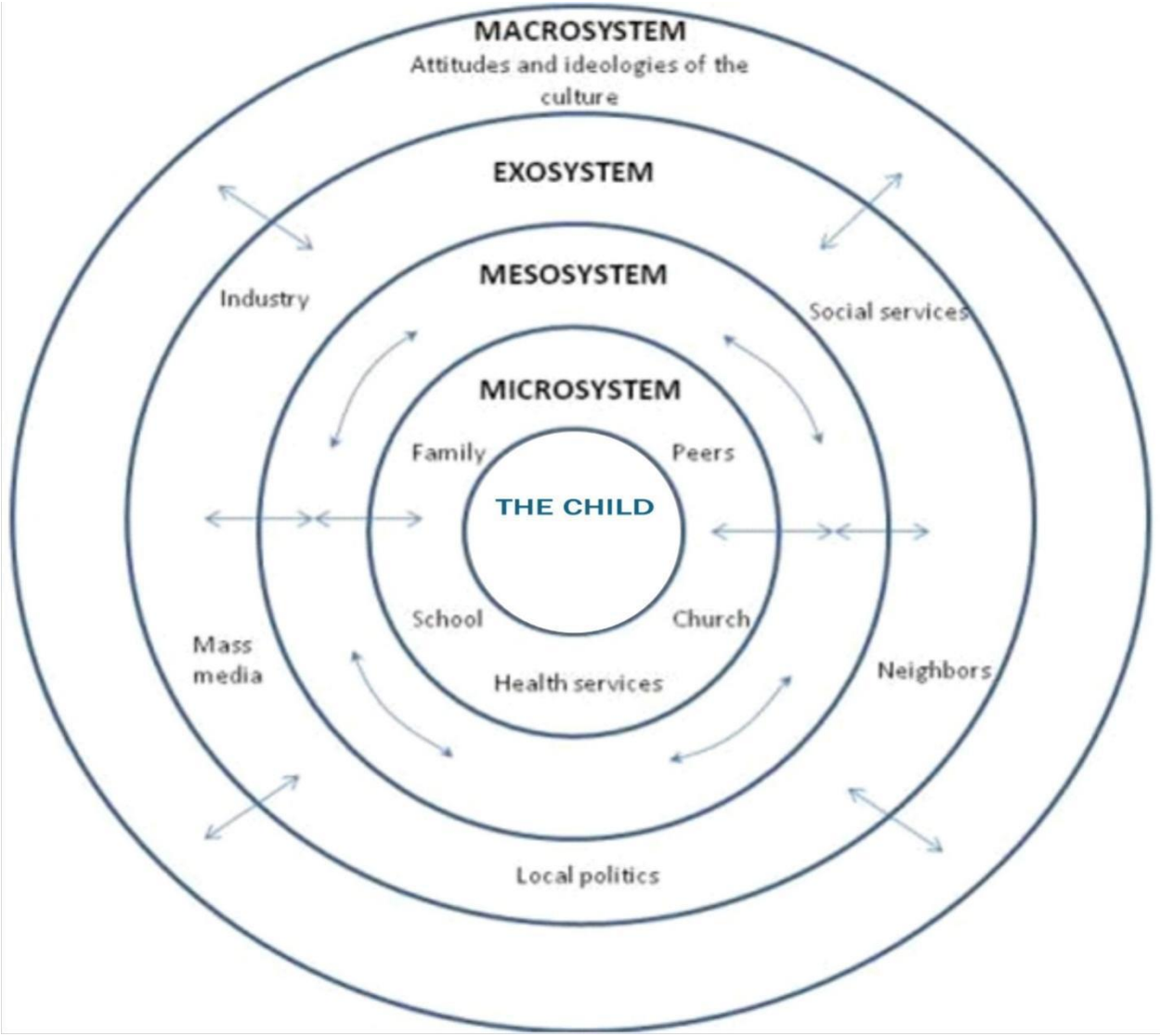

Fig 2. 1 **Bronfenbrenner's Ecological Theory of Human Development**

https://www.researchgate.net/publication/350192457_Attainment_grouping_in_primary_school_verbal_skills_and_psychological_symptoms_in_the_United_Kingdom_Evidence_from_the_Millennium_Cohort_Study

The ecological principle of human development proposed by Bronfenbrenner is pertinent to this research because it provides insight into all the factors that play a crucial part in a child's preparedness for school. Family demographics (income, parental education, place of residence) can significantly affect how prepared a pupil is for school. It also shows how all the components are intertwined and related to a child's school readiness. School readiness is a function of family variables, children's interactions with peers, and other environmental factors that work in concert. Within the ecosystem, its impact on supporting children's social-emotional skills influences school readiness. Student readiness is a function of the family, location, parental factors, teachers, school, peer groups, community environment, and other relevant factors with which they interact. The two primary levels this research is anchored are micro-systems and macro-systems. Because these directly affect the readiness of the child.

Microsystems include the home environment (parents, parental education, peers, siblings, and home location (urban and rural). Determine family income (nutritious diet, health status, quality and level of stimulation) and children's level of education. In assisting their children in preparing for school, parents also control the quality of the early experiences they provide and acquire. It explains how it affects the school readiness of children. It shows that children's preparation for school can be impacted by different types of environments that can positively or negatively affect them.

Children develop lifelong knowledge and skills and encounter different environments that can influence their behaviour. This shows that being school-ready is not the only thing that is child-ready. The environment and the people who leave it interact to facilitate school readiness. In summary, the theory helps guide this research because it focuses on the interrelationships between socio-cultural environments (schools, families, classrooms, and society at large) as it affects student readiness. Furthermore, it is believed that this study benefits from this theory and contributes to its application to family demographic variables related to social-emotional skills and child readiness.

2.1.2 Erikson’s Social-Emotional Human Development Theory (1950)

Eric Erikson published his theory of psychosocial development in 1950. It is based on the premise that intellectual development and social skills are closely related and cannot be split apart. According to Erikson, a child's personality and social skills grow and develop

within the social setting and according to the child's needs, norms, standards, and social institutions like families, schools, and child care programs. He emphasized the importance of people in resolving many conflicts in which interpersonal relationships play a key role.

According to Erickson, life is a series of nine crises, all of which are ultimately resolved. Whenever we experience a crisis, our bodies and minds engage with society and the world. People emerge with next-level psychological traits or become emotionally and socially immobilized. Each stage occurs at a specific point in life, from infancy to late adulthood. If you do not manage the stages balanced, your developmental growth will be stunted and stagnated. These stages of life overlap with the crises that come with them. Fig. 2.2

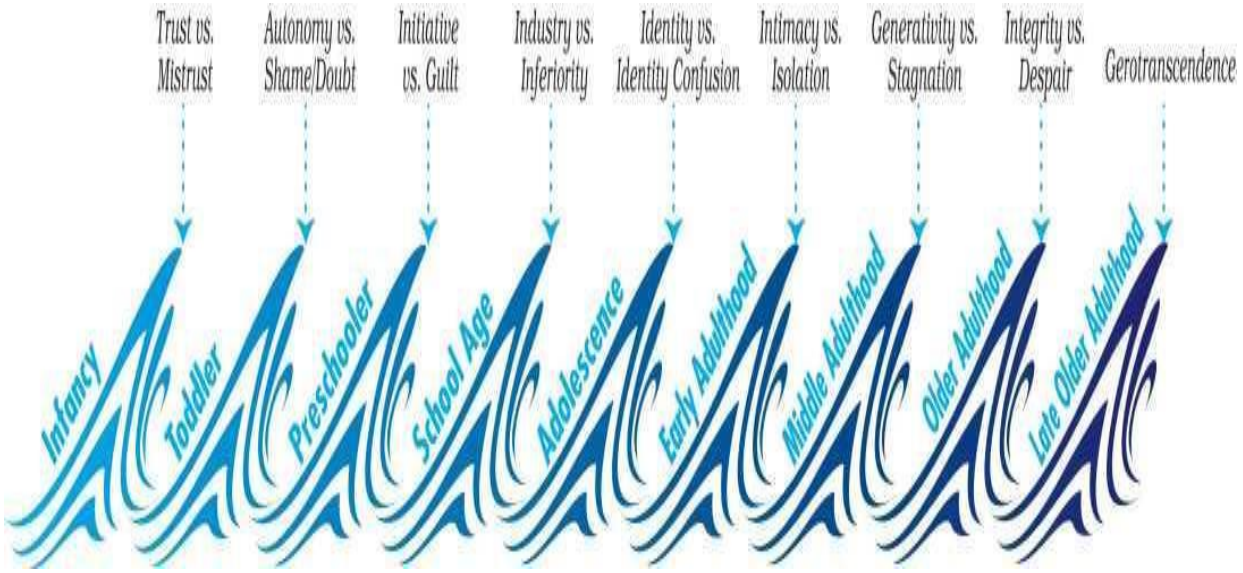

Fig. 2.2: Psychosocial Development Model

Trust vs Distrust (Infancy: Birth to 18 Months): Infants build trust through interactions with caregivers who are warm, available, and caring. This early childhood confidence development then enables individuals to succeed in the next stage of early childhood. Children may now acquire new skills, right from wrong, and develop their perception of self-worth and independence. The child is confident and does it with pride rather than shyness. Defiance, outbursts of anger, and stubbornness can also occur during this "bad two" period. Children at this stage tend to be vulnerable and may feel ashamed of not being able to master certain skills and have low self-esteem.

Spontaneity and Guilt (Preschooler: Age 3 to 5 Years): Children develop a desire to use their creativity and engage in personal inquiry to collaborate with others performing the same activity must learn to integrate with Children need to learn to follow the rules and "do things right," but they also need to learn to see other people's perspectives and collaborate with others on group projects. Disability in any of the stages puts the child at risk of being unable to act independently or to develop feelings of inferiority, unproductively, and competence in relation to peers and social roles and abilities.

Industriousness and Inferiority (School Age Children: Ages 6 to 12): At this stage, often called the incubation period, when children enter primary school, they learn and create many new skills and knowledge can be achieved. So you can understand the industry. Children can exchange ideas with people of different generations and children of the same age. Our knowledge of who we are in the community is underpinned by our experience working together on activities and projects. This is a period of social development, and children who feel unresolved inferiority toward their classmates may face major competence and self-esteem issues.

Confusion (Adolescence: 12–18 Years). Up to the fifth stage, development changes depending on the person's actions. At this point, development mostly depends on what people are doing. Young people must discover and struggle to discover their own identities, while to "adapt" and develop a moral sense, one must negotiate and struggle with social interactions.

Intimacy and Isolation (Young Adults: Ages 18-35): Intimacy and Isolation (Young Adults: Ages 18–35): People in the Young Adult era frequently look for love and connection. Young adults want to be deeply intimate and in happy relationships, but they risk being lonely if they don't succeed. Relationships that are important at this stage are those with spouses and friends.

Generativity or Stagnation (Middle-aged Adults: 35 to 55): Individuals must decide whether to be productive or stagnant as they transition from middle age to older maturity. Being generative involves making a real difference in the lives of those who come after you through sharing your culture, teaching others your skills or talents, making financial contributions, mentoring and sponsoring relationships with young people.

Integrity and Despair (Late Adult: 55 or 65): At this point, people reflect on their lives and try to find value and significance in them. It also entails accepting and finding peace with the difficulties and errors she encounters during her life. Every Bridges program is conscious of the need for people to take time for introspection. Children and adults alike can write in peace about what they discover is important.

Gerotranscendence (Old Age to Death): At this stage, the individual contemplates their life and finds its value and meaning. This includes understanding and finding peace with the difficulties and errors she encounters during her life**.** All bridges programs recognize the need for people to take time to think. Both children and adults have the opportunity to write in peace about what they have learned and what they believe matters to them.

A child's relationships determine how well he develops socially and emotionally with his family, other adults in his life, and other children. Parents and other primary caregivers contribute significantly to promoting a child's social-emotional skills from birth onwardsby providing regular and meticulous attention to their needs from birth onwards. Children feel loved and safe when family members and caregivers are always on hand, listening to their cues and engaging in meaningful conversations. This certainty gives young children the confidence they need to explore their surroundings, learn new ideas, and form healthy

relationships with others, including peers and teachers (Brazelton and Cramer, 1991; Cassidy, 2008).

The four main strata on which this study is anchored are trust and distrust (infancy: 18 months of age). Autonomy, shame and suspicion (infancy: 1.5-3 years), hard work and inferiority complex (school age: 6-12 years). These three levels significantly affect how well a kid develops socio-emotional competencies (such as social awareness, self-awareness, and interpersonal skills). Schooling begins when interacting with pears and adults inside and outside the home. If children can develop their social emotions sufficiently, they will be able to build good interpersonal relationships with their peers and the adults around them. In addition, children are able to grow within themselves and their learning environment. They collaborate with others on tasks and initiatives that help them better understand who they are in the community. Parents and teachers are important parts of these environments and therefore play a major role in helping or hindering a child's personality and cognitive development.

2.2 Conceptual Review

2.2.1. Concept of Early Childhood Education and its Benefits

The term "early childhood" is often used to refer to a critical time when a child is developing. Still, in the political context of Nigeria, it is interpreted to refer from birth to the age of eight. The terms "nursery" or "kindergarten" are used to describe the early childhood development and education expected to occur during her first four years (0-4 years). Preschool education starts at age 5, and basic education from 1st to 3rd grade starts at age 6 to 8 (FGN, 2013). According to Plato (427-348 BC), as quoted in (Fakeye and Soyinka,2009), humans should not give birth to children who do not go through with their upbringing and upbringing. In this way, early childhood education functions as a child's basic level of education within the formal education framework. Early childhood education has been deemed essential for all children's growth and future development (Bush, 2001). A child's development begins at home, and it is at home where parents have the greatest influence. It is assumed that educated parents can adequately prepare their children for a seamless transition to primary school. Many parents do not have a formal education and

may not be fully prepared to enrol their kids in school. Children may have difficulty adjusting to school because they are not prepared to attend school (Haque et al., 2013).

2.2.2. Objectives of Early Childhood Education in Nigeria as Stated in the National Policy of Education

According to the National Policy of Education (NPE, 2013), early childhood education refers to the instruction of children ages 0 to 8. Her first four years are called Early Childhood Care, Development, and Education. 5 to 6 years is called pre-primary education, and 6 to 8 years of primary school grades 1 to 3 is the creation of early childhood care and education programs (ages 0 to 4) funded by private sources. It is fully sponsored by the government, except. Providing various types of early childhood education programs for children below formal school age (often six years old) is widespread in most countries. This primarily helps prepare children for primary school (Obidike, 2012).

Preschool education is generally recognized as children's education under the age of six. This education occurs before formal primary education or the typical age for children to start school (Maduwesi and Agusiobo, 2005). So, it is accepted that early childhood care includes providing for the upbringing, teaching and growth of children under the age of six (Are, 2008). Also, it refers to meeting fundamental requirements for food, shelter, health, safety, affection, interaction, and stimulation for the growth of the emotional, social, psychological, cognitive and physical systems. Survival, development, and eventual education depend on this nurturing (FRN, 2007). The Universal Basic Education Act (UBE) Act (2004) includes a wider range of early childhood education and development programs and initiatives.

Objectives of Pre-primary School in Nigeria

As stated by FRN (2013), the goals of early childhood education are:

1. Make the change from home to school as seamless as possible.
2. Educate the child in preparation for the elementary level of instruction
3. While their parents are at work, provide the kids with the necessary care, supervision, and security (on the farm, in the market or in offices)
4. instilling social, moral, and ethical principles

5. Develop the child's attitude of inquiry and creativity via play with toys, the discovery of the natural world, the environment, art, music and so on
6. Create a culture of collaboration and teamwork
7. Encourage in the youngster positive habits, particularly healthy ones.
8. Educate children via play in the fundamentals of numbers, letters, colours, shapes, and forms. Children will be able to operate well and adjust to the new learning environment if all the pre-primary school goals are met in equipping the youngster for the first grade of school.

2.2.3 The Primary Years of Education.

Many believe obtaining an education is a path to economic success, fundamental to technical and scientific advancement, and the foundation of social justice. As Umoh (2006) rightly states, education transforms individuals from a physical, mental, moral, spiritual, and emotional standpoint by providing the right environment and teaching new knowledge, attitudes, and skills to help them grow in society. The primary education level is the level that strengthens the legs for the learner to climb the educational ladder and reach the top of academic achievement when a good foundation is laid. Ochoyi and Danladi (2009) stated that the general goal of education is to implant good values such as information, skills, and planned actions that can increase learners' capacity for societal advancement.The accomplishment of numerous additional Sustainable Development Goals is made possible by education (SDGs). The cycle of poverty can be broken if people have access to quality education (UNESCO, 2015). The primary level is globally recognized as Nigeria's primary formal educational level. This is the level of formal education that her children from age 6 to 12 receive according to the National Policy on Education (FRN, 2013). This level of education is critical to a child's learning as it relies on other formal levels of education.

The basis of formal education is primary education. It is important. The basis of formal education is primary education. It is a crucial element of every country's education system. First, you must finish elementary school to be eligible for additional educational levels. It is the educational level upon which all subsequent educational levels and degrees of attainment are based. Prepare and train your child for higher and more challenging

academics. It gives young learners the information and attitude foundations they need to read and write, acquire skills, and adapt appropriately in society (Asodice and Ikpitibo, 2014). In order for your child to get the most out of this level of education (schooling), they need to be well prepared. Federal Republic of Nigeria (2013) states that primary education refers to the education given to a child from 6 to 11 years in primary school. The outcome of primary school will determine whether the overall educational system succeeds or fails. I'm here, built on it. The achievement or failure of the educational system rests on the quality of elementary education, which is the cornerstone of all formal education systems. After completing primary education, a fundamental human right, many other rights must be exercised.

Primary education aims at the harmonious coexistence of students regardless of ethnic and cultural background differences, is between early education and higher school, the first phase of mandatory schooling (Ajala 2017). According to Akinbote (2010), a child in Nigeria must be six years old to begin her formal education and attend six years of school to complete her primary education. Primary education is the only education recognized worldwide as a process that helps all human beings become physical, mental, social, emotional, moral and technical, and truly functional in all environments (Osokoya, 2010; Akinbote et al., 2001; Oduolowu, 2003). The Federal Government of Nigeria also asserts that primary education is the only level of education recognized for permanent literacy and numeracy development (FGN, 2013).

2.2.4 Characteristics of Primary School Pupils

However, according to the World Bank (2011), each child develops at their own pace and progresses through discernible sequences of physical, cognitive, social and emotional growth and change. Her 6-year-old to her 7-year-old child entering her first grade of elementary school varies greatly in terms of abilities, development, interests, needs, and school readiness. Their common characteristics are playing age, short attention spans, concrete thinking, and global perceptual traits (Bilir, 2005).

Primary education is the time when formal schooling begins. According to Tomlinson (2009), children have the following characteristics: (Physically) 6-year-olds have improved use of all the different parts of their bodies, improved gross and fine motor abilities, and

increased postural awareness and movement. (Socially) they are very concerned with the opinions and abilities of those around them, both for social comparison and for making friends. In addition, they have strong emotional bonds with the adults in their lives, including their teachers. (emotional) Recognizing the emotions of others can play a role in lowering elementary school students' violent and destructive conduct, so children still do not accurately understand the emotions of others. They must be socially and emotionally ready to relate to and offend peers, teachers, and others.

Additionally, Obadara (2008) found that elementary school students have the good body control to throw, jump, catch, hop, and use scissors and crayons with precision. Your kid is prepared to begin studying the 3Rs (arithmetic, writing, and reading) as they can memorize and understand the order of things, numbers and alphabet. Children's language abilities are all-encompassing and are used to communicate their emotions and ideas and to fulfil their wishes. Attention span was significantly increased, as was eye-hand coordination and fine muscle coordination. Children are also independent, dependable, confident, and willing to receive constant recognition and validation from others. Children's joy is playing with the same sex and peers. Games are sustained, cooperative, and complex and can last from one day to another.

2.2.5 School Readiness

Early infant development is essential for the social, emotional, cognitive, linguistic, and regulatory skills children need before entering school and how well they can do in a variety of areas. (Trawick-Smith, 2014; Woolfolk and Perry, 2012). Children are considered to be ready for school if they can learn well and without any emotional problems. School-ready children have the background knowledge, abilities, and experiences to successfully adapt to new environments (Maxwell and Clifford, 2004). School readiness is the capacity of a youngster to demonstrate basic behaviours and skills in specific areas that prepare the child to learn from elementary school through subsequent educational levels. These areas include language and literacy, mathematics, physical health and motor development, learning styles, and other social underpinnings (Grafwallner, 2015). Working memory skills and experience are also considered, among other psychological and behavioural traits that help determine an individual's level of school readiness (Hallahan et al., 2014).

In addition, school readiness includes many elements that help children prepare for school age. However, according to Farran (2011), preschool child assessment is a common method for judging a child's maturity. This approach can place unnecessary stress on families and children because of the expectation that youngsters must achieve predetermined academic goals and aspirations. For underprivileged children, school readiness is a strong basis for improving access to education and equity in learning outcomes, according to data from UNICEF (2012). Children can benefit most from school if they are well prepared. Past researchers' results showed that children who are well-prepared for school progress better from one stage to the next (Amold, 2004; Jaramillo and Tietjen, 2001). Children who enter school without essential knowledge, behaviour, and skills preparation may find it difficult to replicate themselves in the learning environment. It has been shown that they may need more transition support to primary education because they need transition support by 12 months and are less likely to adapt to primary education (UNICEF, 2012).

Children that are ready for school like singing songs, repeating simple rhymes and participating in class discussions. Children take pleasure in reading stories and gazing at photograph books. They start identifying their own names and other emblems in their environment as they become more conscious of the connection between language and writing. They feel comfortable approaching adults for assistance when needed or seeking adult solace when they are hurt. Parents can aid in their children's development of these skills by offering a variety of positive experiences and supportive rewards. Some kids need an extra year of maturity, experience, and direction in preschool to help them develop their verbal capabilities, emotional capacities, and social interaction skills (Adeyemi and Adebanjo, 2018).

A child is "school ready" when they are fully prepared to engage in and gain from the kinds of early learning activities that best assist their academic development. The degree to which a child is academically, socially, and cognitively prepared for school is referred to as readiness (Adeyemi and Adebanjo, 2018). Developing particular abilities necessary for success in the school environment is linked to school readiness (Kagan, 1992). The ability of children to function well in school is referred to as school readiness. This includes sitting

quietly and following directions, cooperating with others, paying attention to the teacher, and taking advantage of the educational activities offered by the school (Kagan, 1992; Doherty, 1997; Doherty, 2007).

A child must have basic skills and aptitudes under control to be prepared for school and adjust to the environment's academic and social demands (Magdalena, 2013). Social connection is a crucial criterion for school readiness. Children that have grown up in this environment usually get along with other kids from varied socioeconomic backgrounds, work and play independently when necessary, and have this maturity. They are good at making friends, adjusting to new situations, and separating from their parents. They can defend their rights by negotiating a resolution utilizing their linguistic abilities. They have self-assurance in social settings and have good relationships with their teachers and other adults (Adeyemi and Adebanjo, 2018).

The level of school readiness is a significant and even crucial determinant of whether a kid entering kindergarten will succeed in school, according to a large body of recent research (Haskins and Barnett, 2010; Magnuson et al., 2017; Snow, 2006; 2011). "One child's preparation may represent another child's long-ago achievement or another child's success that hasn't yet materialized." It is important to define the concept of "ready for school" because children's growth is unpredictable and uneven. Many components make up school readiness, all of which help children get ready for school. According to Kagan et al. (1995), this construct combines characteristics like gender and personality, predispositions and attitudes influenced by culture, and learning methods. School readiness includes the management of basic competencies and skills that enable kids to adjust academically and socially and function well in the school setting (Hair et al., 2006).

