isfte

Journal of the International Society for Teacher Education

Volume 20 Issue 1

Key World Issues for the Professional Development of Teachers: 2015 and Beyond

MONTCLAIR STATE UNIVERSITY

香港浸會大學
HONG KONG BAPTIST UNIVERSITY

WEBER STATE UNIVERSITY
Moyes College of Education

AARHUS UNIVERSITY
DEPARTMENT OF EDUCATION

Journal of the International Society for Teacher Education

Key World Issues for the Professional Development of Teachers: 2015 and Beyond

ISSN 1029-5968

JISTE is an official, refereed publication of ISfTE. The goal of ISfTE is to publish six to eight articles in each issue. Using the seminar theme, articles in the first issue of each volume are based on papers presented at the previous seminar. Articles in the second issue are non-thematic or have special themes. Points of view and opinions are those of the individual authors and are not necessarily those of ISfTE.

JISTE is issued twice yearly by the International Society for Teacher Education. The subscription price of $75.00US is included in the annual membership fee. Additional copies of the journal may be purchased for $25.00US. Institutional subscription to JISTE is $100.00US per year.

JOURNAL OF THE INTERNATIONAL SOCIETY FOR TEACHER EDUCATION

Volume 20, Number 1

From the Retiring Associate Editor and About this Issue
Peggy J. Saunders 5

Articles

Promoting Cognitive and Emotional Adjustment Well Being of Nigerian Children: Critical Issues for Early Childhood Teacher Education
Monica N. Odinko 6

Assessment for Learning in Teacher Education Programs: Navigating the Juxtaposition of Theory and Praxis
Christopher Deluca and Louis Volante 19

Professional Responsibility of School Teacher in Public Education: Implication from Analyzing German Educational Administration from a Japanese Perspective
Kemma Tsujino 32

Assessing the Senior School Students' Knowledge, Attitude and Practices Related to Climate Change: Implications for Curriculum Review and Teacher Preparation
Folajogun V. Falaye and Eugenia A. Okwilagwe 43

The Development of an Assignment Coding Guide for Evaluating ICT-usage in 21st Century Primary School in Hong Kong
Jackie W. W. Chan, Vicky C. Tam, Sandy S. Li, & Jacky Pow 54

Enhancing Quality in Business Education Curriculum Delivery for Unemployment Reduction in Nigeria
Ehis V. Elemure and Clement B. Elemure 67

From Greece to Norway with Useful Knowledge
Anne Selvik Ask & Ingebjørg Aarek 76

Cultivating Effective Pedagogical Skills in In-Service Teachers: The Role of Some Teacher Variables
Mosunmola A. Amusan 83

Publication Guidelines 90
Submission Requirements 91
Future Submissions 91
About the Universities on the Cover and JISTE Sponsorship 92

My Final Edition of JISTE

It is with sadness and relief that I am announcing my retirement as the Associate Editor of JISTE. I knew when I took on this task five years ago that it would be monumental. It has been that and more. Each edition has been unique: from the smaller ones with seven or eight articles to the huge 19-article edition packed with papers from our memorable seminar in Paro, Bhutan. I have spent untold hours editing for standard English yet trying to honor the authors' voices, applying APA publishing conventions (I think I have the book memorized), redoing tables to make sure the data made sense and followed APA requirements, communicating with authors after the edits were made to be sure they agreed with my editing (including one memorable email conversation with a colleague about his liberal use of commas; because I wanted fewer and he wanted more, we split the difference), formatting the final copy of each edition so that it would be ready for the print publication, and finally, uploading the final editions to EBSCO and more recently ERIC.

I have appreciated the friendship and support of the editor, Karen Berg Petersen. When we began this endeavor, we "Skyped" several times for each edition. We managed to make that work even though we have an eight hour time difference. I would like to thank Karen publically for all she has done for this journal. She has worked tirelessly to find new indexes and databases that will accept JISTE. Fortunately, for JISTE and the organization, she is staying as the editor.

Now, it is time for me to turn over the associate editor reins to two capable women in Canada – Leanne Taylor and Vera Woloshyn – both are on the education faculty at Brock University. I know they will continue improving JISTE over the next several years.

About this Issue

All of the articles in this edition were originally presented in paper groups at the 2015 Seminar of the International Society for Teacher Education, which was sponsored by Montclair State University in Montclair, New Jersey, USA. Dr. Jacalyn Willis, a long-time ISfTE member, was the convener.

I would like to thank Leanne Taylor who edited three of the articles, and Janet Powney who edited one article for this edition. Their help was much appreciated.

PROMOTING COGNITIVE AND EMOTIONAL ADJUSTMENT WELL OF NIGERIAN CHILDREN: CRITICAL ISSUES FOR EARLY CHILDHOOD TEACHER EDUCATION

Monica Ngozi Odinko
Institute of Education, University of Ibadan, Ibadan, Oyo State, Nigeria

Abstract: *Preschool children could be helped to make early adjustment to a school environment before normal schooling begins. Transition from home to school represents one of the biggest changes that children undergo in the first eight years of life. This change may be likened to that which a seedling undergoes when transplanted from one place to another. Thus, those working with children should seek ways to minimize the shock and increase opportunities to aid quick stabilization. The ability to achieve this may not be a chance factor but a function of some school and some home factors. This study, therefore, investigated how levels of parental involvement and school factors aid in promoting children's emotional and cognitive adjustment to school. Six out of eleven predictor variables contributed significantly to the variance in the factors influencing the adjustment of children at the nursery school setting.*

Keywords: preschool children, transition, adjustment

Introduction

Early adjustment to a controlled learning environment could help young learners to progress in schooling. This may be why research into possible factors that contribute to the adjustment level of learners is not in short supply. In Nigeria, nursery education is largely the cradle of formal education. The school as an academic institution exists to provide a basis for building a stronger sense of community of learners within and around it in order to produce the kind of citizens needed by society. Consequently, it is charged with the responsibility of molding learners, especially at the early stage of development, to conform to the dictates of the society. The school, thus serves as an agent of socialization for society. However, attaining the desired effects, which the society expects through the school system, is not easy. Undoubtedly some psychological and social factors could impede the process of children's development especially at inception into the school setting. Some nursery school children often appear to be afraid of the school environment as new comers. These children seem to refuse the sudden separation from their mothers and home environments.

To that effect Olwens (1993) observed that some children in nursery school settings do not like to attend school regularly. According to him, some children cling to their mother's dress as a sign of unwillingness to enter the school premises. Hence, the school environment is seen as not being comfortable for them. Such children can hardly adjust unless the environment and its institutional members offer them a cordial climate of relationships. Unless teachers exhibit affectionate teacher-pupil relationships, some children may find it difficult to adjust in nursery school settings.

No wonder Ramey and Ramey (1994) asserted that transition from home to school represents one of the biggest changes that children tend to undergo in the first eight years of life. This change according to Cleave, Jowett, and Bale (1982) may be likened to the change a seedling undergoes when transplanted from one place to another. To them, when a seedling is

transplanted from one place to another, the transplantation may be a stimulus or a shock. Therefore, the plant should be re-established as quickly and as easily as possible. Just as the gardener seeks ways to minimize the shock for the seedling, those working with children (teachers and parents) should also seek ways to minimize the shock young children may experience as they move from home to school.

The term adjustment in child psychology has its roots in the biological term adaptation; the two concepts can mean how species (in this case children) adjust to changes in environment (from home to school). Hungerford and Cox (2006) conceived adjustment as an individual's general adaptation to his or her environment and the demands of life. Napoli, Kilbride, and Tebbs, (1988) defined adjustment as an "individual's response to the physical, psychological, and social demands of the self, other people, and the environment." While (McLloyd, 1998) conceives adjustment as the psychological processes through which people manage or cope with the demands and challenges of everyday life

Adjustment, per se, stresses environmental effects on people's attempt to meet their needs. There is, however, no universally accepted standard against which to measure adjustment. Goleman (1995) includes school environment, poverty, and the nature of discipline, phobia and lack of good parental care as factors affecting a child's level of adjustment to a nursery school setting. However, a child's school adjustment could be measured by ascertaining his, or her, level of social, emotional and cognitive skills which aid the child to respond favorably to the demands of the new environment.

Any job requires a person to have suitable knowledge or training. Shulman (1986) described a qualified teacher as one who has the capacity to support children's learning. Hallak (1990) stressed that the quality of any educational system depends on the quality of teachers. In the same light, Ajayi (1989) considered that teacher education is the key to any educational development; without adequately trained teachers, no country can hope to expand children's intellectual capabilities. Furthermore, the Independent Education Union of Australia (1997) regarded the level of related training undertaken by the staff as a significant variable in influencing the quality of care provided in pre-school programmes. They advised that early childhood programmes be staffed with adults who are familiar with issues relating to child development, are able to recognize and provide solutions for children's needs, plan developmentally appropriate programmes, and successfully manage groups of children.