According to Dockett and Perry (2009), A child's past knowledge, abilities, and attitudes required to meet the demands of school make up their level of readiness. Cognitive and general cultural development, social and emotional growth, learning motivation, linguistic development, and physical and motor development are the five subcategories into which prior knowledge, skills, and attitudes fall. According to these classifications, physical health includes both physical health and motor development (High, 2008; Janus and Duku, 2007). Physical strength, fine motor skills, gross motor skills, and general health are included

in this domain. A child's school readiness and future academic performance can be affected by physical health. A physically prepared child can hold a pencil and write, cut with scissors, throw and catch objects, tie bags, tie shoes, run, jump, hop and climb. Numerous studies have shown that poor school preparation can result in antisocial conduct, academic failure, dropout, and recurrence (Snyder, 2001).

The five pillars of school readiness include cognition and general knowledge, social and emotional development, language development, physical health and motor development, and approaches to learning. Aspects of self-concept, self-efficacy, and the capacity to express one's emotions correctly and be sensitive to others are all part of social and emotional development. Research shows that developing children's early social-emotional skills are associated with better academic performance (McCormick et al., 2015). Children who are "ready for school" express concern for other children and offer comfort to peers in distress; they show affection to other children and gladly invite them to their games. In return, they receive acceptance and support from their peers (Adeyemi and Adebanjo, 2018). Learning methods include openness to problems, curiosity about them, tenacity, adaptability, inventiveness, and attention. This is an important factor influencing student readiness (Barbu et al., 2015). Research shows that early learning strategies help children better adjust to the expectations that come with starting formal schooling. B. Complete tasks independently, set strict schedules and acquire basic skills (Li-Grining et al., 2010).

Both literacy and spoken language are part of language development. Hearing, using, and handling linguistic and social conventions are indicators of a child's language development. Improving literacy is as much a part of language development as language development. The capacity of a child's language to be heard, used, and successfully govern the social rules of language. The capacity of a child's language to be heard, used, and successfully govern the social rules of language. The basic knowledge and skills required for literacy growth are known as emergent literacy skills. These traits include motivated writing, perception of pressure, and enthusiasm for reading and storytelling. The importance of language proficiency for early academic achievement is well-established in the literature (Walker et al., 1994). According to studies, language development gaps are good indicators of academic achievement variations as determined by standardized kindergarten through

third-grade exams. The emergence of language is a sign that a child is prepared for school. You can express your feelings and needs verbally rather than physically, interact well with your classmates, and speak clearly so others can understand you. They have a strong vocabulary and use imaginative language to describe their actions (Adeyemi and Adebanjo, 2018).

The final two ways that cognitive growth and general knowledge are displayed in children are through their understanding of object concepts and qualities as well as their learning of knowledge conventions learned in school (Kagan et al., 1995). According to studies on the impact of mental and domain-specific abilities on school preparation, development in these areas contributed to advances in emerging literacy and numeracy during the pre-kindergarten year (Welsh et al., 2010). A youngster ready for school has the fundamental knowledge and abilities in a range of subject areas that will help the child achieve academic success. These minimal standards set the standard for what students should understand and be ready to perform, ensuring that they arrive at school enthusiastic and ready to learn and successfully adjust to the setting for learning in primary schools (Lara-Cinisomo et al., 2004). Being prepared for school at the start appears to be linked to later success in school and life (Matthews et al., 2010).

Several studies suggest that learning, attending school, acquiring new skills, and success or failure in school is related to school readiness (Jaramillo and Tietjen, 2001). Accelerating early childhood development, especially from the age 3 to 8, also has a significant impact on other school levels (UNICEF, 2012). To help prepare children for school, Cambodia conducted her two-month training programs in South Africa and Myanmar. Results of the application showed that children improved their academic performance and had positive attitudes toward school (Liddell and Rae, 2001). Regarding adult employment, research shows that kids who are prepared to learn when they begin classes and can advance easily into the primary school learning environment possess higher employment rates than adults (Harper, 2016). Early childhood and preschool programs have produced these long-term outcomes for adult economic productivity and health related to school readiness (Schweinhart et al., 2005).

2.2.6 Reasons why pupils need to be ready for school

Children are "prepared" for this life change in many ways, and when they enter school, distinct differences in their capacities for thought and emotion become apparent. The evidence showing a child's preparation for school is a good predictor of future success highlights the significance of a smooth transition to school. "Unprepared" children perform poorly in school, and are more likely to have behavioural and emotional issues, making them less likely to complete their education (Blair, 2001; Duncan et al., 2007; Reynolds and Bezruczko, 1993). These kids are more likely to have young children, get into trouble, and have a bad work history (Schweinhart, 2003). Therefore, preparing children for school can improve academic performance and child development (Pianta and Kraft-Sayre, 2003). Motivated children do better than unmotivated children. Early skill development lays a strong basis for future achievement (Cunha et al., 2006). Research has revealed that preparation for school is associated with learning, graduation, subsequent skill development and academic performance, and success in extracurricular activities (Arnold, 2004; Jaramillo and Tietjen, 2001, Reynolds, et,al, 2001).

Two sets of outcomes in primary education are considered: reduced dropout rate and increased participation and academic achievement. Early trial results of school readiness interventions in many developing countries show a decline in early dropout rates. Based on how school preparation is conceptualized, the degree of connection between different development domains, and the timing of their confluence, we can understand the relationship between school readiness and subsequent primary and secondary school. Poor kindergarten and primary school performance increase the likelihood that a child will perform well in high school, which affects graduation rates, risk of unwanted pregnancies, crime rates, and money earned (Herman-Smith, 2012; Nagin and Tremblay, 2001**;** Brooks-Gunn et al., 2007).School readiness, both in terms of equity and achievement, is associated with better academic performance in elementary and secondary school and better behavioural and social abilities as an adult. Children who are school-ready at age 5 are generally more successful at higher educational levels, less prone to dropping out, and more productive in adulthood, even after accounting for differences in family background income (Duncan et al., 2007). Enrolling in a school that prepares them to learn increases their chances of obtaining

a higher education qualification (Winship et al., 2011). According to the School Readiness Survey, Children who are prepared for school and who readily adapt to the surroundings of a primary school are more certain to do well in school, progress to further learning levels, and succeed in their careers (Amold, 2004; Jaramillo and Tietjen, 2001).

Children entering school without preparation in key knowledge, behaviours and skills may be seen as being in danger of future success in school, society, and the workplace. Several investigations have demonstrated that emotional immaturity and a lack of social skills affect students' preparation for school. Children who were very good at regulating their emotions performed better on literacy, vocabulary, and math tasks. McClelland and Cameron, 2012). Research shows that emotionally well-adjusted children are most likely to succeed in early school entry, and children experiencing severe emotional problems are most at risk of having difficulty in early school entry is shown. In particular, recent studies on early learning, children's capacity to control their emotions in pro-social or antisocial ways affects the interactions they develop with their peers and teachers, suggesting that these It suggests that relationships act as a source of upbringing that helps or hurts the child to have good school opportunities. Children who have difficulty paying attention, following directions, getting along with others, and controlling negative emotions such as anger and despair do not do well in school. In line with this, McGettigan and Gray (2012) assessed the prospects for primary school readiness in Ireland.

The study found that children are expected to do math, read and write, get along with friends, do homework, and be disciplined. Previous research has shown that parents and educators have different expectations regarding enrolling their children. According to Arnold et al. (2007), teachers want their students to follow instructions, show empathy for others, and be healthy, confident, energetic, and alert. We also want you to be talkative, passionate, and enthusiastic about your new class activities. Another study found that primary school teachers emphasized students' ability to adapt to school, integrate with peers, and participate in class (Oduolowu, 2008). For example, Perry et al. (2000), early childhood teachers place a high value on children's personal development, agency, and general competence in preparing them for higher education claimed on the other hand, various academic sources suggest that Parents and teachers concentrate on preschool knowledge and abilities, including names,

access to lunch boxes, and dressing (Diamond et al. Arnold et al., 2007; O'Kane and Hayes, 2010; UNICEF, 2012). A qualitative study was conducted to determine the elements that affect a child's preparedness for primary school. The survey subjects were teachers and parents of children wishing to enrol in elementary school. According to the results of this study, teachers and parents of young children held similar views on the cognitive and non-cognitive aspects that influence students' school readiness. The former, including literacy and numeracy, is considered important as some schools sometimes use it as an undergraduate-level entry requirement. Like the former, the latter is considered important as it helps children adapt effectively to primary school (Rahmawati et al., 2018).

A Canadian study by McCuaig et al. (2012) showed that children from vulnerable families often had less access to school preparatory programs. The study further found that young learners are more likely to have to repeat grades, need special education, drop out before graduation, have higher adult crime rates, are unemployed, and have poorer health. Thus, the importance of reducing such inequalities is that school readiness is aimed at closing learning gaps, maximizing young children's developmental potential and gaining lifelong learning means that by the time children start school, disadvantaged children typically score half to all standard deviations lesser in reading, writing, and math examinations than other kids. In addition, socioeconomic disadvantages are related to children's self-regulation problems, including issues with impulse control and emotional regulation (Rimm-Kaufman et al., 2000; Noble et al., 2005; Noble et al., 2007).

2.2.7 School of Thoughts on School Readiness

Four dimensions of school readiness are enumerated by identified perspectives on school readiness (Dockett and Perry, 2002). These include interactionist, social constructivist, environmental and maturity-oriented perspectives, as shown in the diagram below.

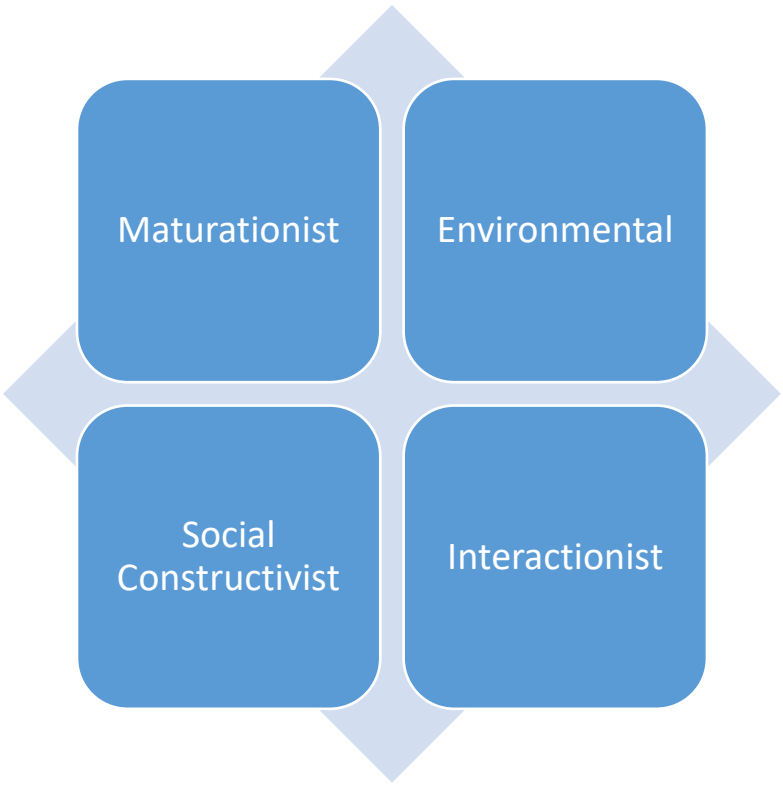

Fig.. 2.3: School of Thoughts for School Readiness

Source: Modified from Dockett and Perry (2002)

Maturationist View

Maturation is a biological process in which development occurs automatically in a series of predictable stages over time. It supports the view that assumes children believe they have an inherent growth and readiness clock to receive (May and Kundert, 1997). This view encourages many educators and families to believe that children acquire knowledge naturally and easily while they are healthy as they grow up. When the child comes and can perform tasks such as saying the alphabet and counting numbers, the kid is prepared to start school. According to maturityists, the best course of action is for parents to teach their toddlers how to recite and count the alphabet while waiting patiently for the readiness of the kid for school. Development and preparation for school take place naturally and organically. This means that part of preparing children for school will help them reach their full potential.

Moreover, developmental processes cannot be rushed; therefore, not much can be intended to prepare children better. Therefore, since maturation is biological, the issue must be due to the people involved, not the environment or the people around them. It has been. This view is fully consistent with the concept of literacy formulated by the eminent educational thinker Thorndike.

Environmental View

The environment is the child's environment, and every aspect of it influences the education and development of the kid. Environmentalists believe that a child's surroundings affect their behaviour and learning in either a favourable or bad way. Because of this presumption, many families and educators think young children learn new information and abilities by reacting to their environment. Environmentalists define school readiness as when young children are sufficiently suited to school and classroom situations. For example, the age when a child can follow the rules and regulations, participate actively in school lessons, and learn positive behaviours. For group activities, please follow your school teacher's and other adults' instructions (Meisels, 1999), environmental views of school readiness pertaining to children's behaviour, relationships, and ability to know colours, shapes, counting, and the alphabet.

Social Constructivist View

The social constructivist perspective takes motivation away from either the set of behaviours the child needs to exhibit (environmental view) or something internal to the child (maturity view). Instead, it draws it away from the social and cultural context. The finished impression is also important and is largely created (Dockett and Perry, 2002). From this perspective, the learning process is influenced by the child's particular social and cultural context. This view justifies multiple conceptualizations of school readiness because social dynamics make social realities different in different societies. , varies from society to society.

Interactionist View

From an interactionist perspective, the interaction of a child's personality characteristics and surroundings as they grow up is known as readiness. This perspective sees readiness as an interplay between the child's previous experiences, genetic makeup, maturity state, and all the environmental and cultural experiences the child encounters (Meisels, 1996). The development of readiness, therefore, depends on the relationship between the child and the school. The environment and the people it is a part of are thought to influence children reciprocally, reflecting the ecological theory that serves as the theory of this study (Bronfenbrenner, 1979).

Current Approaches to School Readiness

As illustrated in the diagram below, the three connected and crucial components of school preparation are child-ready, school-ready, and family ready (UNICEF, 2012b).

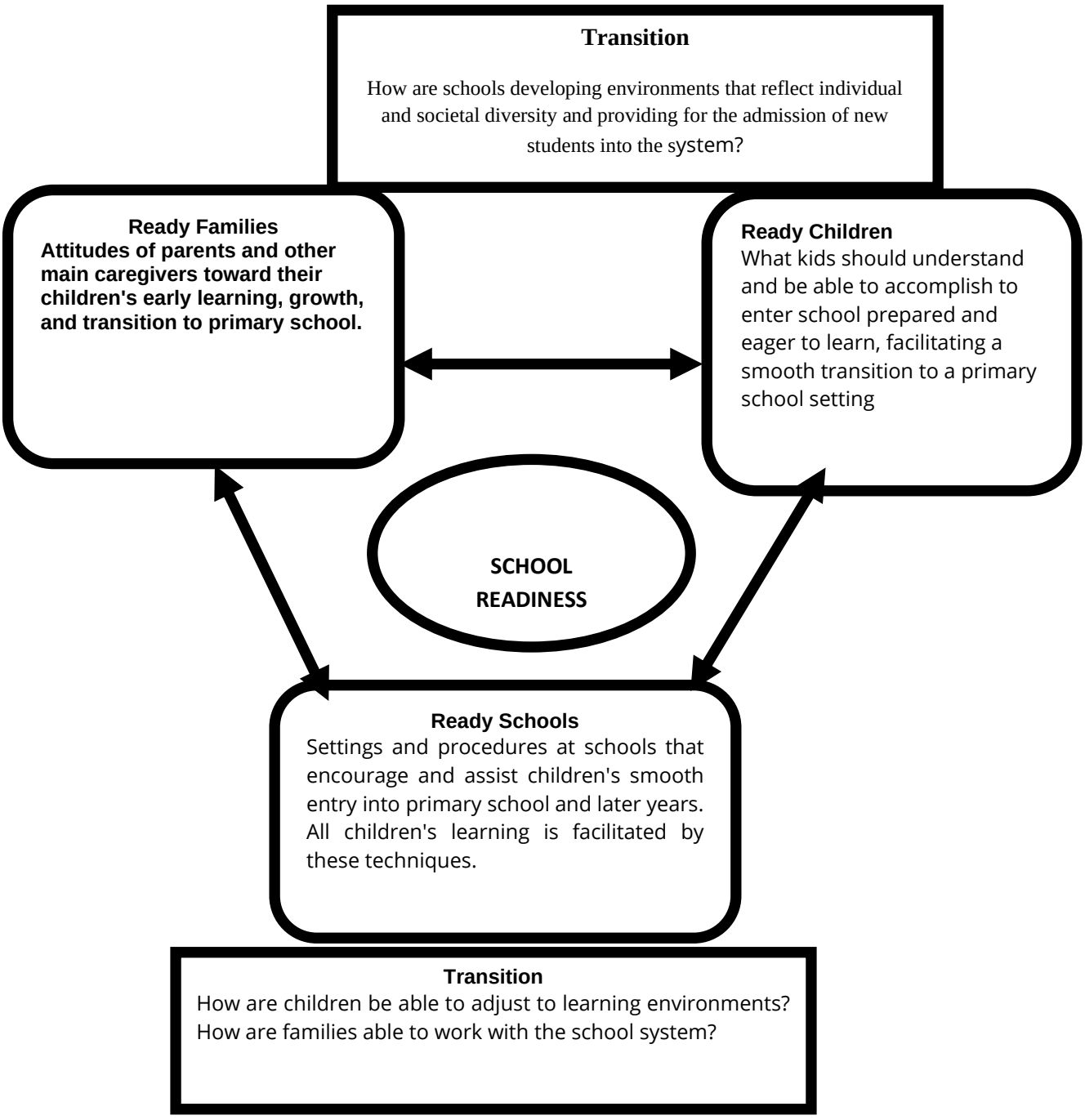

Fig 2.4: School Readiness Model

Source: Adapted from UNICEF (2012b).

According to Ring et al.(2016), however, this position fails to consider the value of a larger community and the potential impact of the early childhood environment on children. Considering the factors of ready society/community, ready kindergarten, ready school, and ready educators, we propose an ecological approach to study school readiness.

2.3.8 Home and School Readiness

The quality of parental care at an early age can also affect a child's ability to make friends, control their emotions and behaviour and get along with others. The preschool years saw the rapid development of these abilities. Parental involvement at this stage of development can significantly affect a child's preparation for school and future academic achievement (Bierman et al., (2017). The Family's Home Environment is important for readiness, some of the most prevalent social and educational concerns. Many parents engage in activities with their children at home during this stage, including helping with tasks for school and assignments, as well as reading books, going to libraries and museums, and participating in other cultural pursuits with the child to ensure they are ready for school Preparing and establishing school rules at home are (Epstein and Dauber, 1991; Pomerantz et al., 2007; Stone and McKay, 2000).

Parents play a key role in promoting a child's early development and school readiness. Children's ability to make friends, get along with others, and control their emotions and behaviour are all influenced by the calibre of early parental care (Bierman et al., 2017). Performance in and others' long-term outcomes, according to important The foundation for development in all social, emotional, and emotional development aspects in the research group is laid through regular early interactions with caregivers are the neural connections in the brain that form the basis of future learning (National Science Council on Child Development, 2004). At the start of formal schooling, children assume the role of students, seeking further learning and being guided to discover what they began reading and writing in kindergarten. It is necessary to ensure that kids are ready for school programs (Pelletier and Brent, 2002; Kreider, 2002). A child's academic success is inseparable from the family and the setting in which the child is raised (Fantuzzo et al., 2000).School failure is caused by a variety of reasons, according to numerous researches. These factors include low

socio-economic background, student's cognitive ability, home environment, or parental or other family support (Fan, 2001; Gonzalez-Pienda et al., 2002; Şenol, 2005) identified elements that affect children's school readiness, including teachers, family, environment, and school facilities. School readiness is thought to result from prior influences from the home environment (NICHD Early Child Care Research Network, 2000).

Numerous aspects of the famiy environment can affect the school environment, such as attachment to security and continuity of attention, verbal stimulation, accessibility to educational resources at home, and certain parenting techniques. (like reading with the child). Preparation (Bradley and Caldwell, 1984; McLeod, 1998; Belsky and Phelan, 2002; Cornell and Prinz, 2002; Brito et al., 2006; Reese et al., 2003). The family environment would have a strong influence on the children. It is thought that the home environment is significant for children's developmental outcomes, including cognitive achievement, school readiness, academic achievement, and emotional regulation (Fantuzzo et al., 2000).

2.2.9 Household Income

According to the Business Dictionary (2016), household income is "the sum of all remuneration received by all family members dwelling in the household".Wages, social security, alimony, pensions, capital gains, and dividends are all forms of remuneration (Shuni, 2016), and they divide household income into three categories: financial, material, and spiritual. According to Rothestein (2011), monetary income includes wages, salaries, rents, and interest, and it can take the form of profits, annuities, gifts, dividends, securities, license fees, etc. Spiritual income is the flow of satisfaction the family obtains through monetary and real income (Azides et al., 2016). Previous research has shown that household income affects the emotional and physical health of parents (Milligan and Stabile, 2009; Jones et al., 2015). Household income significantly influences members' current and future socioeconomic and health outcomes. Lack of family resources has significantly affected children's capacity to seize educational opportunities (Ward, 2013; Blanden and Gregg, 2004). Children are impacted by low household income in a number of ways. Unable to get his ICT information in communication technologies, lack of self-esteem through proper interaction with parents. Unhealthy diets, inadequate housing, probable family psychiatric issues, and stress from poor pay or unemployment (Eden, 2013). Decades of research have

shown that growing up in poverty negatively affects children's academic abilities and lifelong success (Solano and Weyer, 2017). Wealthier kids are more likely to begin school with poor literacy and math skills than their wealthier peers (Engle and Black, 2008).

Longitudinal studies have shown that initial variations in preparedness for school persist among children from socioeconomically disadvantaged families and contribute to inequalities between schools and health care, career opportunities, and court attendance (Huffman et al., 2011). The relationship between socioeconomic status and children's cognitive and achievement outcomes is linked to parenting styles as potential mediators (Davis-Kean, 2005; Lugo-Gil and Tamis-LeMonda, 2008; Sharma and Jha, 2014). Parents with high socioeconomic levels may have the financial means to provide nurturing and engaging environments for their children.

2.2.10 Parent Education

Parent education helps parents become more effective educators and facilitates their children's educational activities. Well-educated parents are more likely to understand what their youngster is studying at school, so they can monitor their child's progress at home and make appropriate suggestions as needed (Alexander et al., 1994; Jaiswal, 2018). In contrast, uneducated parents felt less comfortable attending and taking part in their kids' educational pursuits, felt alienated, were less effective in supporting their kids, found it challenging to communicate with instructors, and were less inclined to send their kids to school (Simon, 2001; Garcia et al., 2002; Shumov et al., 2004; Jaiswal, 2018). Parents' inability to participate in their children's education affects school readiness.

Parents who have received an education are aware of their obligations to raise their children. Always actively contribute to your children's educational activities at home or school. Uneducated parents, on the other hand, perceive their contribution to their children's educational activities as ineffective and uneasy conversing with teachers and participating in school events and programs (Zhan, 2006; Yamamoto, 2007). Grolnik and Slowiaczek (1994) and Jaiswal (2018) noted that maternal education has a significant impact on children's school participation. Educated fathers perceived greater parental involvement in schoolwork, but we found no significant effect of paternal education on parental involvement in schoolwork. Asad Khan et al.(2015) conclude that highly educated parents have several

factors that may affect a child's capacity to succeed in high school. Indeed, Parents with higher education frequently take a keen interest in their kids' academic progress and achievements, as well as the subjects and careers they choose in high school. This will definitely lead to better academic results and success.