Kinanee (2010) itemized psycho-social factors in child development that may account for children's problems in adjusting to school settings: an unfriendly school environment, the nature of school rules and regulations, discipline in school, presence of violence, and pupil bullying. In addition, lack of parental encouragement or the nature of the home environment could also encourage school-phobia. Uzoeshi, (2004) observed that where parental encouragement is lacking, pupils may not have the urge to withstand the school environment. A nursery school child's experiences of a tense and unfriendly atmosphere might cause him/her to withdraw from school.

Majorobanks' study (1999) revealed that the occupational status, the educational level, and income of parents were important predictors of their children's educational attainment. This indicates that the higher the child's family socio economic status, the higher a child's school adjustment and achievement. Furthermore, parents of high socio-economic status are more able to give their children an early start in education by

creating an enabling learning environment at home and placing them in good school. Children from low-socio-economic backgrounds are known to start their school without such clear advantages.

Many early childhood researchers and educators believe that material provision should be central to the early years' environment to give pre-school children first-hand experiences (Bradley & Caldwell, 1977; Gura, 1996; Montessori, 1912). However, they emphasized that provisions need to be wide ranging, both indoor and outdoor with natural and manufactured objects. Montessori (1912) saw material provision in the preschoolers' classroom as very important and advocated that the materials used for children at this level must be beautiful, colourful, and purposeful. To her, the classroom environment (which includes materials and equipment) must be carefully organised so that children could easily and effectively use them. The role of the teacher, according to Montessori (1912), is to understand the educational values of all the materials provided for use in the classroom and to become sensitive to the right time to use them to present work tasks to learners.

Adequate materials provision in the classroom may have significant effects on students' behavioural development (Varol & Farran, 2006). Bennett, Elliot, and Peters (2005) analyzed the characteristics of kindergarten classrooms and their effects on students' behavioural development and found that the adequacy of classroom resources may improve children's social and emotional wellbeing. Pioneers of early childhood education, including Montessori, Pestalozzi, Froebel, Owen, and Dewey, believed that mathematics should be introduced to young children through objects (Bruce, 1997; Russell, 2000; Varol & Farran, 2006; Wolfe, 2002). They were of the opinion that it makes learning an engaging and fun activity as well as enables learners to develop an imaginary picture of numerals in their minds, which leads pupils to increase future computational dexterity. Reviews of research have shown that educators and developmental psychologists have located the importance of home influences on children's intellectual development (Erickson, 1997; Pianta & Walsh, 1996). Parents not only mediate learning experiences through talking with their child, sharing experiences, and teaching but also by organizing the child's learning experiences at home. Parental provision of appropriate play materials and opportunities for a variety of activities during infancy contributes to intellectual development (Bradley & Caldwell, 1976). Schaefer and Edgerton (1995) showed that parents' provision of educational experiences correlated positively with learner test scores and teacher rating of child intelligence, curiosity and creativity during kindergarten.

Problems threatening domestic happiness, including jealousy and strife, could be associated with family structure or the number of children needing attention (Majorobanks, 1999). Thus, a child experiencing less attention may be prone to anti-social behaviours such as aggression and self-centeredness. On the other hand, a child who grows up in a large family setting may find it very easy to adjust in other situations where there are many children. The reverse may be the case for a child who is the eldest or from a small family.

The National Association for the Education of Young Children in the US recommends the regulation of adult-child ratios to enable teachers to have sensitive, responsive interaction with all the children in their care (NAEYC, 1998). Blatchford, Moriarty, Edmonds, and Martin (2002) argued that the greater the number of children in class, the more time teachers will spend on procedural and domestic matters (such as taking the registers, lining children up, putting on coats, toileting, accidents), and conversely, the less time teachers will

spend on instruction and interacting with individual children. They also argued that teachers are able to be more sensitive and responsive in their interactions with children when there are fewer children per adult.

The Student-Teacher Achievement Ratio (STAR) project provided evidence that not only did smaller classes (between 13-17) in kindergarten and early grades lead to pupils' higher academic achievement, but that these effects are greater for students who have experienced more years in small classes (Nye, Hedges, & Konstantoloulos, 2000). Hall and Nuttall (2000) revealed that the size of class influences the degree to which teachers are able to operate between their pedagogical philosophy and their practice. Based on teacher perceptions, this implies that the number of pupils in a class could affect the quality of interaction, the kind of teaching methods used and the extent to which the teachers could implement what they felt was best practice in helping pre-school children learn.