2.2.11 Place of Residence

Previous research has found that residence is crucial in determining if someone is ready for school. Residence refers to where the child lives in a country or city. Policymakers and education experts are increasingly concerned about the wide disparity in educational outcomes of learners in urban and rural areas. It has been suggested that this difference may actually be related to how prepared pupils are for school in these locations when they enrol. They may lack quality preschool education, health care, affordable housing, and learning facilities to attend local schools (Magnusen et al., 2004; Magnuson et al., 2017). Improving Early Childhood Readiness and Academic Achievement focuses on developing school readiness and education. Basic cognitive and socio-emotional skills are essential for school readiness, but it has been suggested that children living in rural areas face a range of risks that threaten the acquisition of these basic skills (Blair and Razza, 2007; Kaiser et al., 2000). Poor housing conditions and home environments predict lower preschool readiness (Bradley et al., 2001; Coulton et al., 2016). Children's home environment contributes to their learning outcomes and academic success (Hood et al., 2008).

2.2.12 Social-emotional Skills Children's

Social-emotional skills include their ability to understand and talk about their own emotions, their capacity to understand others' perspectives and their awareness that their own feelings may differ from others. Children can join groups, participate in activities, and participate in activities for a reasonable amount of time with minimal help from adults. They mainly cooperate with their peers, understand the rules and the need for fair play, and deal with anger, frustration and stress when faced with emotional situations (Lois, 2006). Social-emotional skills are the knowledge needed to define objectives, direct behaviour, establish relationships, process information, and recall it in an environment that can intentionally enhance those skills, attitudes, and temperaments (Jones and Kahn, 2017). Children with

effective social-emotional skills benefit immediately. This allows them to be with others and participate in education (Denham et al., 2003). When little children have strong social and emotional abilities, they have a greater chance of developing into adults with successful lives and better levels of satisfaction than kids who don't have those talents (Goodman et al., 2015).

Social-emotional skills are skills that help children interact positively with others and manage their own emotions. It covers children's capacities in terms of physical, regulatory and emotional functioning (Fantuzzo et al., 2005). Social-emotional skills play a crucial part in preparing children for school. McClelland et al, (2007) found in their study that school children who were more adept in controlling their emotions performed better later on reading, vocabulary and math tasks. The researchers believe these findings strongly affect early school performance and readiness.

Social-emotional skills include constructive interactions with teachers, self-attachment behaviours, emotional awareness, emotion control abilities, social awareness, and indisputable social status (Carlton, 2000; Howes and Smith, 1995; Izard et al., 2001; Jacobsen and Hofmann, 1997; O'Neil et al., 1997; Pianta, 1997; Pianta et al., 1995; Shields et al., 2001). Measures of socio-emotional behaviour, including Social skills and internalizing and externalizing issue behaviours, are typically unreliable indicators of eventual academic success, even in kids who exhibit a lot of problem behaviours (Duncan et al., 2007). Social-emotional skills related to school readiness have received a lot of attention. Research has shown that social-emotional skills visible at school (around age 5) and the processes accompanying these skills (attention and approach to learning) are the best indicators of future social and emotional abilities. The results suggest that there is behaviour management, social connections, and peer frustration tolerance (Blair and Diamond, 2008; Halle et al., 2012; Herbert-Myers et al., 2006; Konold and Pianta, 2005).

Social interaction, emotional awareness, and self-regulation are only a few interconnected developmental domains that make up social-emotional skills. Children's relationships with others, such as those with parents and classmates, are the subject of social interaction. As children develop social skills, they learn to take turns helping friends, play together, and cooperate with others. A child's capacity to identify and comprehend their own

feelings and behaviours, as well as those of other students, is referred to as emotional awareness. Also, be aware of how your actions and emotions impact you and others. The capacity for socially acceptable thinking, mood, and behaviour expression is referred to as self-regulation.

Self-regulation skills include learning to control one's emotions, such as anger or frustration and persist through challenging situations (Payton et al., 2008). The foundation for children's success in school lies in their early social-emotional development. According to the National Academy of Sciences, 60% of students enter school with the cognitive skills necessary for success but without the social-emotional competencies (the skills needed to succeed). She's only at 40%. The results showed that children with the social-emotional skills needed in school were below average. Research shows that a child's emotional and behavioural adjustments are important to their chances of succeeding in school, but focusing on cognitive and academic readiness can have a major impact on their social interaction. This often overshadows the importance of developing emotional skills (Raver, 2002). This development aspect has not been fully explored, and research should focus on children's socio-emotional competence: when children feel good. You can form positive relationships with others. In addition, knowing how to recognize, express and manage your emotions increases your motivation to learn and succeed. Additionally, Elliot (2002) found in a study of third and fourth-graders that social skills positively impacted academic performance. In addition to aiding in children's learning, socio-emotional competence also aids in the development and maintenance of positive, fulfilling relationships (Cohen et al., 2005; Denham, 2006 ; Britto, 2012).

Self-esteem is one of the components of social-emotional competence in early children. Other components include self-confidence and the readiness to take on new challenges and explore novel situations. Self-efficacy is the conviction that one is capable of carrying out a task; Self-regulation/self-control entails adhering to rules, restraining impulses, and acting appropriately given the situation. Personal agency entails planning and carrying out intentional acts. The executive function entails concentrating on a task and putting aside other distractions. Learning to be patient; perseverance: the readiness to try again after an unsuccessful attempt; Resolution of conflicts through negotiation; comprehending and

expressing a variety of positive and negative emotions through communication skills; Empathy is the capacity to recognize and respond to the feelings and rights of others; Making friends and getting along with people are examples of social skills; Morality is the study of what is right and wrong (Strengthening the Family, 2019).

These five sets of social-emotional skills are essential from an early age but become even more important as kids start interacting with adults outside of the home and with their peers. The development of social and emotional abilities is crucial in assessing a child's capacity to cope with classroom demands. They also assist in determining whether or not students are fully committed to their studies and are gaining from instruction (Denham et al., 2010). Teachers and policymakers in the United States are more cognizant of the value of social and emotional growth in raising student achievement in kindergarten and elementary school (Camilli et al. 2010, Denham and Weissberg, 2004; NAESP Foundation Early Learning Task Force, 2011; National School Readiness Indicators Initiative, 2005).

The Collaborative for Academic, Social and Emotional Learning (CASEL 2003) outlines five fundamental social and emotional skills for young people's well-being: self-awareness, social awareness, self-management, relationship skills, and responsible decision-making. The development of these social-emotional abilities aids young children in becoming more competent and self-assured in establishing relationships, making friends, resolving problems, persevering in the face of challenges, managing anger and frustration, and managing emotions (Parlakian, 2003). Also the Collaborative for Academic, Social and Emotional Learning (CASEL, 2012) shows that social and emotional learning and skills depend on these five interconnected skills: Self-awareness (being aware of how you feel and your precise interests and strengths, as well as maintaining a solid feeling of self-confidence). Self-management includes creating and tracking progress toward personal and academic goals, regulating emotions to cope with stress, restraining urges, and inspiring oneself to overcome challenges (can see and compassion; comprehend and value the similarities and contrasts between people and communities; interpersonal skills; cultivate cooperative partnerships that are healthy and rewarding) create and maintain, resist unwarranted societal pressure, and prevent, handle, and constructively resolve interpersonal disputes, and ask for help when you need it.

Academic achievement depends on having social-emotional abilities that facilitate effective learning (Blair, 2002). This includes participating in class activities together, controlling attention, and maintaining engagement with tasks (Ladd et al., 2000; McClelland et al., 2006). Youngsters who can plan their actions to meet classroom expectations and persist in completing their studies attain greater academic performance standards (McClelland et al., 2006). Schools serve more purposes than teaching students how to read, write, and do math. It is also a place where children can be alone with other people and develop social skills. In terms of a child's emotional health and wellbeing, social skills are crucial. School may be an extremely lonely, monotonous, and depressing environment for kids without friends. Early in a child's life, social-emotional skill development is crucial. Children with these qualities perform better in school, are more confident, get along with others and communicate effectively. This is supported by (National Research Council and Institute of Medicine, 2000).

2.2.13 Reasons for the Development of Social-Emotional Skills in Elementary School Children

Social-emotional skills are important for children's successful school behaviour (Duncan et al., 2007). Emotionally well-regulated children are more likely to succeed early in school (Raver, 2002). In addition to cognitive abilities and family background, preschoolers' social and behavioural abilities predict first-grade academic performance (Raver and Knitzer, 2002). They were not limited to the capacity to establish favourable relationships with people. Longstanding issues are addressed; understand, identify, express and regulate emotions. Resolving conflict between peers, they develop the ability to pull together strength in adverse situations (Denham et al., 2003; Goodman et al., 2015). Children need proper social and emotional development to get ready for school and adapt successfully to their environment (Klein, 2002). Children with limited social-emotional development often have lower rates of social, emotional and academic success (Aviles et al., 2005).

Research has documented the detrimental effects of social, governmental, and emotional problems on kids' preschool experiences (Knitzer, 2003; Raver, 2002).Children with good social-emotional skills can interact with others, care about other children, show empathy and caring, comfort other upset children, interact well in group activities, make

friends easily, and be accepted and loved by children themselves. This allows them to communicate well at school. Fantuzzo et al. (2005) argue that social-emotional skills are crucial for children's development and preparedness for school because they allow them to interact with peers and adults and express themselves meaningfully. For children to copy well at school, they must be able to: adapt well to different situations, easily separate from their parents, be able to work and play independently when necessary, and get along well with their peers, teachers and other adults communication. Getting along with people (parents, teachers, and peers), adhering to instructions, recognizing and controlling one's own emotions and behaviour, reflecting on appropriate conflict resolution, sticking to tasks, taking part in social dialogue and cooperative play, accurately interpreting the actions and emotions of others, and feeling good about oneself and others are social-emotional skills that are considered essential for academic success (Fox and Smith, 2007).

Research shows that children with a healthy emotional adjustment are the most likely to enter school early and successfully. In contrast, children who have experienced severe emotional difficulties are most likely to struggle with early school entry. Early in school, children have an increased need for well-coordinated and purposeful activities, including ongoing behavioural inhibition, following rules, and the capacity to establish and keep a favourable relationship with classmates, parents, and caregivers. (Kelam et al.,1994). Children who are raised in poverty are especially prone to be significantly less socially and emotionally prepared for school, with over 40% showing communication and social skills lag and over 100% likely to have disruptive behaviour issues, Destroying Schools, adapted from (Kaiser et al., 2000). Empirically, specific social skills associated with academic achievement include actions that foster positive interactions between teachers and students (sharing, helping, and taking turns) and inhibitory control over aggressive behaviours includes self-regulation skills to support

2.3 Empirical research

2.3.1 School Readiness Research

Dockett and Perry (2013) reviewed the evidence on children's school transitions. They highlight a broad commitment to fostering children's preparedness for school and are based on the premise that early experiences have been found to influence results later in life

positively. Also, Vandenbroeck et al.(2013) observed this pattern in Flanders and noticed that the preventative paradigm included school preparedness, while school failure was seen as an individual child problem. Chazan-Cohen et al. (2012) assessed the impact of the learning environment and parental support on problem behaviour. Research tools for this study included (FACES 12-Item Parental Reports), Learning Approaches (FACES 7-Item Parental Reports), Emotion Regulation (Leiter-R Examiner Rating Scale infant affect and attention, reflecting, self-regulation on demanding tasks), receptive vocabulary (PPVT-III), and knowledge of alphabetic words (Woodcock-Johnson Alphabetic Word Recognition [WJLWI] subscale).The results of this study suggest that having good early dyadic relationships with their moms has educational and socio-emotional benefits for kids.

In addition, studies have been conducted to test models in which parental participation tempers the impact of parental expectations on students' preparation for school. The results of this study showed high expectations from parents were directly related to high school readiness scores (Cook, 2009). Mistry et al. (2010) examined parental warmth and verbal/literary stimulation in the Home Observation Environment (HOME) measure 23% Latinos and 5% others, using the cumulative hazard-modified National Early Enlightenment Studies and Assessment Program (NELS) design. The results of this investigation indicate that exposure to risk in early childhood negatively affects all school readiness skills. Warmth and literacy stimuli and PK during infancy were positively associated with outcomes. It mediates some of the effects of early childhood cumulative risk on pharmacokinetic outcomes.

Additionally, Zhan (2006) used parents' wealth and involvement in their kids' education and parents' expectations of their children's capacity to attend school between the ages of 5 and 12 as proxies to school readiness. (cognitive readiness and common sense as predictors) Reading Mathematics and Music (PIAT) after 2 years. The study population N=1370 consisted of maternal race/ethnicity: 69% Caucasian, 25%, and African American, 6%. This study included a longitudinal study and related design from 5 to 14 years.Parent involvement in school activities used children's reports of how often parents attended school meetings, spoke with teachers and counsellors, participated in school activities, and volunteered at school. Supervision assessed as parental involvement in homework was

measured by how often parents checked to see if they had completed their homework and children's reports of how their parents had helped them complete their homework. The results showed a tenuous connection between parental involvement and kids' academic success. Supervise only work that is relevant to the child's reading ability. Aslan and Ikar (2019) studied the school readiness of first graders aged 60-65 months. Participants in this survey included 20 of his teachers and 15 of his parents who lived in rural areas of Turkey Van/Turkey from 2017 to his 2018 school year.

Children who enter primary school at 60-65 months are not ready for school; they are not physically, emotionally, cognitively and psychosocially ready. The convincing argument that "the quality of children's early experiences counts for future achievement" lends credence to this (Ofsted, 2014). Hatcher et al. (2012) researched teachers' and parents' opinions of kindergarten readiness, Interviews with 16 parents and 13 instructors. The results of the survey indicated that most participants favoured coordinating preschool and kindergarten objectives. Educators and parents view kindergarten as a curriculum to prepare children for kindergarten. Students should also learn to follow school routines such as queuing according to rules, and taking part in events with lots of people to simulate a school environment Impact on social and emotional development skills. Study participants included six 4,444 kindergarten teachers surveyed about their perceptions of student readiness. Results showed that children with preschool experience scored higher than preschoolers on seven key elements of preschool social-emotional development: intentionality, curiosity, confidence, self-control, connectedness, cooperation, capacity and communication) turned out to be high. I have no kindergarten experience.

2.3.2 Household Income and School Readiness

Every child comes from a family in which socioeconomic realities largely determine the child's chances of survival and academic success. A family's economic background determines a child's physical health, nutritional status, mental health, and general well-being, which are all significantly linked to success in and preparation for school (Simiyu, 2001). Children who enter school malnourished to benefit from teacher-provided educational content may exhibit characteristics of not being ready for school. This applies to other functional domains, including physical health, mental health, having appropriate school

uniforms and clothing, and school writing materials. Children from families with low incomes are more likely to develop behavioural problems that negatively affect their development (Knapp et al., 2007). In addition, due to hunger and a low level of living, children from underprivileged homes sometimes suffer from serious illnesses that affect their performance and ability to adjust to school. Behrman (1997) observed that kids from affluent families were likelier to attend superior preschools than children of equally bright poor parents, confirming that low achievement was strongly associated with resource deprivation.

In a specific study, Duncan et al. (2014) identified two of his identical family groups whose children received different income levels due to political interference. An analysis of these experiences revealed that children improved their performance in math and English through improvement programs that increased parental income and employment. In addition, Milligan and Stabile's (2008) quasi-experimental study of child benefit inequalities in Canada found that children with higher family incomes received higher child benefits. Poor children were less prepared for school than their affluent peers (Brooks-Gunn and Duncan, 1997; Dearing et al., 2006; Duncan et al., 1998; Gershoff et al., 2003; Wolf et al., 2017). Low-income children are more or less prepared to start kindergarten depending on the type and caliber of preschool instruction they get (Gormley et al., 2005).

2.3.3 Parental Educational Level and School Readiness among Pupils

It is thought that educated parents are more inclined to enrol their kids in preschool since they have the fundamental information and abilities needed to get them ready for kindergarten. This is supported by Ogbugo-Ololube (2016), who found that parental education affects school readiness, as children of educated parents outperform children of uneducated parents. Children from middle-class and affluent families are more likely to attend schools where teachers have more advanced reading and math skills. This is largely because well-educated parents take the time to introduce their children to the basics of academics before they start school. There is also empirical evidence that, on average, the longer parents are in school, the higher the preschool skills of their children (Carneiro et al., 2007; Gennetian et al., 2008; Jiang et al., 2014).

Poverty is a major barrier to the provision of stimulation materials and equipment, but maternal education can offset this through judicious use of available resources and extensive interaction with them (Bhise and Sonawat, 2016).Parents with less education may find it more difficult to participate in their child's educational process and have less confidence in promoting academic success (Hill and Taylor, 2004). Research has shown that parental differences between socioeconomic groups explain some of the differences in child development (Lugo-Gil and Tamis-LeMonda, 2008). The focus of Nigerian researchers on parenting has been largely performance-based (Alokan et al., 2013), and there are research and knowledge gaps in experiential testing of children's school readiness by parents. This research gap aims to fill that gap. Numerous research studies have determined how parental practices affect kids' academic performance. Parents' educational status is crucial to a child's academic success.

Numerous researches have revealed a connection between students' academic achievement and their parents' educational position. The results showed that differences in academic achievement reflected one of its most crucial indicators of educational achievement: children's readiness for school. Kudaisi and Martins (2014) studied the impact of children's parental education status on school readiness and achievement in Akoko. Based on a descriptive survey design, the results suggest that parental education level significantly affects kids' academic success and preparation for school. Davis-Kean (2005) explored the mechanism by which socioeconomic position, particularly parental income and education, is indirectly associated with kids' academic achievement through parents' attitudes and actions. This study used data from a national cross-sectional survey of children. The sample consisted of 868 of his school-aged children (436 girls, 433 boys), split roughly evenly by gender. The authors discovered that socioeconomic factors were indirectly associated with children's academic achievement through parental attitudes and actions, but the nature of these correlations differed depending on the breed complete. Therefore, the researchers concluded that for school-aged children, parental education level is an important socio-economic factor that should be considered in both policy and research.

Another study examined the effects of parental educational status on children's academic achievement and school readiness. The research design for this study was a

descriptive survey, and data was generated using questionnaires. A representative sample of school children was drawn from its LGA of Obio/Akpr in Rivers State, Nigeria,utilizing questionnaires for data collection and descriptive and inferential statistics for data analysis. The results of this study suggest that parental education level affects school readiness. Schoolchildren from households whose parents have higher education fare better than those whose parents have little or no formal education (Ogbugo-Ololube, 2016).

To explore how parents supported their kids' learning and the connection between parental participation and kids' preparation for school, 431 kindergarteners with an average age of 5 years were questioned. I found the answer. It has been observed that at an early age, parents are more involved at home than at school. Parental eligibility is closely tied to overall school readiness. Participation in homework assignments, language and cognitive activities, and parenting style significantly predicted general school preparation. Home attendance was a stronger predictor of school readiness than school attendance. This research on children's school readiness emphasizes parental involvement (Nirmala and Rao, 2011). Although several studies have shown that parenting education impacts kids' learning, the extent to which parental education affects children's school readiness is not fully understood.

2.3.2 Family Demographic Factors and School Readiness among Pupils

2.3.2.1 Home Location and School Readiness among Pupils

There have been numerous researches on the effect of place of residence on children's school readiness. Schmidt et al. (2015) examined the direct effects of place of residence on inhibitory control and academic performance in young children. This study used a longitudinal descriptive research design involving 359 children (49% girls) it's done. The results showed that residence was significantly negatively correlated with academic performance. This demonstrates once more how a child's environment greatly affects how prepared they are for school. Within the framework of the present investigation, the housing variable is reflected in both rural and urban dimensions, and there is evidence that this variable has a significant impact on educational outcomes, including school readiness.

Similarly, Welsh et al. (2010) study found significant differences in school performance between urban children and children from rural or poor areas. This leads to various learning difficulties and educational progress. The analysis revealed differences in

children's willingness to attend school in urban and low-income areas. In Nigeria, previous research has focused on geographic differences in school children's academic performance (Aremu, 2000) and antisocial behaviours (Nwankwo et al., 2008; Ikediashi and Akande, 2015).

In addition, Adeyemi and Adebanjo (2018) conducted a study in Osun State, Nigeria, regarding the family setting and parental participation as determinants of preschool children's readiness for school. 'primary education. A descriptive research design was utilised in this study.The sample included 300 parents from 12 schools. Surveys are a means of collecting data. The findings demonstrate that the family setting and parental participation greatly influence the preparation of preschool children for primary education. Additionally, Piotrkowski et al. (2001) conducted a survey of parents, kindergarten teachers, and preschool instructors in low-education areas among residents. They found that children in these places have a higher likelihood of absence or absent from school. In addition, Adeyemi and Adebanjo (2018) conducted a study on the impact of the family environment and parental participation in primary education readiness among preschool children in Osun, Nigeria. Descriptive research methods were used in this study. The sample included 300 parents from 12 schools. Surveys are means of collecting data. The results suggest that the family environment and parental participation greatly influence preparing preschoolers for primary schooling.

In addition, we used the School Readiness Test Panel (Gan and Meng, 2016) to examine differences in school readiness in a sample (N=82) of preschool children urban and rural in Zunyi, China. The findings reveal that urban and rural children's levels of school preparation are different. Children from rural areas performed worse than students from urban areas on social and emotional competence, literacy and sign language, and language subtests but performed better on skills, motor skills and the understanding of space and time. Therefore, enhancing rural children's access to early schooling can help reduce the school readiness gap between urban and rural areas are more prone to experience behavioural issues than children living in middle-class or affluent neighbourhoods (Duncan et al., 1994). In a recent study, Ziol-Guest and McKenna (2014) examine the predictive role of residence on various school readiness outcomes. School readiness outcomes measured in this study

included behavioural (violence, delinquency, social withdrawal, social problems, anxiety, depression, attention problems, internalizing and externalizing) and cognitive (language and literacy).This study used a descriptive research approach and used questionnaires to gather data. The study's findings revealed a strong link between residency and preparation for school. Although several studies have shown that where you live affects children's learning, the extent to which where you live affects how prepared youngsters are for school is not fully understood.

2.3.5 Student Social-Emotional Skills and School Readiness

Children living in poverty face a range of dangers that threaten their ability to learn the basic cognitive and social-emotional competencies required for academic success (Blair and Razza, 2007; Kaiser et al., 2000; Laber et al., 2013). In reality, an expanding corpus of data suggests that risk factors related to social skills and poverty can affect school readiness and student academic performance. (Blair and Raza, 2007; Crook and Evans, 2014; Nesbitt et al., 2013; Bierman et al., 2008; Murray and Malmgren, 2005). Numerous studies have shown that emotionally and socially secure early age are more prone to progress to higher levels of education (Kluczniok et al., 2016). Children with better emotional and social skills are more likely to socialize with their peers, have more friends, stay connected with parents and teachers, and be successful academically and socially. Related research shows that students who focus, control their emotions, their interactions with peers and adults, and their willpower in the face of difficulties are more likely to attend class and learn more has been shown (Cybele-Raver 2002). Children with greater mental, behavioral, and attentional control are also more likely to achieve higher performance standards and better results. (Clancy and Rachel, 2007; Rebecca, 2008; McClelland et al., 2007). Strong social-emotional skills increase the likelihood that kids will develop and keep friends, communicate well with teachers, engage in academic tasks, and demonstrate enthusiasm for learning (Susanne, 2006).

Early learning and development have several key components, one of which is social-emotional competence, which is increasingly recognized (Goodman et al., 2015). A study of early childhood educators by Foulk and Morrow (1986) found that confused kids spent less time on their assignments, received less favourable feedback from teachers, and attended

fewer classes, including for teachers from kindergarten to home and in the centre**.** Many studies have also linked children's ability to coordinate behaviour (attention, memory, inhibitory control) to academic achievement in literacy and numeracy in preschool and early childhood (Tominey and McClelland, 2011, McClelland, 2007). Children's motivation, commitment and academic performance are strongly correlated with their level of social connection (Vaquera and Kao, 2008; Wentzel, 2005; Fabes et al., 2006). In another study of 5- and 6-year-old children, Gulay (2011) concluded that social skills were predictors of school adjustment. When children are social, they thrive in school: According to Erten's (2012) study of 5- and 6-year-olds, children's physical fitness increases with prosocial behaviour and social status. We also show that socio-emotional competence and peer relationships are predictors of school health. Children must learn social-emotional skills before going to school.

Additionally, research by Raver (2002) found that for children who were confused asless time was spent on homework, there was less positive feedback from professors and less class time. They receive less assistance from their peers and cannot learn from them during group learning exercises. Last but not least, children who their peers and teachers look down upon will hate school and eventually leading to poor attendance. The capacity to control one's emotions and pay attention, engage constructively in learning activities, and develop strong relationships with classmates and teachers are all social-emotional skills essential to readiness in school and long-term academic success (Bierman et al., 2017). Unprepared elementary school children are prone to aggression, antisocial behaviour, anxiety, fear of exclusion, and hyperactivity, all of which are perceived as negative relative to their peers. These findings are due to the fact that children who display behaviours often seen as detrimental to peer relationships, such as aggression, apathy, feelings of worry and fear, and rejection**,** appear to be less engaged in life. 'learning. We can assume an environment exists (Akyol and Polat, 2016).

In a systematic review, Blair and Labor (2015) studied how social and emotional development affects kids' preparation for school. This study involved finding and critically reviewing empirical research on variables of interest and the relationships that exist between them. The findings of this study reveal that a substantial body of empirical data points to

social-emotional abilities as crucial predictors of school readiness in children of school age. The findings of this review are also supported by the results of a recent systematic review by Campbell et al. (2016) which provided ample evidence that social-emotional skills significantly predict children's school readiness. The capacity to manage one's feelings, get along with people, and overcome difficulties frees one's mind to focus on learning new things through parents, teachers, classmates, and individual research. Children with a strong social and emotional base typically learn and connect with others more easily (Payton et al., 2008). Numerous studies demonstrate that youngsters who start kindergarten with higher social-emotional competence levels are better able to cultivate a positive school attitude, adjust sooner, and meet higher academic standards (Birch et al., 1997; Ladd et al., 1996).

Graziano et al. (2014) investigated how social-emotional skills were affected by intervention-based interventions to increase kids' preparedness for school. The study's findings revealed a statistically significant difference in the participants' school readiness indices after the intervention study administrators showed that the intervention significantly improved participants' school readiness. Amosun (2014) also found that gender- and school-based sociometric factors (sociometric status, friendships, group memberships, and social behaviour) correlated with student attitudes toward education and academic performance in primary school. We investigated how they correlate. Results showed significant correlations between the independent variables (social status, friendship status, group membership, and social behaviour) and students' attitudes towards schooling. In Lagos State, Nigeria, Unachukwu, (2013) examined how early parenting techniques affected children's social and cognitive skills. The results demonstrate the impact of preschool practices on cognitive performance.

2.4 Appraisal of Literature

Based on the many literatures examined and the theoretical background, it is evident that family dynamics significantly affect a child's preparation for school. Research findings of some of the family variables indicated a relationship with children's readiness, while others revealed no relationship. Thus, there is a need to investigate further into these family variables (family income, parental educational level and home location) to enable one to establish the extent to which each of them predicts school readiness among primary one

pupils within Southeastern Nigeria. Various studies on children's socio-emotional skills concerning school readiness in various areas have not examined it within the Southeastern Nigeria Geopolitical Zone, and the group of learners are not primary pupils. The need for this investigation was caused by the gaps that were established.

CHAPTER THREE
METHODOLOGY

The methodologies and techniques used in this investigation were the main topic of this chapter. Research design, study population, sampling methods, sample, research research instruments, validity of the research instruments, reliability of the research instruments, method of data collection, and method of data analysis are the sub-headings under which it is covered.

3.1 Research Design

This research employed a survey approach of the correlation type since it was suitable and suited for the study. This design, according to Fawole et al. (2006) is adopted when a researcher's intention is to study variables and their relationships and how they naturally occur. This design is deemed suitable because it enables researchers to determine relationships between variables and gauge the strength of those relationships (Leman et al., 2012). In this design, there was no attempt whatsoever to manipulate any variable but to study their natural relationships. This study examined the level of school readiness and the extent to which family demographic factors and socio-emotional skills predict school readiness among primary one pupil in the Southeastern Nigeria.

3.2 Population of the Study

All primary-one students and their parents from public primary schools in Southeastern Nigeria made up the population for this study. This group of pupils was picked because they belong to the foundational stage of the formal level of education. In addition, it is the class that the child will enter after one-year compulsory pre- primary school established by the government as a way of getting the child ready for formal school. Therefore, it became necessary to examine their level of readiness at this stage.

3.3 Sampling Technique and Sample

A multi–stage sampling procedure was utilised for the selection of respondents (pupils) for this study. Simple random sampling was employed to select three (3) states namely Abia state, Anambra state and Imo state out of the five states in Southeastern Nigeria for this study. Four (4) Local Government Areas from each of the states included for this study were chosen using a disproportionate sampling technique. Making a total of twelve (12) Local Government Areas covered within the Southeastern Geopolitical Zones for this study.Five (5) public primary schools from each Local Government Area in each chosen State were chosen using a purposeful sampling technique. The schools were chosen based on the following criteria: the schools were in each of the LGA selected, the schoolswere public primary school, and the schools had been in existence for not less than twenty years. Thus, twenty (20) schools were selected from each state, which made a total of sixty (60) schools for this study. To choose a class from the existing primary one class arms, a simple random sample technique was utilized, and an intact class was utilised. Thus, the totalnumber of respondents from the three states selected was 1,200 pupils and 1,200 parents. **NOTE:** The 35 respondents per class earlier stated in the proposal for this study was based on teacher-pupils' ratio of 1: 35 as recommended by FGN (2013) for lower basic class but on getting to the field, the researcher found out that the number of pupils per class were not up to 35 pupils per class. Thus, reducing the sample size for this study from 2,100 pupils and their parents earlier stated in the proposal to 1,200 pupils and 1,200 for their parents.

3.4 Research Instruments

The following four research tools were employed in this study:

I. Family Demographic Factors Questionnaire (FDFQ)
II. Children School Readiness Rating Scale (CSRRS)
III. Children Socio-Emotional Skills Rating Scale (CSESRS)
IV. Teacher and Research Assistants Training Guide (TRATG)

3.4.1 Family Demographic Factors Questionnaire (FDFQ)

The assessment of Family Demographic Factor Questionnaire (FDFQ) was a self-designed research instrument by the researcher. The research instrument was utilised to elicit

information on the pupils' family demographic factors. The research instrument had only one section, which contained background information about the parents of the pupils such as name of the school, Local Government Area, gender, employment status, educational level, family income and home location. The questionnaire was filled by the parents' of the pupils in primary one class. This was gotten to them through their children in various schools.

Validity of Family Demographic Factors Questionnaire (FDFQ)

The draft research instrument was given to certain professionals in the Department of Early Childhood and Educational Foundations, University of Ibadan, for development in order to guarantee that it had face, content, and construct validity. The research instrument was then given to the researcher's mentor, who performed the last adjustment.

3.4.2 Children School Readiness Rating Scale (CSRRS)

The Early Childhood Development Standards for Nigeria (2015), created by the Federal Ministry of Education in partnership with UNICEF, Nigeria, served as the inspiration for this research instrument. This test was created to determine how well kids can develop in the areas of school preparation that correspond to their age. Originally, the Early Childhood Development Standards for Nigeria is divided into various sections. These include: physical development which contains 22 items; affective/psychosocial development contains 27 items; cognitive development contains 36 items; language development contains 26 items; food and nutrition contain 14 items; health contains 14 items; water and environment sanitation contains 22 items; emergency and safety measure contains 26 items; protection issues contains 13 items; gender contains 9 items and national values consciousness contains 37 items. Each of these domains is divided into three sub sections namely: (topics, standards and performance indicators). The performance indicator is divided into age cohort such as: (0-6 months, 6-18 months, 18-24 months, 24-36 months, 3-4 years and 4-5 years). The items for 4-5 years of age cohort and performance indicator were consider in this study because it is the last age children will pass through before their primary school, which is 5 years plus or 6 years.

This research instrument was adapted for this study by the researcher in this form; Three items were selected from each of the sub-sections and some of the items were re-cast. The items were simplified in such a way that teachers/research assistants understood the

items very well without too much explanation. It was split into two parts (A and B). Section A contained the pupils' personal information such as state, gender, Local Government Area, and home location. Section B, contained the domains that were considered appropriate for school readiness. They include the following: physical development, emotional and psychological growth, cognitive and linguistic expansion, health, environmental sanitation, preparedness for emergencies, and safety measures. The rating scale for this study had a total of forty (40) items divided into these sub-sections. In scoring this rating scale, four levels from 1to 4 were identified, on how well each of the statements describe the pupil's level of readiness in each of the domains. (1 point) –None of the time (2 points) - Some of the time, (3 points) –Most of the time and (4 points) - All of the time.

Validation of Children School Readiness Rating Scale (CSRRS)

A few experts (lecturers) from the University of Ibadan's Early Childhood and Educational Foundations department received the draft to help validate this research instrument, who subjected it to face and content validity to ensure the structuring and appropriateness of the items in assessing children level of school readiness in all the domains. Their observations were made known and useful suggestion for improvement of the research instrument were noted and effected appropriately before the final copy was produced.

Reliability of Children School Readiness Rating Scale (CSRRS)

Followed by this, a field- test was conducted in order to test the dependability of the research instrument. The corrected version of the research instrument was administered by the research assistants and teachers on thirty primary one pupils that were not part of the study**.** This sample was not included in the primary research. The reliability of the research instrument was carried out using inter-rater technique and it yielded 0.94 co-efficient.

3.4.3. Children Socio-Emotional Skills Rating Scale (CSESRS)

This research instrument was adapted from the Study of Social-Emotional Development of Kindergarten- 2nd Grade Students (SSDKSGS) developed by Brenchley (2017). The original version of this research instrument has eighty (80) items and was

developed to aid teachers in creating the screening tool's items based on the behavior they saw in their students. The research instrument was adapted in a simple and clear language in such a way that the teachers and research assistants will understand it without too much explanation. The items were reduced to twenty-one (21) so that it will not be too cumbersome for the teacher and research assistants to assess each child. The research instrument has three (3) dimensions of socio-emotional skills: self–awareness, social awareness and relationship skills. In scoring this rating scale, four levels were identified from 1to 4, on how well each of the items predicts primary one pupil school readiness in each of the domains. (1 point) –None of the time, (2 points) – some of the time, (3 points) –Most of the time and (4 points) - All the time.

Validity of Children Socio-Emotional Skills Rating Scale (CSESRS)

To validate this research instrument, the draft was given to some experts (lecturers) in department of Early Childhood and Educational Foundations, University of Ibadan, who subjected it to face and content validity to ensure the structuring and appropriateness. Their observations were made known and useful suggestion for improvement of the research instrument was noted and effected appropriately. Consequently, the research instrument was given to the researcher's supervisor who made the last correction before the final copies were produced.

Reliability of Children Socio-Emotional Skills Rating Scale (CSESRS)

Subsequently, field-testing of the research instrument was conducted in order to test the reliability of the research instrument. The research instrument's revised version was utilised by teachers and research assistants on some primary one pupils in the public schools who were not part of the study. These respondents weren't included in the main research. The research instrument's dependability was carried out using inter-rater technique and it yielded 0.92 co-efficient.

3.4.4 Teacher and Research Assistant's Training Guide (TRATG)

This is a tool that the researcher self-developed to help mentor the teachers and research assistants throughout the research time. The guide reflects the rules and regulation to

follow while observing the pupils, how to rate the research instrument, how to mind their language usage while interacting with the pupils and parents.

Validation of Teacher and Research Assistants Training Guide (TRATG)

To ensure that this research instrument had face, content and construct validity, the research instrument was presented to Lecturers in the Department of Early Childhood and Educational Foundations, University of Ibadan for criticism. Their comments and suggestion were used to produce the final copy after showing it to the researcher's supervisor for final approval.

3.5 Method of Data Collection

In carrying out this study, the researcher acquired an introduction letter from the head of the early childhood and educational foundations department at the university in Ibadan, Nigeria. The letter was submitted to the Chairman, State Universal Basic Education Board (SUBEB) in the three (3) states selected (Abia state, Imo state and Anambra state) for this study. Letter of authorization that permitted the research to conduct in schools were issued by the SUBEB Chairman for each state. The letter was submitted to the Head Teachers of those schools chosen for the research. This was to ensure adequate co-operation from the Head teachers and for the teachers to grant the researcher the permission to conduct her study. The researcher was introduced and the teachers were informed of the goal of her research.

Session was organised for training both the teachers and the research assistants on how to respond and guide the parent(s) in filling the family demographic factor questionnaire (for some of the parents who may not be able to fill it at home because of their educational level) and procedure to be adopted in filling the observation schedule (children school readiness rating scale and children social emotional rating scale). Sixty (60) research assistants and class teachers were trained in a centrally located school in each state. They were trained in the areas of: dress code, proper language used when relating with the children, ability to observe and used the rating scales properly. After that, they were assessed and retrained again. The research assistant who did not measured up to the required standard was excused from the study. After this, a sit-and-watch phase in the schools commenced. The

researcher and the research assistants visited the schools to get acquainted with the events and activities in the primary one class.

Data were gathered for this investigation at two levels (parents and teachers of the target population). The class teachers and research assistants, trained for this study, collected data on children school readiness rating scale and children social-emotional skills rating scale. Parents were also involved, because they filled the family demographic factor questionnaire. Research instrument on family demographic factors was administered to parent (s) in the morning hours when they were dropping their children and in the afternoon when they were picking their children. For parents who did not pick or drop children in school, questionnaires were kept in children school bag. They were instructed by their teachers to give it to their parents to fill and return it the following day.

The administration of instruction was face to face with the help of the teacher; researcher and research assistants. This enabled the researcher assistant and class teacher to explain the items to parents where necessary and to observe pupils properly. To achieve this and to ensure proper completion of the research instrument, the items were read out and explained in Igbo especially to parents who cannot read nor write. The teachers and parents were advised to avoid omitting any of the items. The researcher, class teachers and research assistants were around in assessing the pupils**.** Finally, the researcher and research assistants collected, collated and summarised the research instruments for analysis.

3.5.1 Training of Participating Teachers and Research Assistants

The participating teachers (primary one teacher) and sixty (60) research assistants were trained for one week by the researcher. The Nigeria certificate in education (NCE) was utilized as the required minimum for both instructors and research assistants (preferable early childhood professionals) participated in the study. The location for the training was a central school in each of the state selected for the study. The researcher intimated the teachers and the research assistants on the nature of the study and its objectives, this aim at motivating them to give in their best in course of the field work and the procedure to be adopted.

The training focused on the administration of the research research instruments (questionnaire and observation scales). The researcher demonstrated how to administer the research instruments before the teachers and research assistants and explained in details the

procedural steps taking part in the management of the research instruments. The researcher gave room for both the teachers and research assistants to demonstrate how to administer the research instruments. The researcher as well as the teachers and research assistants trial-tested the research instrument with some of the selected respondents who were not part of the study. The researcher gave room for questions and answer by the teachers and research assistants for clarity of purpose.

3.6 Methods of Data Analysis

Using descriptive statistics such as frequency counts and percentages, the acquired data were analyzed. The overall and relative contributions of the independent factors to the dependent variable were also determined using Pearson Product Moment Correlation and Linear Multiple Regression Analysis. Correlation Matrix table was utilised to test the Null hypotheses.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter presents the summary of the analysis in five sections namely, section A presents the demographic data analysis; section B presents the answers to the research questions; section C presents tests of the hypotheses and section D presents the summary of the findings while discussion of findings are presented under section E. The order of the research question and hypotheses are strictly followed.

4.1 Demographic data analysis

Table 4.1: State and Local Government Area Distributions of the Participants

State	LGA	Freq.	State % (Total %)
Imo State	Orlu	119	28.47 (0.10)
	Owerri North	118	28.23 (0.10)
	Ngor-Okpala	64	15.31 (0.05)
	Owerri Municipal	117	27.99 (0.10)
	State Total	**418**	**(34.83)**
Abia State	Aba South	104	32.50 (0.09)
	Osisioma Ngwa	106	33.13 (0.09)
	Umuahia North	57	17.81 (0.05)
	Umuahia South	53	16.56 (0.04)
	State Total	**320**	**(26.67)**
Anambra State	Aguata	114	24.68 (0.10)
	Iheala	126	27.27 (0.11)
	Idimmiri North	110	23.81 (0.09)
	Oyi	112	24.24 (0.09)
	State Total	**462**	**(38.5)**
Grand Total		**1200**	**100.0**

Table 4.1 reveals that respondents to this study were from three states namely, Imo (34.8%), Abia (26.7%) and Anambra (38.5%) states. Of the respondents from Imo State, they were from Orlu (28.5%), Owerri North (28.2%), Ngor-Okpala (15.3%) and Owerri municipal (28.0%) local government areas. Of those from Abia State, they were from Abia South (32.5%), Osisioma Ngwa (33.1%), Umuahia North (17.8%) and Umuahia South (16.6%) local government areas. Of those from Anambra State, they were fromAguata (24.7%), Ihiala (27.3%), Idimmiri North (23.8%) and Oyi (24.2%) local government areas.

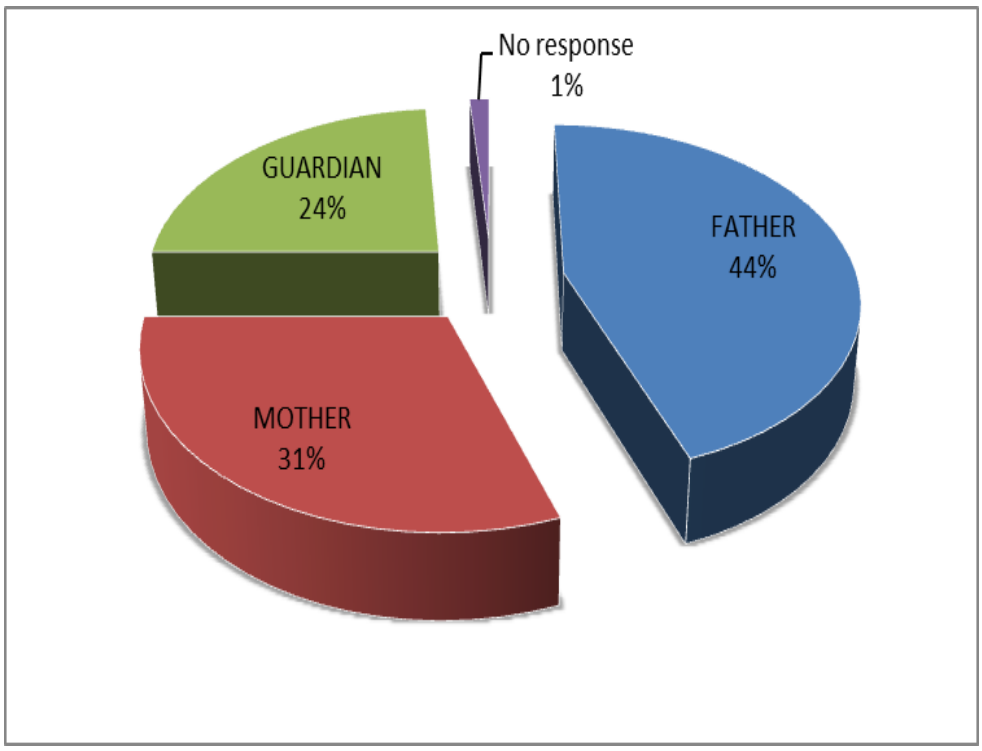

Fig. 4.1: Parents Distribution by Role

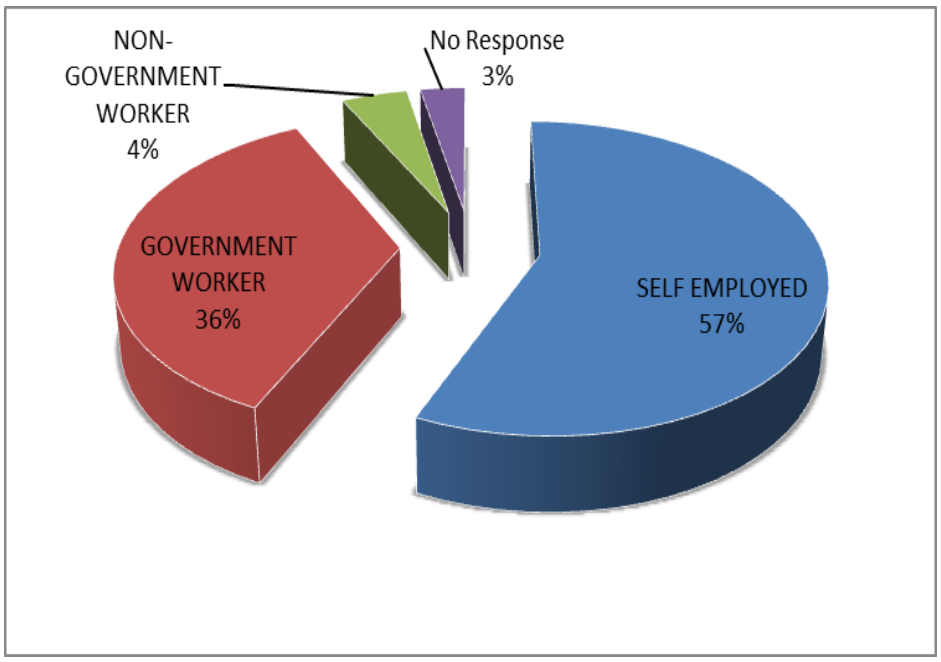

Fig. 4.2: Employment Status of the Parents

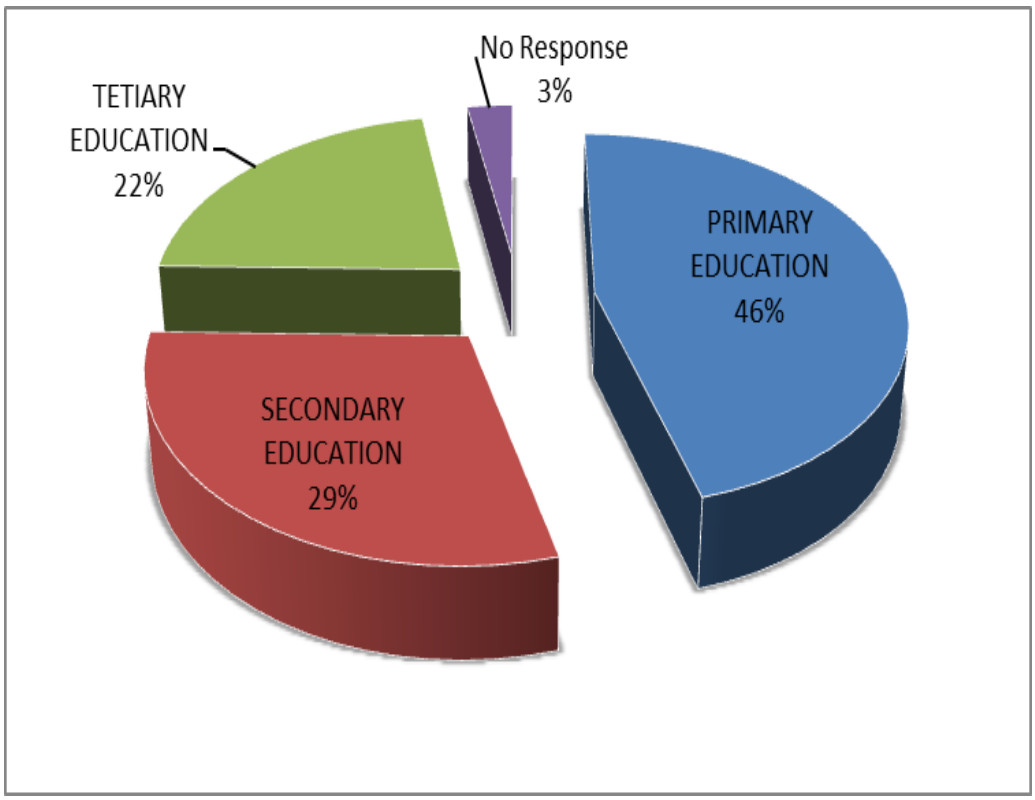

Fig. 4.3: Educational Attainment of the Parents

Fig. 4.1 shows that parents who responded to this study are fathers (44.0%), mothers (32.0%) and guardians (24.0%). This implies that both male and female parents responded to these research instruments hence, the responses could not be gender biased.