Where a school is located, whether urban/rural, is most likely make the school acquire different characteristics simply due to the variation among caregivers and the kind of intellectual developmental opportunities offered in the different environment. Rural schools in the US tend to be smaller, geographically isolated, alternatively staffed and have fewer material resources allocated to them (Roelke, 1996). Based on experience, a typical rural setting in Nigeria is characterized by the following: fewer schools at all levels (pre-primary, primary as well as secondary), no tarred roads, lack of electricity supply, lack of community/school libraries, no pipe borne water, no bill boards, no parks, low per capita income, and mainly illiterate adult population. The reverse is usually the case in urban locations.

Elley (1994) in the International Association for the Evaluation of Educational Achievement (IEA) study conducted in 32 countries found urban schools typically had better resources and better qualified teachers than rural schools. Highly qualified teachers prefer to live in cities where more materials are usually available to students. Such advantages enjoyed by urban dwellers may have typically influenced their higher achievement.

Problem Statement

Though much has been investigated on the possible factors that could affect children's level of adjustment to school, not so much has been said on the academic prospects of children who adjust easily to a learning environment. Parents and teachers are not sufficiently aware of how they can contribute to the early adjustment of children to a structured learning environment. If research placed emphasis on the advantages of teacher-parent roles and participation, as this study seeks to do, parents and teachers will want to be positively involved and society will be better for it.

Based on the stated problem, this study sought to investigate how such factors as school location, child's gender, family religion, position of child in the family, parents' educational background, parents' occupation, number of children in the family, teacher qualification, class size, and material provision can predict children's adjustment level in nursery settings in Nigeria. The research sought to answer the following questions:

1. What is the teacher's perception of a child's adjustment to the nursery school setting?
2. How do parents perceive their involvement in adding their child's adjustment to nursery school?
3. To what extent would school location, child's gender, family religion, position

of child in the family, parent's educational background, parent's occupation, number of children in the family, teacher qualification, class size, and material provision jointly predict the adjustment level of Nigerian child at the nursery setting?

4. What is the relative contribution of each factor to the prediction?

Methodology

Sampling Technique and Sample

The study adopted the survey design. Thus, the researcher did not manipulate any of the variables of concern but generated the information as they occurred. The target population for the study consisted of children aged 5 who are enrolled in nursery schools. The teachers of the sampled children as well as their parents were also respondents. Simple random sampling technique was used to select 40 private pre-school settings (20 from urban and 20 from rural locations) while purposive sampling technique was used to select 40 (20 urban and 20 rural locations) public primary schools that have pre-school classes attached to them.

From each selected school, simple random sampling was also used to select a nursery class. However, because of the large number of children assigned to one teacher the researcher used simple random sampling technique to select 4 pupils (2 boys and 2 girls) from each school to participate in the study. The parents and teachers of the selected children also participated. In all, 80 teachers, 320 children, and 320 parents participated in the study.

Instruments

Three valid and reliable instruments were used (a) Teacher Perception of Child Adjustment Questionnaire (TPCAQ), (b) Parent's Involvement in Child's School Activities Questionnaire (PICSAQ), and (c) Material Provision Checklist (MPC). These instruments were developed by the researcher. The Teacher Perception of Child Adjustment Questionnaire (TPCAQ) generated information on teachers' views on the adjustment level of Nigerian children in school-like environment. It has two sections. Section A elicited information on the bio-data of the teachers working with these children (gender, educational background, and class-size), while section B focused on indices of adjustment with reliability index of 0.74. The Parent's Involvement in Child's School Activities Questionnaire (PICSAQ) elicited information on parent's level of involvement in their child's school activities. This instrument also has two sections. While Section A elicited information on bio-data of the parents (child's gender, parent's educational background, marital status, position of child in the family, occupation, family religion, and number of children in the home), section B generated information on parental level of involvement with reliability index of 0.76. The Material Provision Checklist (MPC) comprised a list of attractive educational toys and play materials expected to be available in pre-school settings to aid children's adjustment to a school environment. The researcher merely indicated the availability and non-availability of such materials.

Data Collection and Analysis Procedure

The needed data were collected by the researcher with the help of the class teachers. The class teachers responded to the adjustment level questionnaire for every child used in each class. They were considered the best respondent to this variable because of the interaction they have had with the children over a period of time compared with the researcher's one-shot observation. The selected children were asked to deliver the questionnaire with a letter to their parents. The questionnaires

were also retrieved from parents through their children. The data were analysed using frequency, percentages, Pearson moment correlation coefficient, and multiple regression.