Fig. 4.2 shows the employment status of the parents as self-employed (57.0%), government worker (36.0%), non-government worker (4.0%) while very few (3.0%) failed to indicate their employment status. Again, this demonstrates that the large percentage of parents are working or have source of income.

Fig. 4.3 reveals the educational attainment of the parents as Primary School leavers (46.0%), O\Level Certificate holders (29.0%), and tertiary education (22.0%) while very few (3.0%) did not indicate their educational attainment. With this, it can be inferred that majority (51.0%) of the parents had post primary education, hence, they cannot be said to be illiterate.

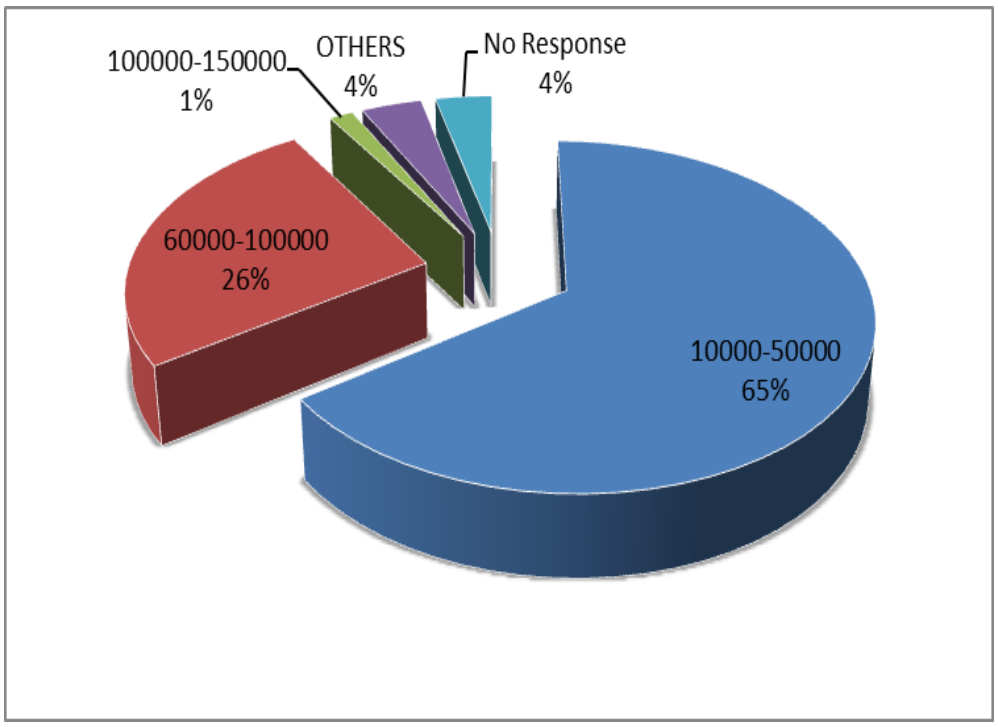

Fig. 4.4: Distribution and Frequency of Parents Based on Family Income

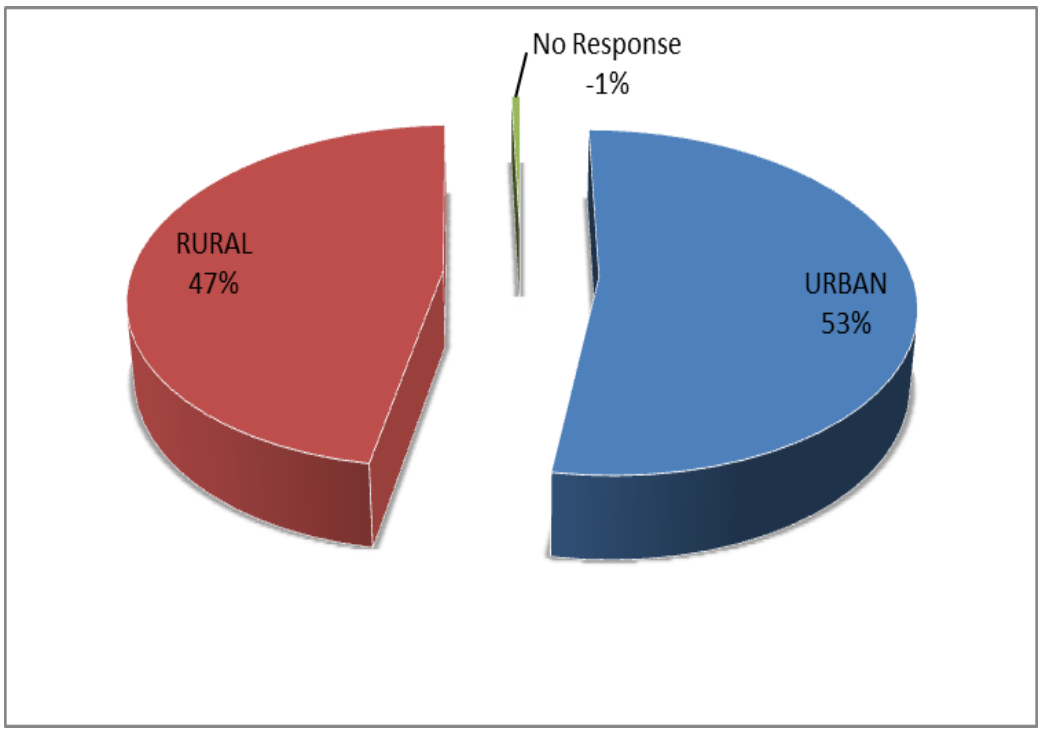

Fig. 4.5: Distribution and Frequency of Parents Based on Home Location

Fig. 4.4 reveals the range of family income of the parents as being between N10, 000-N50, 000 (65.0%), N60, 000-N100, 000 (26.0%), N100, 000-N150, 000 (1.0%) and others (4.0%) while (4.0%) failed to indicate their level of income. This indicate that majority of the family earn less than or equal to N50, 000 per month.

Fig. 4.5 shows the location of the parents to be urban (52.0%), rural (47.0%) while only (1.0%) failed to indicate their home location. This shows that both urban and rural location are almost equally considered in this study.

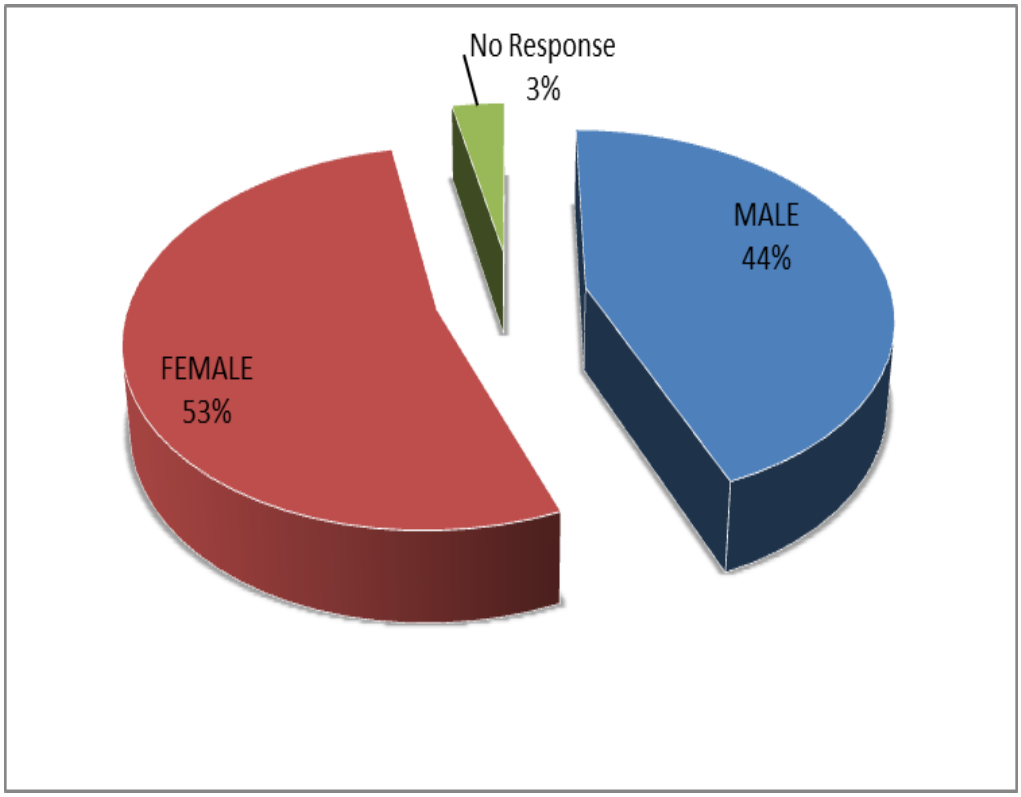

Fig. 4.6: Distribution and Frequency of the Pupils Based on Gender

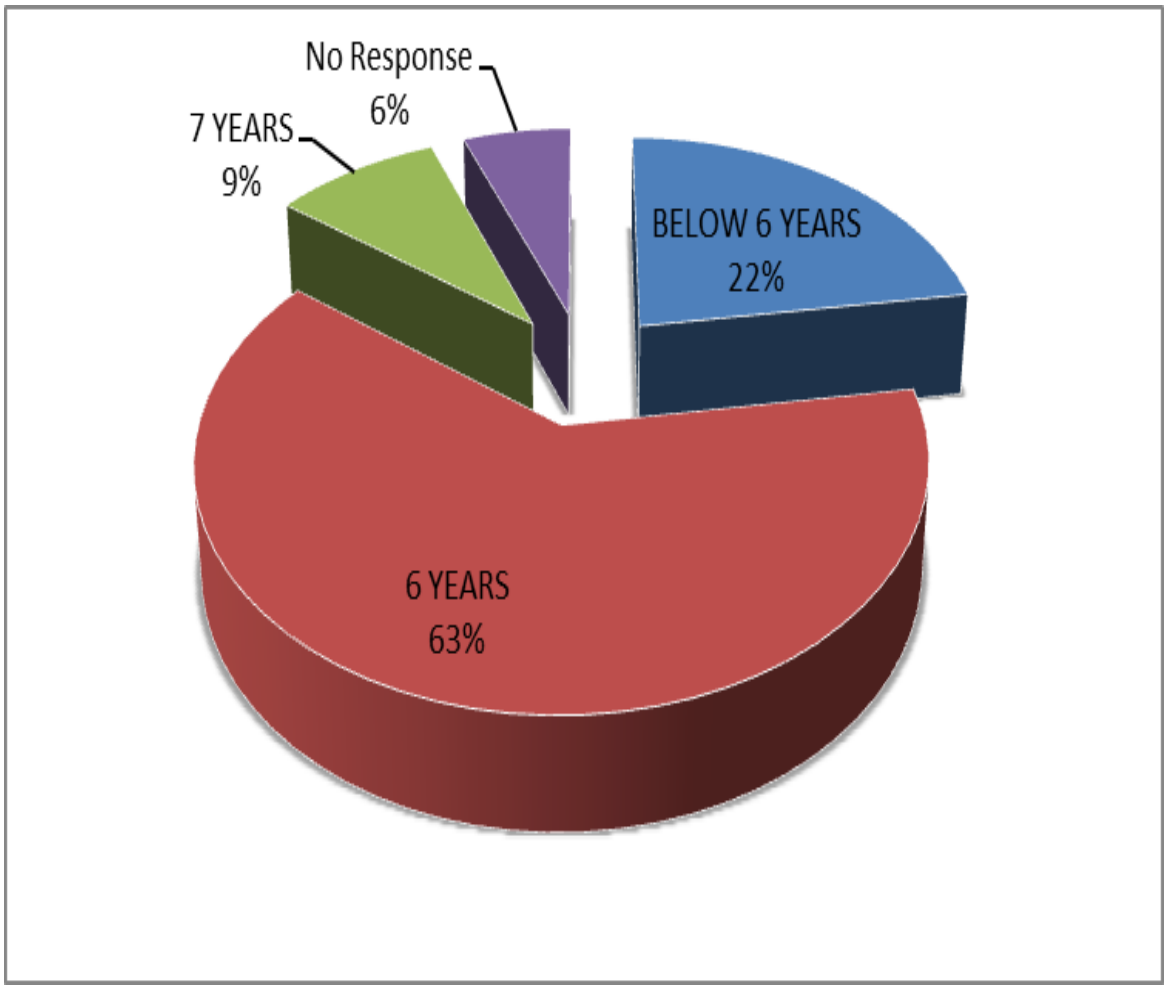

Fig. 4.7: Age Distribution and Frequency of the Pupils

Fig. 4.6 reveals the gender grouping of the children as male (44.0%), female (53.0%) while only (3.0%) of the pupils failed to indicate their gender. Again, both male and female pupils are equally studied in the research.

Fig. 4.7 shows the age Distribution and frequency of the pupils as below six years (22.0%), six years (63.0%), seven years (9.0%) and (6.0%) failed to indicate their age. The average age of the pupils is 5yrs 10months (mean age = 5.85). This indicates that pupils are averagely 6 years old, which is the statutory age of pupils in Primary I class.

4.2 The Research Question's

Research Question 1: What degree are primary one pupils in Southeastern, Nigeria ready for school in terms of: (a) physical improvement (b) affective/psychosocial improvement (c) cognitive improvement (d) language improvement (e) health (f) water and environment sanitation (g) emergency and safety measure?

To answer research question 1, descriptive analysis of frequency count, percentage, mean, standard deviation and weighted average were computed. Table 4.2 shows the summary

Table 4.2: School Readiness of Primary I Pupils

S/N	Item	N	Mean	Std.D	Remark
Physical Development					
1	Throws and shots objects as targets	1200	2.758	.843	MT
2	Marches, jumps and walks on a straight line	1200	2.759	.794	MT
3	Jumps and hops forward/backward with ease	1200	2.876	.816	MT
4	Imitates any adults movement (dance steps, gymnastics and combine sequence of different motor difference	1200	2.861	.849	MT
5	writes letters, numbers, draw, paints and moulds.	1200	2.975	.820	MT
6	Catches and hold object firmly	1200	2.997	.813	Mt
Weighted Average		**2.871 (71.8%)**			
Affective/ Psychosocial Development					
1	Gets along with peers and adults easily	1200	3.053	.924	MT
2	Ask for help when in need from a familiar and close person	1200	2.641	.869	MT
3	Ask questions about unknown person	1200	2.385	.858	LT
4	Share information about himself/herself with other children e.g (birthday)	1200	2.845	.871	MT
5	Aware of his/her cultural identity e.g language, dress etc.	1200	2.420	1.085	LT
6	Express anger and sadness appropriately with control	1200	2.530	.859	MT
Weighted Average		**2.646 (66.2%)**			
Cognitive Development					
1	Count to 20 and beyond	1200	3.110	.934	MT
2	Count out 10 items, using part of the	1200	3.007	.953	MT

	body or objects				
3	Counts and group things by number	1200	2.936	.964	MT
4	Matches and sort objects by one attribute (size, colour, shape and shape).	1200	2.956	.871	MT
5	Order three objects by one characteristics (from smallest to largest)	1200	2.601	.943	MT
6	Work puzzles with up to 10 pieces	1200	1.870	.920	LT
Weighted Average		**2.747 (68.7%)**			
Language Development					
1	Talk in sentences of five or six words	1200	2.323	.926	LT
2	Retell a story and personal experience	1200	2.400	.885	LT
3	Shows his./her own ideas in several ways	1200	2.270	.907	LT
4	Spend some time looking at picture books or other items, hold book in the correct position	1200	2.477	.793	MT
5	Recite some words in familiar book from memory	1200	2.505	.914	MT
6	Recognise one own name in prints.	1200	2.345	1.040	LT
7	Write or draw different shapes with several strokes	1200	2.616	1.020	MT
8	Make marks, scribbles or letter- like shapes and identifies them as words	1200	2.480	1.121	MT
9	Attempts to copy one and more letters in the alphabets	1200	2.786	.961	MT
Weighted Average		**2.467 (61.7%)**			
Health					
1	Covers mouth when coughing and nose when sneezing	1200	2.491	.916	MT

2	Identifies different parts of the body	1200	2.184	1.715	LT
3	independently uses the restroom and adheres to the standards of hygiene (wipe off, flush and wash hands)	1200	2.521	1.103	MT
Weighted Average		**2.399 (60.0%)**			
Water and Environment					
1	Mentions uses of water	1200	3.068	1.021	MT
2	Differentiates between clean and dirty water	1200	3.092	.926	MT
3	Sings songs and recites rhymes related to water	1200	2.602	1.041	MT
4	Wash hands after using the toilet, before and after eating	1200	2.540	1.008	MT
5	Identifies waste disposal facilities and drop litter in appropriate place	1200	2.557	.990	MT
6	Sing songs and recite rhymes on sanitation in your local language as well as English.	1200	2.481	1.057	MT
Weighted Average		**2.723 (68.1%)**			
Emergency and Safety Measures					
1	Sings songs relevant to safety measures	1200	2.361	1.038	LT
2	Writes/memories his/ her names, parents' names, address and phone numbers	1200	2.478	1.064	MT
3	Takes permission before going out	1200	2.969	.980	MT
4	Informs and reports to adults of dangerous behaviour from known and unknown person	1200	2.617	1.029	MT
Weighted Average		**2.606 (65.2%)**			
Grand Mean		**2.637 (65.9%)**			

NOTE: LT is little of the time; MT is most of the time

Table 4.2 reveals the extent of readiness of Primary I pupils in the three states observed. Using the threshold of 2.5 mean score, the pupils' readiness are good leading in physical development with weighted average (2.87), followed by cognitive development (2.75), followed by knowledge of water and environment sanitation (2.72), then psychosocial development (2.65), then knowledge of emergency and safety measures (2.61) and then language development (2.47), the readiness in health issues is low (2.40).

The overall table average is 2.64, which can be translated to 65.9%. Therefore, it can be inferred that the Primary I pupils' level of readiness is good because it is above the threshold of 2.5 mean score.

Research Question 2: To what extent do primary one pupils in Southeastern, Nigeria show competence in social-emotional skills (self-awareness, social- awareness and relationship skills) when they are enrolled in primary school?

Table 4.3: Observed Socio-Emotional Skills of Primary I Pupils

S/N	Items	N	Mean	Std. D.	Remark
RELATIONSHIP SKILLS					
1	Tell someone that he/she is upsetwithout yelling	1200	2.306	.776	LT
2	Do not yell at peers	1200	2.263	.811	LT
3	Uses words and action to imitate others during play activities	1200	2.765	.922	MT
4	Easily make friends	1200	2.977	.930	MT
5	Help peers when they are sad	1200	2.712	.937	MT
6	Considers other people opinion/ views	1200	2.403	.870	LT
Weighted Average		**2.571 (64.3%)**			Most of the Time
SOCIAL AWARENESS					
7	Observe and know when other pupils are upset	1200	2.471	.907	MT
8	Take turns	1200	2.599	.861	MT
9	Relate well with children from different socio-economic background	1200	2.798	.907	MT
10	Work effectively in a group work	1200	2.725	.934	MT
11	Render helping hands to others in need of help	1200	2.591	.961	MT
12	Uses words and action to imitate others during play activities	1200	2.729	.836	MT
Weighted Average		**2.652 (66.3%)**			Most of the Time
SELF AWARENESS					
13	Manager anger when hurt	1200	2.413	.917	LT
14	Appreciate one self	1200	2.773	.869	MT

15	Can tell how they feel or express their feelings	1200	2.756	.829	MT
16	Seat calmly when they ought to	1200	2.617	.928	MT
17	Follow instruction and order	1200	2.622	.894	MT
18	Do things on his/her own without seeking for help (self-dependent)	1200	2.442	.911	LT
19	Ability to do things well without anyone support	1200	2.429	.894	LT
20	Express his / her feelings easily in a way that people understand.	1200	2.590	.868	MT
21	Do not cry in class and get upset when they lose in a game	1200	2.502	.967	MT
Weighted Average		**2.572 (64.3%)**			Most of the Time
	Grand Mean	**2.598 (65.0%) Most of the time**			

Table 4.3 reveals the socio-emotional status of Primary I pupils when given admission. The table shows that the pupils have higher social awareness (weighted average = 2.65), followed by self-awareness (Weighted average = 2.57) and then relationship skills (weighted average = 2.57). The grand mean of the socio-emotional skills of the pupils was 2.60, all against the threshold of 2.50.

The answer to the research question 2 is that primary I pupils have higher social awareness, average self-awareness and average relationship skills when gaining admission into a primary school in Southeastern, Nigeria.

Research Question 3: What are the family demographic factor's (family income, parental academic level and home location) combined contributions to school readiness among primary-one pupils in Southeastern, Nigeria?

Table 4.4: An Overview of Analysis of Multiple Regression Demonstrating the Combined Contributions of Family Demographic Factors

ANOVA[a]						
Model		Sumof Squares	Df	Mean Square	F	Sig.
1	Regression	37673.886	3	12557.962	24.653	.000[b]
	Residual	608716.995	1195	509.387		
	Total	646390.881	1198			
R = 0.241		**R^2 = 0.058**		**Adjusted R^2 = 0.056**		
a. Dependent Variable: school readiness						
b. Predictors: (Constant), homelocation, family income, parents educational level						

Table 4.4 indicates that all of the family demographic characterististics have a joint relationship(family income, parental educational level and home location) and the pupils' learning readiness (R = 0.24). This led to the fact that the family demographic characteristics make up 5.6% of the total variance in the pupils' learning readiness (Adjusted R^2 = .056). There is evidence of statistical significance for this combined contribution ($F_{(3;\ 1195)}$ = 24.65; $p<0.05$).

Therefore, the answer to research question **3** is that there is a significant composite contribution of family demographic factors on the pupils' school readiness in Southeastern, Nigeria. The characteristics which is made up of 5.6% of the variance in the pupils' academic readiness.

Research Question 4: What are the corresponding contributions of family demographic characteristics (family income, parental academic level and home location) to school readiness among primary-one pupils in Southeastern, Nigeria?

Table 4.5: An Overview of Analysis of Multiple Regression Demonstrating the Relative Contributions of Family Demographic Factors

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	119.842	2.838		42.231	.000
	Family income	3.927	.872	.127	4.502	.000
	Parents Education	5.018	.801	.181	6.266	.000
	Home location	7.454	1.312	.163	5.683	.000

a. Dependent Variable: school readiness
b. Predictors: (Constant) family income, parents educational level and home location

Table 4. reveals that educational level of the parents has the most relative contributions that is significant to school readiness of the pupils ($\beta = 0.18$; $t = 6.27$; $p<0.05$); The following is then home location ($\beta = 0.16$; $t = 5.68$; $p<0.05$) while family income has the lowest significant contribution ($\beta = 0.13$; $t = 4.50$; $p<0.05$).

With these, the answer to research question 4 is that the three family demographic factors have substantial proportional contributions to the Primary I kids' preparation for school. Parents' educational attainment has the highest contribution, followed by home location while the family income has the lowest significant contribution.

Research Question 5: What are the composite contributions of socio-emotional skills (social awareness, relationship skills and self-awareness) to school readiness among primary-one pupils in Southeastern, Nigeria?

Table 4.6: An Overview of Analysis of Multiple Regression Demonstrating the Composite Impacts of Social-Emotional Skills.

ANOVA[a]						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	69298.320	3	23099.440	47.833	.000[b]
	Residual	577092.561	1195	482.923		
	Total	646390.881	1198			
R = 0.327		**R^2 = 0.107**		**Adjusted R^2 = 0.105**		
a. Dependent Variable: school readiness						
b. Predictors: (Constant), Relationship skill, self- awareness, social- awareness						

Table 4.6 shown that all of the variables have a mutual relationship between socio-emotional skills (relationship skill, self-awareness, social awareness) and the pupils' school readiness (R = 0.33). This led to the fact that the socio-emotional skills accounted for 10.5% of the total variance in the pupils' school readiness (Adjusted R^2 = .105). The combined contribution is statistically significant ($F_{(3; 1195)} = 47.83$; $p<0.05$).

Therefore, the answer to research question 5 is that there is a significant composite contribution of socio-emotional skills on the pupils' school readiness in Southeastern parts of Nigeria. The skills are made up of 10.5% of the variance in the pupils' learning readiness.

Research Question 6: What are the proportional contributions of socio-emotional skills (relationship skills, self-awareness and social awareness) to school readiness among primary-one pupils in Southeastern, Nigeria?

Table 4.7: An Overview of Analysis of Multiple Regression Demonstrating the Relative Impact of Social-Emotional Skills

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	62.664	3.959		15.828	.000
	self awareness	.977	.151	.210	6.482	.000
	social awareness	.088	.261	.011	-337	.736
	Relationship skill	1.236	.253	.164	4.888	.000
a Dependent Variable: school readiness b predictors: (Constants) self- awareness, social awareness and relationship skills						

Table 4.7 shows that self-awareness of the pupils has the mostrelative contributions that is significant to school readiness ($\beta = 0.21$; $t = 6.48$; $p<0.05$); after this is relationship skill ($\beta = 0.16$; $t = 4.88$; $p<0.05$). But social-awareness does not significantly affect pupils' preparation for school ($\beta = 0.01$; $t = -0.34$; $p>0.05$).

With these, the answer to research question 6 is that self-awareness and relationship skills have substantial proportional contributions to the Primary I kids' preparation for school while social awareness has no significant proportionate impact on the kids' preparation for school.

Research Question 7: What are the corresponding contributions of family demographic characteristics (family income, parental educational level and home location) and socio-emotional skills (relationship skills, social awareness and self-awareness) to school readiness among primary one pupils in Southeastern, Nigeria?

Table 4.8: An Overview of Analysis of Multiple Regression Demonstrating the Combined Contributions of Family Demographic Characteristics and Socio-Emotional Skills

ANOVA[a]						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	92661.055	6	15443.509	33.245	.000[b]
	Residual	553729.826	1192	464.538		
	Total	646390.881	1198			
R = 0.379			**R^2 = 0.143**		**Adjusted R^2 = 0.139**	
a. Dependent Variable: school readiness						

b. Predictors: (Constant), Relationship skill, home location, family income, parents education, self- awareness, social awareness

Table 4.8 shown the association between all of the family demographic characteristics (family income, parents education and home location) and socio-emotional skills (relationship skill, self-awareness, social awareness) and the pupils' school readiness (R = 0.38). This led to the fact that the family demographic factors and socio-emotional skills comprised 13.9% of the overall variation in the pupils' school preparedness (Adjusted R^2 = .139). The combined contribution is statistically significant($F_{(6; 1192)} = 33.25$; $p<0.05$).

Therefore, the answer to research question 7 is that there is a significant composite contribution of family demographic factors and socio-emotional skills on the primary 1 pupils' school readiness in Southeastern, Nigeria. The variation in the students' school preparedness was explained by these independent variables to the tune of 13.9%.

Research Question 8: Which contributions correspond to each other among family demographic characteristics (family income, parental educational level and home location) and socio-emotional skills (self-awareness, social awareness and relationship skills) to school readiness among primary one pupils in Southeastern, Nigeria?

Table 4.9: An Overview of Analysis of Multiple Regression Demonstrating the Combined Contributions of Family Demographic Characteristics and Socio-Emotional Skills

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	79.046	4.933		16.025	.000
	Faincome	3.029	.838	.098	3.612	.000
	Education	3.977	.772	.143	5.152	.000
	Homeloca	6.184	1.263	.135	4.897	.000
	self awareness	.866	.149	.186	5.813	.000
	social awareness	-.032	.257	-.004	-.124	.901
	Relationship skill	1.223	.249	.162	4.917	.000
a. Dependent Variable: school readiness						

Table 4.9 reveals that self-awareness of the pupils has the highest relative contributions that is significant to school readiness ($\beta = 0.19$; $t = 5.81$; $p<0.05$); this is followed by relationship skill ($\beta = 0.16$; $t = 4.92$; $p<0.05$); next is parents education ($\beta = 0.14$; $t = 5.15$ $p<0.05$); then home location ($\beta = 0.14$; $t = 4.90$; $p<0.05$) and finally family income ($\beta = 0.10$; $t = 3.61$; $p<0.05$). But social awareness has no significant contribution to school readiness of the pupils when all the independent variables are considered together ($\beta = -0.00$; $t = -0.12$; $p>0.05$).

Therefore, the answer to research question 8 is that the self-awareness, relationship skills, parents' education, home location and family income have substantial proportional contributions to the Primary I kids' preparation for school while social awareness has no significant relative contribution.

4.3 Testing the Null Hypotheses

Hypothesis 1: There is no significant relationship between family income and the school readiness of primary I pupils in Southeastern, Nigeria.

To test these hypotheses and others, a correlation matrix table is presented and numbered as Table 4.10.

Table 4.10: Correlation Matrix Presenting all the Variable

Variables	**Schl. Re.**	**Fam.Inc.**	**P. Edc**	**H. Loc**	**S. Aw.**	**Soc. Aw.**	**R. Skill**
Schl. Re.	1.000						
Fam.Inc.	.108*	1.000					
P. Edc	.134*	.101*	1.000				
H. Loc	.125*	.004	.211*	1.000			
S. Aw.	.291*	.093*	.066*	.100*	1.000		
Soc. Aw.	.198*	.077*	.091*	.053*	.476*	1.000	
R. Skill	.267*	.051*	.104*	.008	.463*	.526*	1.000

*Note: * implies significant at a level of 0.05*

Table 4.10 demonstrates that there is a significant positive link between family income and school readiness of Primary I pupils ($r = 0.11$; $p<0.05$). Therefore, $H_0 1$ is rejected. The positive relationship implies that increase in family income brings about higher school readiness of Primary I pupils.

Hypothesis 2: There is no significant relationship between parent education and the school readiness of primary I pupils in Southeastern, Nigeria.

Table 4.10 demonstrates that there is a significant positive link between parent educational and school readiness of Primary I pupils ($r = 0.13$; $p<0.05$). Therefore, $H_0 2$ is rejected. The positive relationship implies that increase in the education of parents brings about higher school readiness of Primary I pupils.

Hypothesis 3: There is no significant relationship between home location and the school readiness of primary I pupils in Southeastern, Nigeria.

Table 4.10 demonstrates that there is a significant positive link between home location and school readiness of Primary I pupils ($r = 0.13$; $p<0.05$). Therefore, $H_0 3$ is rejected. The positive relationship implies that better home location brings about higher school readiness of Primary I pupils in Southeastern, Nigeria.

Hypothesis 4: There is no significant relationship between pupils' self-awareness and the school readiness of primary I pupils in Southeastern, Nigeria.

Table 4.10 demonstrates that there is a significant positive link between self-awareness and school readiness of Primary I pupils ($r = 0.29$; $p<0.05$). Therefore, $H_0 4$ is rejected. The positive relationship implies that increase in the pupils' self-awareness brings about higher school readiness of Primary I pupils in Southeastern, Nigeria.

Hypothesis 5: There is no significant relationship between social awareness and the school readiness of primary I pupils in Southeastern, Nigeria.

Table 4.10 demonstrates that there is a significant positive link between social awareness of the pupils and their school readiness ($r = 0.20$; $p<0.05$). Therefore, $H_0 5$ is rejected. The

positive relationship implies that increase in the pupils social awareness brings about higher school readiness of Primary I pupils in Southeastern, Nigeria.

Hypothesis 6: There is no significant relationship between relationship skill and the school readiness of primary I pupils in Southeastern, Nigeria.

Table 4.10 demonstrates that there is a significant positive link between pupils relationship skill and school readiness of Primary I pupils ($r = 0.27$; $p<0.05$). Therefore, $H_0 6$ is rejected. The positive relationship implies that increase in the pupil's relationship skill brings about their higher school readiness.

4.4: Summary of Findings

Based on the analysis and the interpretation done so far, the following are the summary of the findings of this study:

1. The Primary I pupils' level of readiness is good. The physical development is the highest, followed by cognitive development, followed by knowledge of water and environment sanitation then psychosocial development, then knowledge of emergency and safety measures and then language development. But the readiness in health issues is low.
2. Primary I pupils have higher social awareness, average self-awareness and average relationship skills when gaining admission into primary school in Southeastern, Nigeria.
3. There is a significant composite contribution of family demographic factors on the pupils' school readiness in Southeastern, Nigeria. The factors added up to 5.6% of the variance in the pupils' school readiness.
4. The three family demographic factors have substantial proportional contributions to the Primary I kids' preparation for school. Parents' educational attainment has the highest contribution, followed by home location while the family income has to lowest significant contribution.

5. There is a significant composite contribution of socio-emotional skills on primary 1 school readiness in Southeastern, Nigeria. The skills added up to 10.5% of the variance in the pupils' school readiness.
6. The self-awareness and relationship skills have substantial proportional contributions to the Primary I kids' preparation for school while social awareness has no significant relative contribution to the pupils school readiness.
7. There is a significant composite contribution of family demographic factors and socio-emotional skills on the pupils' school readiness in Southeastern, Nigeria. These independent variables added up to 13.9% of the variance in the pupils' school readiness.
8. Self-awareness, relationship skills, parents' education, home location and family income have substantial proportional contributions to the Primary I kids' preparation for school while social awareness has no significant relative contribution.
9. A positive significant relationship exist between family income and school readiness of Primary I pupils. The positive relationship implies that increase in family income brings about higher school readiness of Primary I pupils.
10. A positive significant relationship exist between parent educational and school readiness of Primary I pupils. The positive relationship implies that increase in the education of parents brings about higher school readiness of Primary I pupils.
11. A positive significant relationship exist between home location and school readiness of Primary I pupils. The positive relationship implies that better home location brings about higher school readiness of Primary I pupils.
12. A positive significant relationship exist between self-awareness and school readiness of Primary I pupils. The positive relationship implies that increase in the pupils' self-awareness brings about higher school readiness of Primary I pupils.
13. A positive significant relationship exist between social awareness of the pupils and their school readiness. The positive relationship implies that increase in the pupils' social awareness brings about higher school readiness of Primary I pupils.

14. A positive significant relationship exist between pupils relationship skill and school readiness of Primary I pupils. The positive relationship implies that increase in the pupils' relationship skill brings about their higher school readiness.

4.5 Discussion of Findings

4.4.1 The extent to which primary one pupils in Southeastern, Nigeria are ready for school in terms of: (a) physical development (b) affective/psychosocial development (c) cognitive development (d) language development (e) health (f) water and environment sanitation (g) emergency and safety measure.

The result revealed the extent of readiness of Primary I pupils in the three states observed. In the order of readiness, the pupils' readiness are good leading in physical development, followed by cognitive development, followed by knowledge of water and environment sanitation, then affective/psychosocial development, then knowledge of emergency and safety measures and then language development. The readiness in health issues is low. The reason for the positive result in school readiness of primary one pupils could be that, their parents started inculcating these basic knowledge, behaviour, morale and skills in them right from home even before they entered pre-primary school. Another reason could be as a result of the basic knowledge and skills they acquired during their pre- primary school. Also, it could be that the parents of these children provided conducive home environment equip with learning materials that enabled them to acquire the basic knowledge early in life. The result is also in line with (Bay and Bay, 2020) who analysed primary school readiness of 402 children, the study's findings revealed that children's average scores were high.

The findings also agrees with that of Kolo, et al., (2009) that primary school pupils demonstrated school readiness, in terms of good physical abilities in form of jumping, skipping, and physical posture. Also, pupils had good evidence of emotional disposition (Kolo, et al., 2009). The second skill the children had in terms of readiness was affective skills, this contradicts the finding of a study conducted by Kato et al. (2015) that only 10 to 20% of children have behavioral issues that are clinically severe. Additionally, a survey of more than 3000 kindergarten teachers by (Rimm-Kaufman et al., 2000) revealed that 30% of

the students in their classes lacked mental skills, had trouble following directions, and had trouble cooperating with others; and 20% reported that at least half of the class had issues with social skills (Rimm-Kaufman et al., 2000).

4.4.2 The extent to which primary–one pupils in Southeastern, Nigeria show competence in social-emotionally skills (self-awareness, social awareness and relationship skills) when they are enrolled in primary school.

The result revealed that, primary I pupils have higher social awareness, average in self-awareness and average in relationship skills when gaining admission into primary school in Southeastern, Nigeria. The reason could be the environment these children grew up in; there could be other children of the same age group they might play and interact with in their neigbourhood. Also, the type of parents they have could be the ones that allow their children to interact with other children at home. Another reason could be pre-primary school they attended that helped to inculcate these skills in them. This is in line with (Unutkan, 2003; Yoleri and Tani§, 2014) that Children are ready for school in terms of basic skills and areas of development. This is also in line with (Bay and Bay, 2020), who reported that children assess in respect to school readiness were fairly prepared for school in terms of cognitive, affective, psychomotor, and self-care abilities. This also negate report of Center on the Social and Emotional Foundations for Early Learning, (2008) which submitted that children are enrolled in school without the social, emotional, and behavioural skills that are necessary for learning and success in school.

4.4.3 The composite contributions of family demographic factors (family income, parental educational level and home location) to school readiness among primary-one pupils in Southeastern, Nigeria

The result revealed that a joint linkage exist between all the family demographic characteristics (family income, parental academic level and home location) and the pupils' school readiness. This composite contribution of all the family Demographic factors (family income, parental educational level and home location) is statistically significant on the pupils' school readiness in Southeastern, Nigeria. The reason could be that all the family demographic factors and school readiness are interrelated towards getting these children

ready for school. School readiness is not centred on a child alone been ready, the family factors involved in getting these children ready for school by inculcating basic knowledge, skills, behaviour and morales that helped them to succeed in school.

This result is in line with a study by Harman and elikler (2012) that found that factors within the home, including the home environment, the family's socioeconomic status, communication with the parents, childcare, the parents' educational background, and good peer relationships, all affect children's readiness for school. Also, home variables such as socio-economic status, level of parental education and family size account for pupils school readiness (Adeyemi and Adebanjo, 2018). Also, Greeman et al (2014) examined the influence of parental educational status on pupil's school outcomes in elementary school. The result of the study showed that children from homes where parents have lower educational levels had poorer school outcomes than their peers whose parents have higher educational levels.

Nirmala and Rao (2011) looked at a sample of 431 kindergarten students with an average age of 5 years to see how parents get involved in their kids' education and what the connection was between that involvement and the kids' preparation for school. The result showed that parental qualification was highly correlated with overall readiness for school. For home location, the result of study negate the report of Alokan and Arijesuyo (2013) who investigated the influence of residential location on academic performance of students in rural and urban locations in Ondo State, Nigeria. The study's conclusions showed that there was no discernible difference between urban and rural schools' academic performance.

4.4.4 The relative contributions of family demographic factors (family income, parental educational level and home location) to school readiness among primary-one pupils in Southeastern, Nigeria.

The findings of the study showed analysis of multiple regression of relative contributions of family demographic factor to school readiness among primary-one pupils in Southeastern, Nigeria. The three family demographic factors have substantial proportional contributions to the Primary I kids' preparation for school. Parents' educational attainment has the highest contribution, followed by home location while the family income has lowest significant contribution. The reason could be that educated parents have basic knowledge and

skills needed in getting the child ready for school compare to uneducated parents who might not have the knowledge needed in getting the child ready for school.

Another reason could be the home location in which these children leave had quality pre-primary school, health facilities and other infrastructural facilities that could help children to get ready for school. Another reason could be that the family income of the parents of these children is high to meet the basic needs of these children. The result is in line with the result of (Carneiro et al., 2007; Gennetian et al., 2008; Jiang et, al, 2014), who provided empirical evidence to prove that parental educational level influences children's performance in school. Also, Davis-Kean, (2005) also provided evidence to the fact that the educational status of parent(s) has overwhelming influence on their school readiness. This also supported the report by Welsh et al (2010), that substantial achievement gaps exist between children in urban location and children from rural locations at the school entry level. Also, Schmit et al., (2015), showed that home location was significantly associated with school outcomes of pupils. The finding of the study is in support of Ololube et. al (2015) who investigated the influence of parental income on school outcome of children. The result of the investigation found that family income had significant effects on school readiness of children. Also, Crocby and Dunbar (2012) found out that low level of school readiness, was attributed to socio-economic factors of their families of which poor family income is among. However, this finding on the other hand disagree with Kudaisi and Martins (2014) who reported that parental income level had no significant effect on educational success of children.

4.4.5 The composite contributions of socio-emotional skills (self-awareness, social awareness and relationship skills) to school readiness among primary-one pupils in Southeastern, Nigeria.

The result revealed that there is a joint relationship between all the socio-emotional skills (relationship skill, self-awareness, social awareness) and the pupils' school readiness. There is a significant composite contribution of socio-emotional skills on the pupils' school readiness in Southeastern, Nigeria. The reason could be as a result of skills acquired at home before entering into pre-primary school and the ones they acquired at pre- primary school. The outcome is consistent with Yüksel et al (2013), longitudinal research of preschool

children, which discovered a substantial positive link between socio-emotional development and social competence. Moreover, Elliot, (2002) found that social competence has a favorable impact on academic attainment in a study with third and fourth grade students. In a different study including kids aged 5 and 6, Gülay (2011) came to the conclusion that social skills are a predictor of school aptness.

4.4.6 The relative contributions of socio-emotional skills (self-awareness, social awareness and relationship skills) to school readiness among primary-one pupils in Southeastern, Nigeria.

The result showed that, self-awareness of the pupils has the highest relative contributions that is significant to school readiness, followed by relationship skill. But social awareness has no significant contribution to school readiness of the pupils. This means that, self-awareness and relationship skills have substantial proportional contributions to the Primary I kids' preparation for school while social awareness has no significant relative contribution to primary 1 pupils school readiness. The reason for high self- awareness skill and relationship skill among primary one pupils could be the effect of one year pre- primary school they attended. Another reason could be that, their parents allowed them to play and interact with other children at home. The reason for low social- awareness skill in this study could be as a result of Covid- 19 pandemic in the country which restricted children from playing the way they usually play and interact with others in order not to contact virus. Another reason could be some parents' inability to allow their children to associate with other children at home because of insecurity in Southeastern, Nigeria.

This result is in line with Erten, (2012) that social skills, peer relations, and social stand together are predictors of school adjustment and the rate of adjustment of children increase as their positive pro-social behaviour and social standing levels increase. Also, social awareness has no significant relative contribution to the pupil's school readiness. This is consistent with empirical research (Matthew et al., 2010) showing that many children entering school lack the social-emotional skills necessary for success.

4.4.7 The composite contributions of family demographic factors (family income, parental educational level and home location) and socio-emotional skills (self-awareness, social awareness and relationship skills) to school readiness among primary one pupils in Southeastern, Nigeria.

The results revealed that a joint linkage exist between all the family demographic characteristics (family income, parents education and home location) and socio-emotional skills (relationship skill, self-awareness, social awareness) and the pupils' school readiness. There is a significant composite contribution of family demographic factors and socio-emotional skills on the pupils' school readiness in Southeastern, Nigeria. The reason could be that both family demographic factors and social- emotional skills of these pupil interrelated towards school readiness of these children. This finding is also consistent with that of Greenman, (2014) who investigated the predictive effect of residential location on schooling outcomes of elementary school children in the United States, the results revealed that, children living in rural areas reported poorer school outcomes compared to those who lived in urban location. Also (Britto, 2012; Ferguson et al., 2007) found that good family economic status had a significant impact on children's readiness for primary education**.**

4.4.8 The relative contributions of family demographic factors (family income, parental educational level and home location) and socio-emotional skills (self-awareness, social- awareness and relationship skills) to school readiness among primary one pupils in Southeastern, Nigeria

The result showed that the self-awareness, relationship skills, parents' education, home location and family income have substantial proportional contributions to the Primary I kids' preparation for school while social awareness has no significant relative contribution. The reason for none significant relative contribution of social awareness skills among primary one pupils could be as a result of covid-19 pandemic which restrict pupils from relating with others in order not to contact the virus. Another reason could be that the pre-primary schools they attended did not inculcate these basic skills in them very well. This is also consistent with findings of (Bay and Bay, 2020; Martin et al., 2010; Unutkan, 2003), which show that the level of preparedness of children for school is corresponded to how educated the parent are**.** This finding is also consistent with that of Greenman (2014) who

investigated the predictive effect of residential location on schooling outcomes of pre-primary school children in the United States. The finding of the investigation found that, children living in rural areas reported poorer school outcomes compared to those who lived in urban location. Also, Isaac and Magnuson (2011) concluded that economic conditions of parents have a way of influencing school readiness of the child.

4.3: Testing the Null Hypotheses

Hypothesis 1: There is no significant relationship between family income and the school readiness of primary I pupils in Southeastern, Nigeria.

A positive significant relationship exist between family income and school readiness of Primary I pupils. The positive relationship implies that increase in family income brings about higher school readiness of Primary I pupils. The reason could be that when family income is high, parents will be able to provide children basic needs like nutritional meal, conducive home environment equip with learning materials and so on which could help to get children ready for school. Also, Bay and Bay (2020), reported that children whose mothers had favourable socioeconomic levels had better emotional, psychomotor, and self-care skills compared to children whose mothers did not.

Hypothesis 2: There is no significant relationship between parent education and the school readiness of primary I pupils in Southeastern, Nigeria.

A positive significant relationship exist between parent educational and school readiness of Primary I pupils. The positive relationship implies that increase in the education of parents brings about higher school readiness of Primary I pupils. The reason could be that educated parents have basic knowledge and skills needed in getting the child ready for school and they start early in life to inculcate these basic knowledge, behaviour, morale and skills to their children from home even before the child start pre-primary school. Another reason could be that educated parents involve in education of their children more than uneducated parents do. This is in line with the submission of (Erkan, 2011) that family education level also influences the level of children's school readiness.

Hypothesis 3: There is no significant relationship between home location and the school readiness of primary I pupils in Southeastern, Nigeria.