Results

Table 1 shows the information retrieved from teachers with respect to their perception of children's level of adjustment. The 'agree' responses indicate areas where the children were identified to have adjusted easily; whereas, 'disagree' represent behaviors which children are finding difficult to exhibit as observed by their teachers. Particularly notable are the low agree percentages on items 1, 2, and 4 at 11.2%, 16.2%, and 19.7%, which show that the students are coming to school with few basic skills. Of concern is that 61.3% of the children seem immature for this grade, 75.7% of the children do not freely associate with their classmates, and 55.7% of them have difficulty attaching to their teacher.

Table 1
Children's Adjustment in the Nursery School Setting According to Teachers' Perceptions

S/N	ITEMS	Agree (%)	Disagree (%)
1.	Identify letters of the alphabet	36 (11.2%)	284 (88.7%)
2.	Sing songs/recite rhymes	52 (16.2%)	268 (83.8%)
3.	Identify shapes	107 (34.1%)	211 (66.0%)
4.	Write letters of the alphabet a – e	63 (19.7%)	257 (80.3%)
5.	Write numbers 1-20	97 (30.3%)	223 (69.7%)
6.	Ask questions on things that puzzle them	117 (36.5%)	203 (63.5%)
7.	Child has difficulty following directives	193 (60.4%)	127 (39.7%)
8.	Child has difficulty working as a part of a group	280 (56.3%)	140 (43.8%)
9.	Child has difficulty working independently	168 (52.5%)	152 (47.6%)
10.	Child appears immature for this grade	196 (61.3%)	124 (38.8%)
11.	Other children do things he/she cannot do for him/her	158 (43.3%)	162 (50.7%)
12.	Child has difficulty sitting quietly during story time	162 (50.6%)	158 (49.4%)
13.	Child associates freely with other children	78 (24.5%)	242 (75.7%)
14.	Child gets into trouble	177 (56.0%)	141 (44.1%)
15.	Child is always sick whenever at school	223 (69.8%)	97 (30.4%)
16.	Child cries whenever parents drops him/her off at school	203 (63.5%)	117 (36.5%)
17.	Child has difficulty getting attached to me	178 (55.7%)	142 (44.4%)
18.	Child has difficulty sharing things with other children	153 (47.8%)	167 (52.2%)
19.	Child has difficulty respecting other children's emotions	143 (44.8%)	177 (55.3%)
20.	Child has difficulty trusting adults and peers in school	149 (43.6%)	171 (53.4%)

Table 2 shows how parents get involved in their child's education at school or at home. Sixteen of the items have an 'agree' response of 80% or better, and of those 16, nine of them have an 'agree' response of 90% or better. Although the responses seem low for items 11 and 13, it was expected that agree responses might be lower due to the way the items were worded. Item 11, which stated, "My child's learning is mainly left to the teacher and my child," the agree response was only 68.4%, and on item 13, "I expect my child to do his/her homework at school" had an agree response of only 54.7%, which was the lowest agree response of the 21 items.

Table 2
Parents' Perception of their Involvement in the Children's Adjustment in School

S/N	Items	Disagree	Agree
1.	I pay visits to my child's school when I can.	51 (15.9%)	269 (84.1%)
2.	It is important that I let the teacher know about things that concern my child.	8 (2.5%)	312 (97.5%)
3.	I find it helpful to talk with my child's teacher.	11 (3.4%)	309 (94.6%)
4.	My child's teacher knows me.	24 (7.6%)	296 (92.5%)
5.	I exchange phone calls or notes with my child's teacher.	105 (32.8%)	215 (67.2%)
6.	I got advice from my child's teacher.	32 (10.0%)	288 (90.0%)
7.	I contact my child's teacher with questions about school work.	40 (12.5%)	277 (86.5%)
8.	I assume my child is doing all right when I don't hear anything from the school.	64 (20.0%)	256 (80.0%)
9.	The teacher has to inform me about a problem before I visit the school.	49 (15.3%)	271 (84.7%)
10.	I get most of my information about my child's progress from report cards.	39 (12.2%)	278 (86.8%)
11.	My child's learning is mainly left to the teacher and my child.	101 (31.6%)	219 (68.4%)
12.	I expect the school to notify me if my child has a problem.	32 (10.0%)	288 (90.0%)
13.	I expect my child to do his/her homework at school.	145 (45.3%)	175 (54.7%)
14.	I rely on the teacher to make sure my child understands his/her school work.	85 (26.6%)	235 (73.4%)
15.	It is my job to explain new things in my child's take home assignments to him/her.	57 (17.8%)	263 (82.2%)
16.	It is my job to make sure my child understands his/her assignments.	31 (9.7%)	289 (90.3%)
17.	I make it a point of duty to provide all the necessary things needed by my child at school.	79 (24.7%)	241 (75.3%)
18.	I monitor my child's progress in school.	22 (6.9%)	298 (93.1%)
19.	I make sure that my child's homework gets done.	17 (5.3%)	303 (94.7%)
20.	I talk to my child about what he/she is learning.	14 (4.4%)	306 (95.6%)
21.	I take my child to the library, community events, or similar places.	47 (14.7%)	273 (85.3%)