A positive significant relationship exist between home location and school readiness of Primary I pupils. The positive relationship implies that better home location brings about higher school readiness of Primary I pupils. The reason could be that pupils who leave in urban areas enjoy more infrastructural facilities, good health facilities, quality educational system, conducive home environment that help in getting children ready for school more than pupils in the rural areas who may not have such opportunity or access for these facilities to get ready for school. The result is in line with Ramey and Ramey (2004), that children from rural areas are more at risk, which has an impact on their preparation for school. Additionally, Piotrkowski (2001) conducted a survey of preschool teachers and parents in an area where the population had a low level of education, it was discovered that children experienced school failure and were not ready for school, both of which had serious and long-term repercussions.

Hypothesis 4: There is no significant relationship between pupils' self-awareness and the school readiness of primary I pupils in Southeastern, Nigeria.

A positive significant relationship exist between self-awareness and school readiness of Primary I pupils. The positive relationship implies that increase in the pupils' self-awareness brings about higher school readiness of Primary I pupils in Southeastern, Nigeria. This is also consistent with the findings of Graziano et al. (2007), who noted that social-behavioral abilities are linked to children's capacity to learn, form positive relationships with peers and teachers, and operate in the school environment. Additionally, preparedness is mostly a result of children's social-emotional skills, which include their capacity to absorb, name, and respond to their own and others' emotions as well as their capacity to control emotions like stress, anger, and frustration (Thompson, et.al. 2008).

Hypothesis 5: There is no significant relationship between social awareness and the school readiness of primary I pupils in Southeastern, Nigeria.

A positive significant relationship exist between social awareness of primary 1 pupils and their school readiness. Therefore, the positive relationship implies that increase in the

pupil's social awareness brings about higher school readiness of Primary I pupils. The reason could be the effect of pre- primary they attended. Another reason could be their family effort to inculcate this skill in them. The study's findings contradict McCormick et al (2015), claim that social emotional difficulties impair learners' social emotional abilities, which are essential for self-regulation, emotion control, and logical reasoning during decision-making (McCormick et al., 2015). Social emotions affect a child's ability to pay attention, be motivated to learn, choose a learning strategy, and self-regulate their learning (Maclntyre and Vincze, 2017).

Hypothesis 6: There is no significant relationship between relationship skill and the school readiness of primary I pupils in Southeastern, Nigeria.

A positive significant relationship exist between pupils relationship skill and school readiness of Primary I pupils. The positive relationship implies that increase in the pupil's relationship skill brings about their higher school readiness. The reason could be the pre-primary school these children attended that help to inculcate these skill in them. Another reason could be that these children might have other children of their age they play with in their neighourhood. This is also consistent with the findings of the study by Pathak et al. (2011b), which predicted that social emotional difficulties among students varied from 14% to 50% and prevented pupils from coping in the classroom. In addition, Hymel et al, (2014) argues that social emotional difficulties among students are one of the key causes of poor academic performance and school dropout. Lack of social emotional development leads to school rejection, poor academic achievement, trouble sustaining relationships with other pupils, and poor interest in schoolwork (MacIntyre and Vincze, 2017; Musoga, 2017).

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

This study is on "Family Demographic Factors and Socio- emotional skills as predictor of school Readiness among primary one school pupils in Southeastern, Nigeria". Previous studies on school readiness had supported the fact that school readiness plays crucial role in academic performance of learners and their progression in the educational ladder as well as their success in life. In Nigeria, assess to education through the universal basic education programme has resulted in a situation whereby children attend pre-primary school as a way of getting them ready for primary school and for them to have a smooth transition from pre-primary to primary school. Previous study on school readiness in Southeastern, Nigeria revealed that children were not ready for school. It was against this background that this study was designed to examine and document the level of school readiness and the extent to which family demographic factors and socio-emotional skills predict school readiness among primary one pupil in Southeastern, Nigeria.

Hence, this study adopted the survey design of the correlation type. The population for this study comprised of all primary one pupils in public primary schools and their parents in Southeastern, Nigeria. Simple random sampling technique was utilised to select three (3) states out of five (5) states that made up Southeastern, Nigeria. The states selected for this study wereAbia state, Anambra state and Imo state. Disproportionate sampling technique was utilised to select four (4) Local Government Areas from three states selected for this study, which made up of twelve (12) Local Government Areas for this study. In selection of schools for this study, purposive sampling technique was utilised to select five (5) public primary schools from the LGAs selected. The criteria used were as follows: all the schools used were public primary schools, the schools were within the LGAs selected for the study

and the schools selected most have been in existence for not less than twenty (20) years. Sixty (60) public primary schools were used for this study.

In each of the schools used for this study, a class was chosen at random from the existing primary one class (for primary one classes that had more than one arms). Intact class was utilised for this study. Thus, a total sample size for this study was 1200 pupils and 1200 parents. Four research research instruments were used for this study, they were: family demographic factors questionnaire, children school readiness rating scale, children socio-emotional rating scale and teacher and research assistants training guide. Sixty (60) research assistants and primary one-class teachers were trained and used for this study. Descriptive statistics such as frequency counts, percentages, mean scores, standard deviations, weighted averages, and multiple regression analysis were used to address the eight study objectives. For this investigation, the six null hypotheses were tested using a correlation matrix. The results are shown below:

- The result of the findings showed that Primary I pupils' level of readiness in Southeastern, Nigeria is good.
- Primary I pupils have higher socio-emotional skills when gaining admission into primary school in Southeastern, Nigeria.
- There is a significant composite contribution of family demographic factors on the primary one pupils' school readiness in Southeastern, Nigeria.
- The three family demographic factors have substantial proportional contributions to the Primary I kids' preparation for school in southeastern, Nigeria.
- There is a significant composite contribution of socio-emotional skills on the pupils' school readiness in Southeastern, Nigeria.
- The self-awareness and relationship skills have substantial proportional contributions to the Primary I kids' preparation for school while social awareness has no significant relative contribution to the pupils school readiness.
- There is a significant composite contribution of family demographic factors and socio-emotional skills on the primary one pupils' school readiness in Southeastern parts of Nigeria.

- Self-awareness, relationship skills, parents' education level, home location and family income have substantial proportional contributions to the Primary I kids' preparation for school while social awareness has no significant relative contribution.
- A positive significant relationship exist between family income and school readiness of Primary I pupils. The positive relationship implies that increase in family income brings about higher school readiness of Primary I pupils.
- A positive significant relationship exist between parent educational level and school readiness of Primary I pupils. The positive relationship implies that increase in the education of parents brings about higher school readiness of Primary I pupils.
- A positive significant relationship exist between home location and school readiness of Primary I pupils. The positive relationship implies that better home location brings about higher school readiness of Primary I pupils.
- There is a strong correlation between students' self-awareness and preparation for school in Primary I. The positive relationship implies that increase in the pupils' self-awareness brings about higher school readiness of Primary I pupils.
- A positive significant relationship exist between social awareness of the pupils and their school readiness. The positive relationship implies that increase in the pupils' social awareness brings about higher school readiness of Primary I pupils.
- A positive significant relationship exist between pupils relationship skill and school readiness of Primary I pupils. The positive relationship implies that increase in the pupils' relationship skill brings about their higher school readiness.

5.2 Conclusion

It had being concluded from the study that there is high level of school readiness and Social-emotional skills among primary one pupil in Southeastern, Nigeria. Family demographic factors and socio- emotional skills contributed positively to school readiness of primary one pupil in Southeastern, Nigeria.

5.3 Limitations to the study

- This researcher could only use three (3) states out of five (5) states that make of Southeastern, Nigeria for this study. The study could only use four (4) LGAs in these

states selected for this study out of numerous LGAs in these states. The researcher purposeful selected five public primary schools from these LGAs out of the numerous public primary schools in Southeastern, Nigeria. This shows that the area covered for this study is limited because of high rate of insecurity in Southeastern, Nigeria prestently. The following were challenges encountered in this study.

- To get approval for this study from SUBEB Chairman in the three states selected for this study was not easy. The researcher had to under gone series of interviews from different Directors in various departments to explain the nature, objective and research instrument of this research work before they gave their approval and permission letter.

- In addition, considering the number of research assistants meant for this study (60 in number); it was not easy to get competent and efficient research assistants who were professional in ECE for this study. The researcher had to trained and re- trained them severally to get them acquaint with the study and to fill in the gap for those that dropped.

- The high rate of insecurity and constant sit at home order in Southeastern, Nigeria, was a great challenge to this study. This put fear among teachers, research assistants, researcher and pupils and equally caused irregularities in school attendance of pupils. Many schools denied me access to video and to snap pictures when pupils were performing some activities because of insecurity in Southeastern, Nigeria.

- The safety precaution put in place because of COVID- 19 Pandemic is another limitation of this study because it reduced pupil's rate of interaction with one another. Pupils and teachers have to obey COVID- 19 procedures in order to play safe.

5.4 Recommendations

i. Based on the findings of this study, the following recommendations are made.

Parents should not relent on the positive result of this study but to also enroll their children in pre-primary school now that the government has made it free and compulsory. In addition, they should try harder to inculcate socio- emotional skills in their children at home.

Since pre-primary school level of education is under the control of Universal Basic Education Commission (UBEC), this body should organise seminars/workshops from time to time for all the caregivers in pre- primary schools in the state to equip them with knowledge and skills needed in getting children ready for school. Experts in early childhood education should be invited to carry out this training.

State Universal Basic Education Board (SUBEB) in Southeastern, Nigeria should from time to time, organise a forum where all the stakeholders in ECE would gather and enlightened about their roles toward school readiness of their children and inculcation of their socio-emotional skills.

Government should set a standard assessment test for all pre-primary school pupils in the state at the end of each one-year free and compulsory pre- primary school programme to assess their level of readiness, which will qualify them for primary school. The assessment test will assess all their domains.

Government should include pre-primary school children in school meal programme in Nigeria. This will enable pupils whose parents cannot provide good nutritional meal in their homes to have access to at least one good nutritional meal a day in school, which is good for their health. It will also increase school enrollment, class attendance and class participation in public schools in Southeastern, Nigeria.

5.5 Contributions to Knowledge

The following is a list of the study's contributions to knowledge.:

- This study also showed that assessment of school readiness is not centered on one domain of the child alone; rather all the domains of the child need to be assess for school readiness.

- This study is an eye opener to the State Universal Basic Education Board (SUBEB), Ministry of education and other stakeholders in Early Childhood Education in the

new improvement in the high level of school readiness among primary one pupil in Southeastern, Nigeria.

- ❖ The study has helped to reveal the level of socio- emotional skills of primary one pupil in Southeastern, Nigeria, in terms of self- awareness, social- awareness and relationship skills when they gained admission to primary school.

- ❖ School readiness is not centered on a child alone being ready, there are other factors that contributed to school readiness of pupils which family demographic factors (family income, parental educational level and home location) are among.

- ❖ The study also showed the state of social- emotional skills (self - awareness, social awareness and relationship skills) which equally contributed to school readiness of primary one pupils in Southeastern, Nigeria.

5.6 Further Studies Suggestion

The following suggestions were put forward to guide further studies because of limitation experienced in the course of the study.

- ❖ The study should be replicated in other levels of education, which should include secondary and higher levels such as the Colleges of education, Universities and so on. since the level of readiness of every learners at any level of education is essential for coping within the school system.

- ❖ The location for carrying out this research was Southeastern, Nigeria; further research could be extended to cover other Geographical zones in Nigeria, to make the findings of the study more acceptable, more reliable and thus more generalisable.

- ❖ The researcher limited this study to only public primary schools in Southeastern, Nigeria; further studies need to be extended to private schools in Southeastern, Nigeria as well, to ascertain the level of their readiness. In addition, a comparative studies need to be conducted in both private and public schools or rural and urban areas on this study.

- The population used for this study coverd all primary one school pupils in public school in Southeastern, Nigeria, further research can be extended to access the level of school readiness of pre- primary school children in public schools at the point of enrolment into formal learning.

- The research design used for this study was survey design of correlation type, other research designs can be used for further studies of this nature.

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APPENDIX I

Family Demographic factor questionnaire (filled by parent(s) of the child)

Greetings, Respondent

This survey is intended to gather information. on the family demographical factors among primary one pupils in Southeastern, Nigeria. This study is purely academic exercise and all information will be handling confidently. Therefore, feel free to answer the questions without any reservation**.**

Section A: Personal Data of Parent(s)

Instruction: Tick as it applies to you; there is no wrong or right answer:

Gender: Male ( ) Female ( )

Relationship with the Child: Father ( ) Mother ( ) Guardian ( )

Employment Status: Self-Employed ( ), Government worker ( ) Non-Government Worker

Education: Primary Education ( ), Secondary Education ( ) Tertiary Education ( )

Monthly Family Income: ₦10,000- ₦50,000 ( ) ₦60,000- ₦100,000 ( ) ₦100,000 – ₦150,000 ( ) Others ( )

Home Location of Parent: Urban ( ) Rural ( )

APPENDIX II

Children's School Readiness Rating Scale (CSRRS) (filled by the child's teacher on the behalf on each child)

Dear Sir/Madam,

This rating scale is purely for academic exercise and the information given will be used for research purpose only and be treated confidentially. It is specifically designed to examine the level of pupil's school readiness among primary one pupils in Southeastern, Nigeria. Teachers are expected to tick the option appropriate to each child.

Section A: Personal Data of the Child: kindly tick the one that is applicable to each child, there is no wrong or right answer:

Location: Urban ( ) Rural ( )

Age of pupils: Below 6 years ( ), 6 years ( ), 7years ( )

Sex: Male ( ) Female ( )

State:----------

LGA: ----------

Section B: Please tick ( ) or fill as applicable on a scale from 1to 4, to describe how well each of the statements describes the pupil's readiness in each of the domains. There is no wrong or right answer.

Key: None of the time, Little of the time, Most of the time, or All of the time.

S/N	Topic	Standard	Performance Indicator	NT	LT	MT	AT
			Domain: Physical Development				
	Gross motor Development	**Body balance**					
1			Throws and shots objects as targets				
2			Marches, jumps and walks on a straight line				
3			Jumps and hops forward/backward with ease				
	Fine Motor Development	**Control of body part**	**Performance Indicator**	**NT**	**LT**	**MT**	**AT**
4			Imitates any adults movement (dance steps, gymnastics and combine sequence of different motor difference				
5			Writes letters, numbers, draw, paints and moulds.				
6			Catches and hold object firmly				
			Domain: Affective/Psychosocial				
	Development Social Development	**Differentiat-e between familiar and unfamiliar adults**	**Performance Indicator**	**NT**	**LT**	**MT**	**AT**
7			Gets along with peers and adults easily				
8			Ask for help when in need from a familiar and close person				
9			Ask questions about unknown person				
		Interaction with other children	**Performance Indicator**	**NT**	**LT**	**MT**	**AT**

10			Share information about himself/herself with other children e.g (birthday)				
11			Aware of his/her cultural identity e.g language, dress etc.				
12			Express anger and sadness appropriately with control				
			Domains: Cognitive Development				
	Mental Development	**Quantity, Number and Counting**	**Performance Indicator**	**NT**	**LT**	**MT**	**AT**
13			Count to 20 and beyond				
14			Count out 10 items, using part of the body or objects				
15			Counts and group things by number				
		Classificati--on and Seriation	**Performance Indicator**	**NT**	**LT**	**MT**	**AL**
16			Matches and sort objects by one attribute (size, colour, shape and shape).				
17			Order three objects by one characteristics (from smallest to largest)				
18			Work puzzles with up to 10 pieces				
			Domain: Language Development				
	Communica-tion	**Listening and speaking**	**Performance Indicator**	**NT**	**LT**	**MT**	**AT**
19			Talk in sentences of five or six words				
20			Retell a story and personal experience				
21			Shows his./her own ideas in several ways				

		Reading	**Performance Indicator**	**NT**	**LT**	**MT**	**AT**
22			Sit over a longer time and looks at picture books or materials, hold book in the correct position				
23			Recite some words in familiar book from memory				
24			Recognise one own name in prints.				
		Writing	**Performance Indicator**	**NT**	**LT**	**MT**	**AT**
25			Write or draw different shapes with several strokes				
26			Make marks, scribbles or letter- like shapes and identifies them as words				
27			Attempts to copy one and more letters in the alphabets				
			Domain: Health				
	Personal hygiene and body care	**Participate in personal hygiene and care of the body**	**Performance Indicator**	**NT**	**LT**	**MT**	**AT**
28			Covers mouth when coughing and nose when sneezing				
29			Identifies different parts of the body				
30			Uses the toilet independently, following hygiene rules (wipe off, flushes and wash hands)				
			Domain: Water and Environment Sanitation				
	Sources and uses of water	**Knowledge about water**	**Performance Indicator**	**NT**	**LT**	**MT**	**AT**

31			Mentions uses of water				
32			Differentiates between clean and dirty water				
33			Sings songs and recites rhymes related to water				
	Sanitation	**Disposal of Refuse and Waste**	**Performance Indicator**	**NT**	**LT**	**MT**	**AT**
34			Wash hands after using the toilet, before and after eating				
35			Identifies waste disposal facilities and drop litter in appropriate place				
36			Sing songs and recites rhymes related to sanitation in English and language of the immediate environment.				
			Domain: Emergency and Safety Measures				
	Prevention of accident	**Safety awareness**	**Performance Indicator**	**NT**	**LT**	**MT**	**AT**
37			Sings songs relevant to safety measures				
38			Writes/memories his/ her names, parents' names, address and phone numbers				
39			Takes permission before going out				
40			Informs and reports to adults of dangerous behaviour from known and unknown person				

APPENDIX III

Children Socio-Emotional Skills Rating Scale (CSESRS)

(Filled by class Teacher/ Research assistants)

SECTION A: PERSONAL DATA OF THE CHILD

Instruction: Tick as it applies to the child; there is no wrong or right answer:

Local Government Area:----------

Gender: Male ( ) Female ( )

Location: Urban ( ) Rural ( )

Age of pupils: Below 6 years ( ), 6 years ( ), 7years ( )

Section B: Please tick ( ) or fill as applicable on a scale from 1to 4, to describe how well each of the statements describes the pupil's readiness in each of the domains. There is no wrong or right answer.

Key: None of the time, - Little of the time, Most of the time, and All of the time (4 points) –

S/N	RELATIONSHIP SKILLS	Noneof the time	Littleofthetime	Most of the time,	All the time
1	Tell someone that he/she is upsetwithout yelling				
2	Do not yell at peers				
3	Uses words and action to imitate others during play activities				
4	Easily make friends				
5	Help peers when they are sad				
6	Considers other people opinion/ views				
	SOCIAL AWARNESS	**NT**	**LT**	**MT**	**AT**
7	Observe and know when other pupils are upset				

7	Take turns				
8	Relate well with children from different socio-economic background				
9	Work effectively in a group work				
10	Render helping hands to others in need of help				
11	Uses words and action to imitate others during play activities				
	SELF AWARNESS	**NT**	**LT**	**MT**	**AT**
12	Manager anger when hurt				
13	Appreciate one self				
14	Can tell how they feel or express their feelings				
15	Seat calmly when they ought to				
16	Follow instruction and order				
18	Do things on his/her own without seeking for help (self-dependent)				
19	Ability to do things well without anyone support				
20	Express his / her feelings easily in a way that people understand.				
21	Do not cry in class and get upset when they lose in a game				

APPENDIX IV

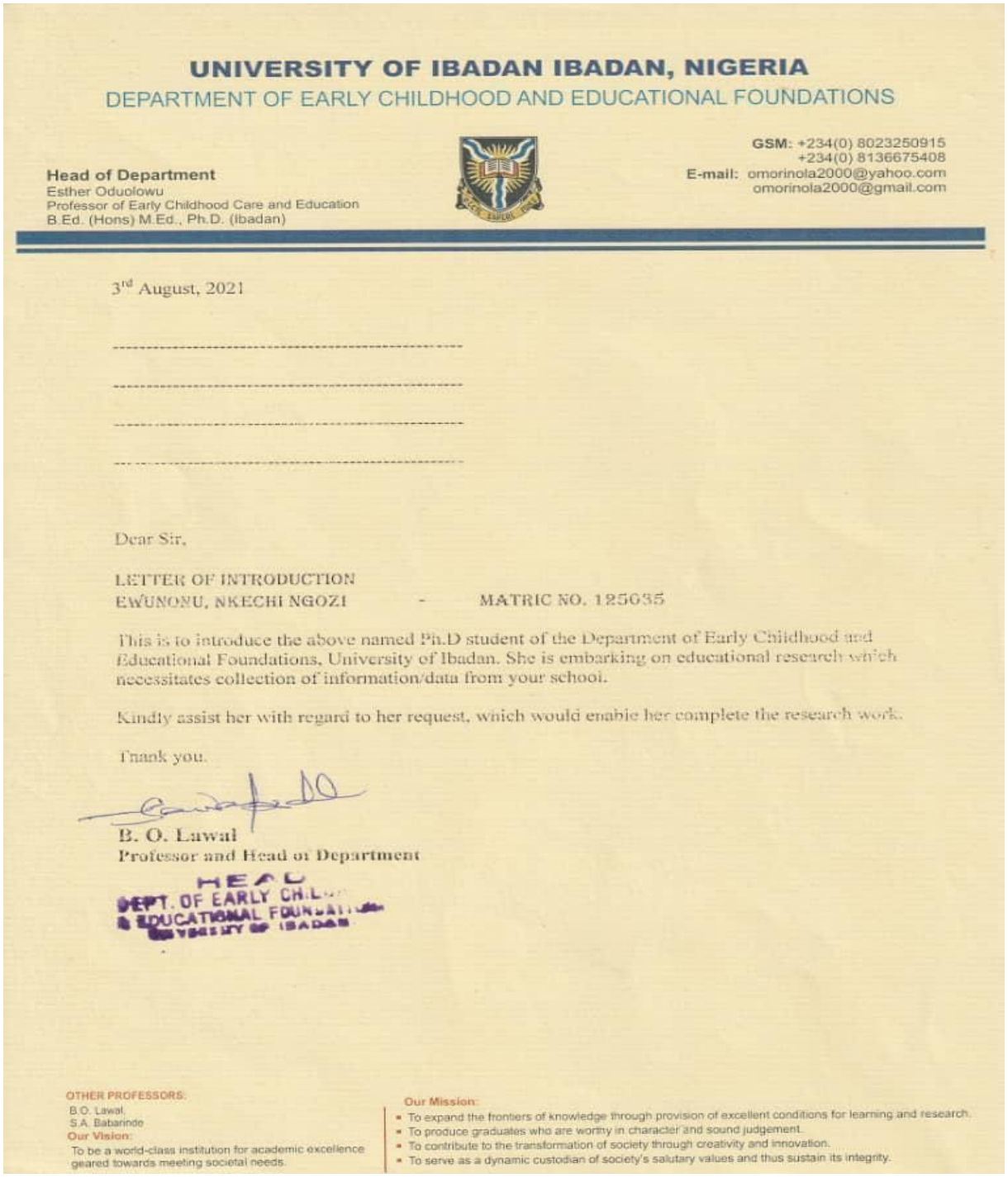
Teachers and Research Assistants Training Guide

Activity	**Researcher's Activity**	**Teacher's and Researcher's Assistant Activity**
Welcoming/ Introduction	Introduction will be made by the researcher in respect to (name, status and institution affiliation) while the teachers and research assistants will do likewise for the purpose of getting acquitted.	Listen, respond and ask question when necessary
Reason for the Study	At this point, the essence of the study will be made known to the research assistants and teachers	Make comments and ask questions for the purpose of clarification
List of what to discuss	The following will be discussed by the researcher 1. The right attitude and disposition to the work. 2. Need to dress decently and be polite 3. Use of simple and clarity of language 4. Procedure for administration of research instruments	Listen to the researcher, ask question where necessary
Distribution and frequency ofResearch instruments	Distributes a copy of each research instruments (Family Demographic Factors Questionnaire (FDFQ), Children School Readiness Rating	Make comments and ask questions for the purpose of clarification

	Scale (CSRRS) and Children Socio- Emotional Skills Rating Scale (CSECRS) to the research assistants and teachers. Give detailed explanations on all the research instruments	
Training for Administration of research instrument	Do a simple demonstration on how the research instruments (Family Demographic Factors Questionnaire (FDFQ), Children School Readiness Rating Scale (CSRRS) and Children Socio- Emotional Skills Rating Scale (CSECRS) would be administered each.	Listen, respond and ask question when necessary. Demonstrate the process involved in administration of research instruments while the researcher observed and make correction where necessary.
Question and answer time	Asks both the research assistants and teachers some questions while researcher listens to their responses.	Researcher gives room for both the research assistants and teachers to ask questions which the researcher will respond to all questions.
Selection process	Makes selection of both the research assistants and teachers who will finally participate in the study	Wait for the researcher to know the next line of action
Conclusion	Closing remarks	Closing remarks

APPENDIX V

Introduction letter from the Head of Department



UNIVERSITY OF IBADAN IBADAN, NIGERIA

DEPARTMENT OF EARLY CHILDHOOD AND EDUCATIONAL FOUNDATIONS

Head of Department
Esther Oduolowu
Professor of Early Childhood Care and Education
B.Ed. (Hons) M.Ed., Ph.D. (Ibadan)

GSM: +234(0) 8023250915
+234(0) 8136675408
E-mail: omorinola2000@yahoo.com
omorinola2000@gmail.com

3rd August, 2021

Dear Sir,

LETTER OF INTRODUCTION
EWUNONU, NKECHI NGOZI - MATRIC NO. 125635

This is to introduce the above named Ph.D student of the Department of Early Childhood and Educational Foundations, University of Ibadan. She is embarking on educational research which necessitates collection of information/data from your school.

Kindly assist her with regard to her request, which would enable her complete the research work.

Thank you.

B. O. Lawal
Professor and Head of Department

HEAD
DEPT. OF EARLY CHILD...
& EDUCATIONAL FOUNDATIONS
UNIVERSITY OF IBADAN

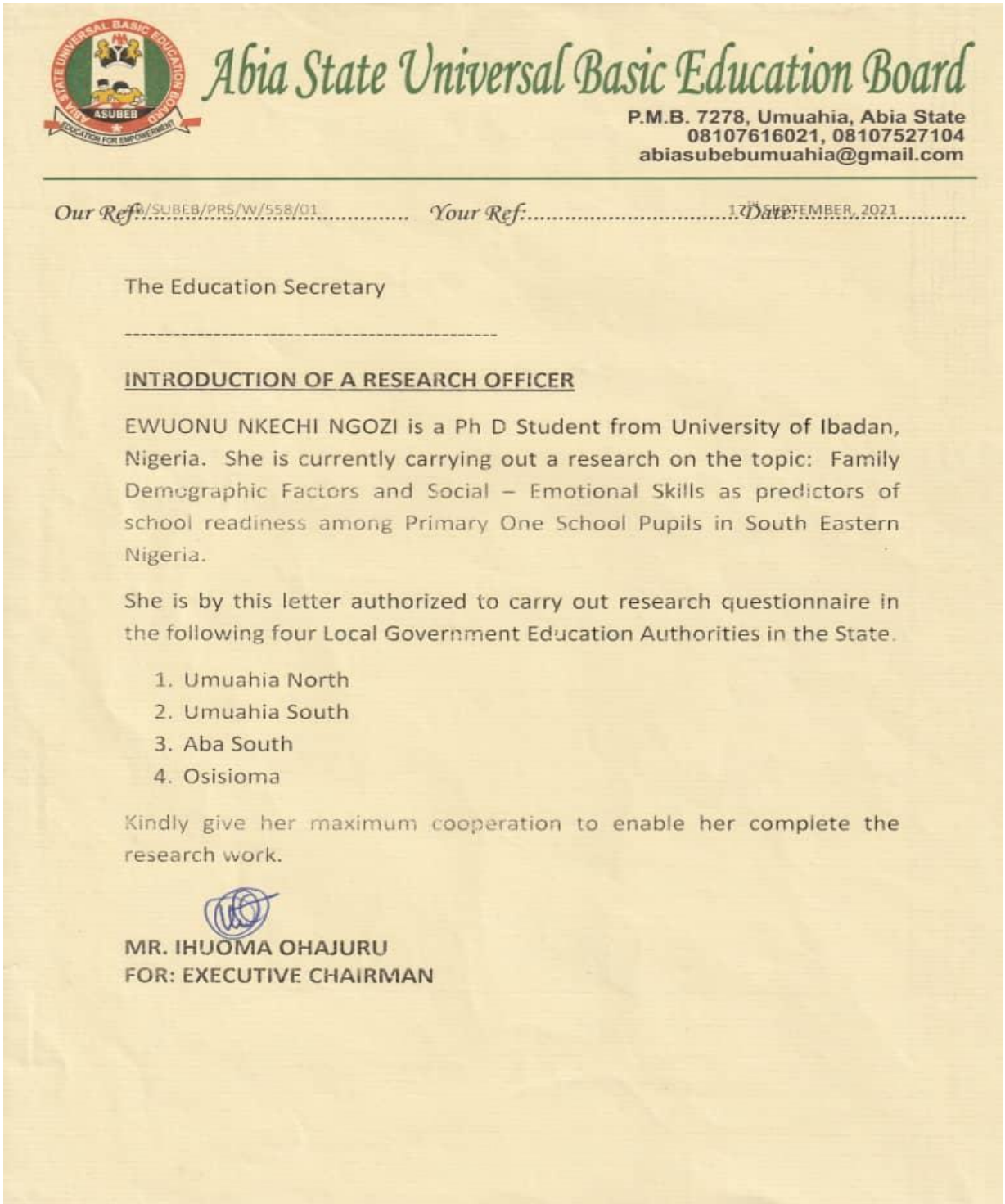
OTHER PROFESSORS:
B.O. Lawal.
S.A. Babarinde

Our Vision:
To be a world-class institution for academic excellence geared towards meeting societal needs.

Our Mission:
- To expand the frontiers of knowledge through provision of excellent conditions for learning and research.
- To produce graduates who are worthy in character and sound judgement.
- To contribute to the transformation of society through creativity and innovation.
- To serve as a dynamic custodian of society's salutary values and thus sustain its integrity.

APPENDIX VI

Approval letter from Abia State Universal Basic Education Board



Abia State Universal Basic Education Board

P.M.B. 7278, Umuahia, Abia State
08107616021, 08107527104
abiasubebumuahia@gmail.com

Our Ref: .../SUBEB/PRS/W/558/01 Your Ref: ..... Date: 17TH SEPTEMBER, 2021

The Education Secretary

INTRODUCTION OF A RESEARCH OFFICER

EWUONU NKECHI NGOZI is a Ph D Student from University of Ibadan, Nigeria. She is currently carrying out a research on the topic: Family Demographic Factors and Social – Emotional Skills as predictors of school readiness among Primary One School Pupils in South Eastern Nigeria.

She is by this letter authorized to carry out research questionnaire in the following four Local Government Education Authorities in the State.

1. Umuahia North
2. Umuahia South
3. Aba South
4. Osisioma

Kindly give her maximum cooperation to enable her complete the research work.

MR. IHUOMA OHAJURU
FOR: EXECUTIVE CHAIRMAN

APPENDIX VII

Approval letter from Imo State Universal Basic Education Board

GOVERNMENT OF IMO STATE
IMO STATE UNIVERSAL BASIC EDUCATION BOARD
(IMSUBEB)

Your Ref:

Our Ref:

(All Replies To Be Addressed To The Executive Chairman)

P.M.B. 1500
Owerri, Imo State
09019311765, 09069157922
Email:imsubebec@gmail.com

20th September, 2021.

Our Ref: IM/SUBEB/PRS/4/Vol.II/474

Ewunonu Nkechi Ngozi,
Department of Early Childhood and Educational Foundations,
University of Ibadan, Nigeria.

Madam,

APPLICATION FOR AUTHORITY LETTER.

I am directed to refer to your letter with the above subject dated 16th August, 2021 and to inform you that approval has been given for you to carry out the study in some public primary schools in Imo state.

This letter serves as an authority to enable the Head teachers of the public primary schools in the state to give you maximum cooperation.

Please, accept the assurance of the Board's best regards.

Comrade Amadi D.O.

For: Executive Chairman.

APPENDIX VIII

Approval letter from Anambra State Universal Basic Education Board

ANAMBRA STATE
UNIVERSAL BASIC EDUCATION BOARD

ASUBEB BOARD AWKA

Your Ref:.....
Our Ref:.....

P.M.B. 6011, Awka
Tell: 048-552773, 552371,
552494
Date: 31/08/2021

Attn.: Education Secretaries; Headteacher:
Ihiala LGEA,
Idemili North LGEA,
Oyi LGEA
AGUATA

LETTER OF INTRODUCTION

The bearer, Ewunonu, Nkechi Ngozi is a Ph.D student of University of Ibadan, Nigeria.

She is carrying out a research on "Family Demographic factors and social-emotional skills as predictors of school readiness among primary one school pupils in South Eastern, Nigeria.

Please, your corporation is highly needed to allow her access to the various primary one classes in the schools in your LGEA and the schools of her choice to enable her carry out the research.

Thanks for your co-operation.

Yours faithfully,

Ezeani Uchenna
Director PRS
For: Executive Chairman
08065941000

APPENDIX IX

Application letter for approval from SUBEB Chairman for the three states used for this study

Ewunonu Nkechi Ngozi
Department of Early Childhood
and Educational Foundations
University of Ibadan, Nigeria
18th August, 2021

Executive Chairman,
Anambra state Universal Basic Education Board,
Akwa, Anambra state

Dear Sir/ Ma,

Application for Authority letter

The researcher, **Ewunonu Nkechi Ngozi** is a Ph.D student in the above institution. I am currently carrying out a research on the topic: **Family Demographic factors and social- emotional skills as predictors of school readiness among primary one school pupils in Southeastern, Nigeria.** The purpose of this study is to examine the level of school readiness of primary one pupils who had undergone one year pre- primary school and transit to primary one and to know the extent to which family demographic factors and social-emotional skills predict their level of school readiness. This study is purely for academic purpose. This study will be an eye opener to the Ministry of Education in the state to know the level of school readiness of primary one pupils in the state.

I hereby requestingyour permission to carry out this study in some public primary schools in the state and to give me Authority letter to enable the Head teachersand primary one teachers to respond to my questionnaire and co-operate with me during my research work. Please, kindly find attached of the introduction letter from my Head of Department for your perusal. I will be grateful if my request is granted. Thanks

Yours faithfully,

Ewunonu Nkechi Ngozi.

APPENDIX IX

Consent letter for parents

Nkechi Ngozi Ewunonu
Department of Early Childhood and Educational Foundations
University of Ibadan, Nigeria
30th September 2021

Dear Sir/ Ma,

Consent letter to parents of the primary one pupils

The researcher, **Nkechi Ngozi Ewunonu** is a PhD student in the above institution. She is currently carrying out research on the topic: **Family Demographic factors and social- emotional skills as predictors of school readiness among primary one-school pupils in Southeastern, Nigeria.** The purpose of this study is to examine the level of school readiness of primary one pupils' who had undergone one year pre- primary school and transit to primary school and to know the extent to which family demographic factors and social-emotional skills predict their level of school readiness. This study is purely for academic purpose. This study will be an eye opening to pupils to know their level of readiness and parents to know their children level of readiness in terms of physical development, cognitive development, language development, affective development, health, water and environmental sanitation and emergency and safety measures after one-year compulsory pre- primary school.

Also, for them to know their child level of socio-emotional skills in terms of self-awareness, relationship skill and social awareness when the child gain admission to primary school. There is no risk attach to the study, pupils will be assess base on the normal school activities and behaviour in the school.

I hereby request parents' permission to allow their children to be part of this study. This study is meant for primary one-school pupils' in this class. Pupils will not put their names or any other identifying information on the rating scale. Thanks, I will be grateful if my request is granted.

Yours faithfully,
Nkechi Ngozi Ewunonu

APPENDIX X

Nkechi Ngozi Ewunonu
Department of Early Childhood and Educational Foundations
University of Ibadan, Nigeria

30th September 2021

CONSENT LETTER TO PARENTS OF PRIMARY ONE PUPILS

Dear Sir/Ma,

The researcher, **Nkechi Ngozi Ewunonu** is a PhD student in the above institution. She is currently carrying out research on the topic: **Family Demographic factors and social-emotional skills as predictors of school readiness among primary one-school pupils in Southeastern, Nigeria.** The purpose of this study is to examine the level of school readiness of primary one pupils' who had undergone one year pre- primary school and transit to primary school and to know the extent to which family demographic factors and social- emotional skills predict their level of school readiness. This study is purely for academic purpose. This study will be an eye opening to parents to know their children level of readiness in terms of physical development, cognitive development, language development, affective development, health, water and environmental sanitation and emergency and safety measures for primary school after one-year compulsory pre- primary school. Also, for them to know their child level of socio-emotional skills in terms of self-awareness, relationship skill and social awareness when the child gain admission to primary school

This research is for the parents to allow their child to be part of this study. This study is for primary one-school pupils' in their class. The purpose of this study is to examine their level of readiness and to know the extent to which their family demographic factors and socio-emotional skills predict their level of readiness. This study is purely academic and is anonymous. Pupils will not put their names or any other identifying information on the rating scale.

Thanks, I will be grateful if my request is granted.

Yours faithfully,

Nkechi Ngozi Ewunonu

APPENDIX XI

At Imo State Universal Basic Education Board

With of the SUBEB Directors

APPENDIX XII

At Anambra State Universal BasicEducation Board

With some Directors of ASUBEB

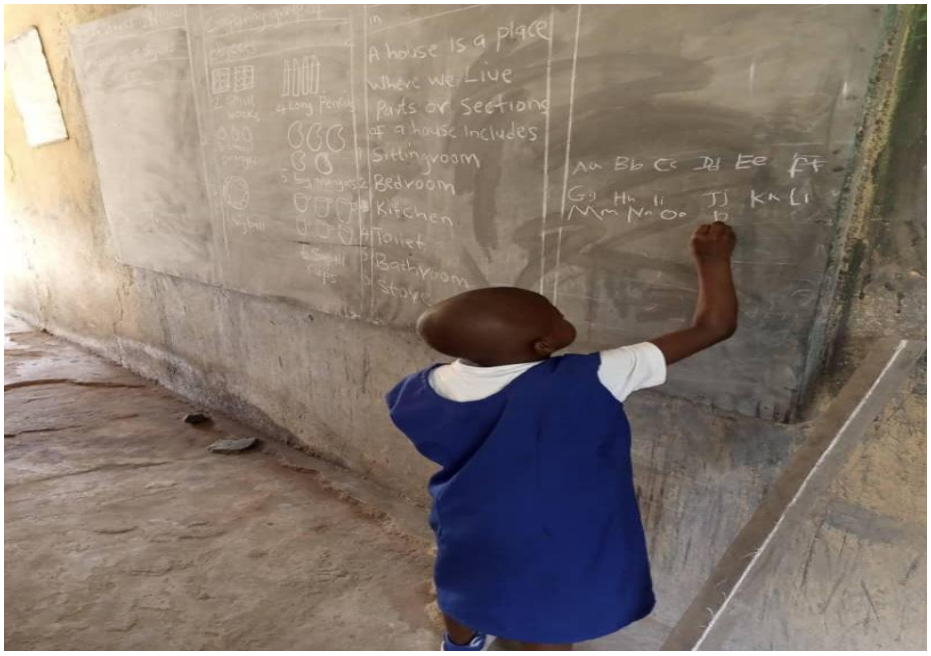
APPENDIX XIII

Training of some Research Assistants

Training of some Research Assistants

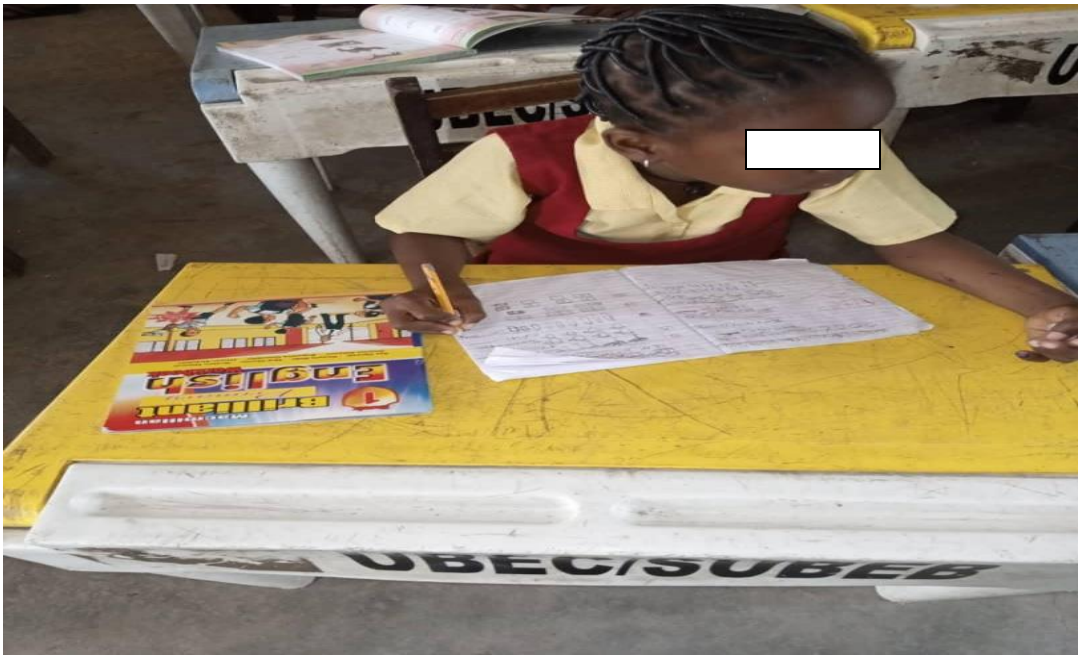
APPENDIX XIV

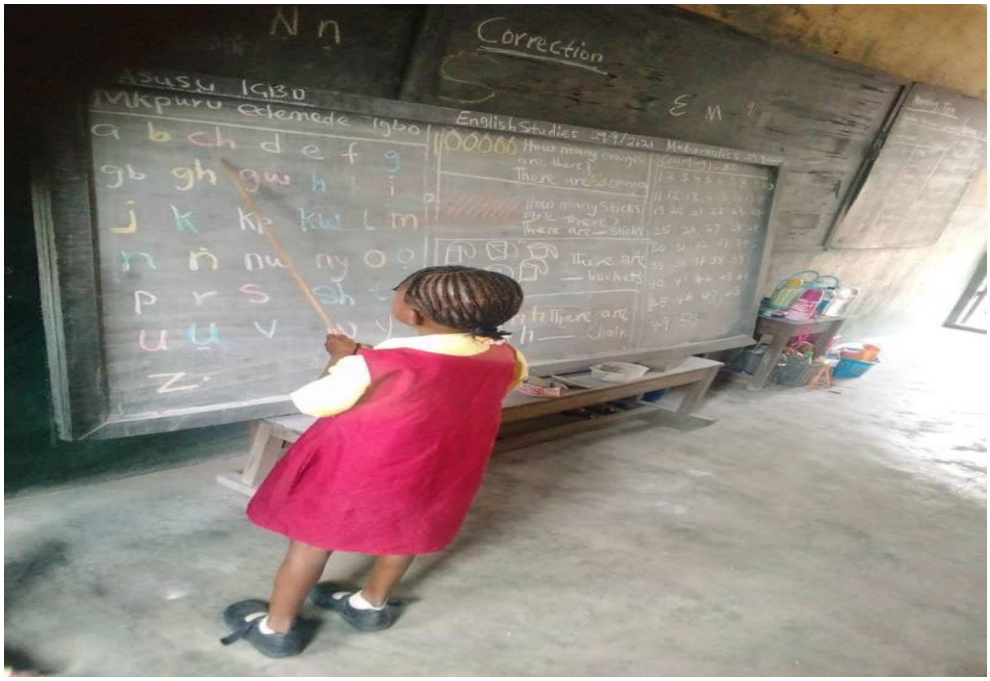
Some Play and Learning Materials



Assessing the Language and Cognitive Developmen

APPENDIX XV





Assessment of Language and Cognitive Development

APPENDIX XVI

Assessment of Language and Cognitive Development

APPENDIX XVII

Assessment of Physical Development

APPENDIX XVIII

Assessment of Physical and Affective Development

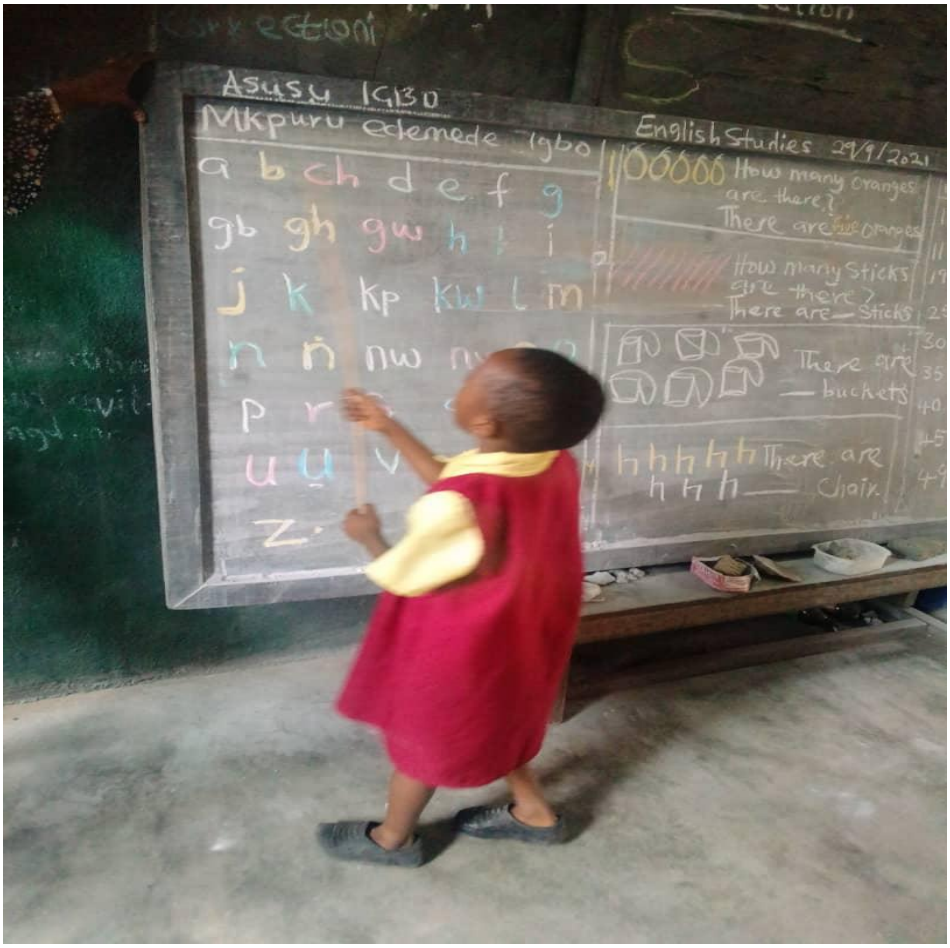
APPENDIX XIX

Assessment of Affective and Physical Development

APPENDIX XX

Assessment on Health Issues

APPENDIX XXI



Assessment of Physical, Cognitive and Language Development