Table 3 shows the total number of respondents for the study with the mean ($\bar{X}$) and standard deviation for each of the predictor variables. The standard deviation of the variables used appear not to be too far away from their means except for adjustment level.

Table 3
Descriptive Statistics of the Predictor Variables

S/N	Variables of Interest	Mean ($\bar{X}$)	Standard Deviation
1	Adjustment Level	107.02	11.144
2	Location	1.49	.513
3	Child Gender	1.46	.499
4	Position in Family	2.31	1.151
5	Marital Status	2.03	.454
6	Religion	1.32	.829
7	Educational Background	3.93	.830
8	Occupation	2.98	.915
9	Class Size	1.44	.497
10	Material Provision	1.34	.474
11	Number of Children in the home	2.41	.511
12	Teacher Qualification	3.84	1.477

N = 320

It can be observed from Table 4 that at $p < .05$; the intercorrelation matrix of the correlation coefficients of the predictors and the criterion variable are mostly significant; though some are positive while others are negative. The table shows that there is no multicollinearity between or among the variables of study. The table also

shows that there is a positive relationship between material provision and marital status of the pupil parents, parent's religion and parent's educational background. Findings from the study also reveal that teacher qualification is significant with child gender, class size and material provision. Other variables that correlate with each other include parent's religion and child gender, class size and child gender and also number of children at home and parent's occupation.

Table 4
Intercorrelation Matrix of the Predictor Variables and the Criterion Variable

Variable	AL	LOC	CG	PIF	MS	REL	EDB	OCC	CS	MP	CH	TQ
Adjust level	1.000											
Location	-.069	1.000										
Child gender	.001*	-.032*	1.000									
Posi in fam	-.116	.160	.003*	1.000								
Marital status	-.089	.041*	-.037*	.069	1.000							
Religion	.177	.078	.009*	-.091	.220	1.000						
Edu_backgrd	-.041*	-.041*	-.010*	.041*	-.029*	-.056	1.000					
Occupation	.079	-.130	-.142	-.040*	.008*	.069	.044*	1.000				
Class size	-.017*	-.629	.021*	-.062	-.104	-.119	.055	.077	1.000			
Material prov	.013*	.073	-.088	-.060	.004*	.005*	.025*	.056	-.123	1.000		
Child - Home	.088	-.152	.035*	.338	.104	.061	.056	.034*	.107	-.003*	1.000	
Teacher qual	-.087	-.299	.021*	-.053	.086	.122	-.114	.191	.020*	.047*	.063	1.000

* Significant @ p < .05; n =320

Key for Table 4: Adjustment level (AL), Child gender (CG), Posi in fam – position in family (PIF); Marital status (MS); Religion (REL); Edu backgrnd – educational background (EDB); Occupation (OCC); Class size (CS); material prov – material provision (MP); Child-Home (CH); Teacher qual – teacher qualification (TQ)

Table 5 shows the effect of the relationship that existed between the adjustment level of the Nigerian child at the school and their parent's involvement is revealed in the value of the coefficient of multiple regression (R) = .335, multiple regression square (R^2) = .112, and the adjusted R square = .080 with the standard error of the estimate at 10.686. This implies that 8% of the total variation in pupils' adjustment level at the school is attributable to the combined contribution of the predictor variables built into the regression model. The result further shows that $F_{(11,308)}$ = 3.53, $p<0.05$ jointly allow for a reliable prediction of the variable. These factors significantly contributed to the prediction of child's adjustment level at the nursery school setting.

Table 5
Factors Influencing Adjustment Level of Nigerian Children at the Nursery School Level

Model	Sum of square	Df	Mean square	F	Sig.
Regression	4440.452	11	403.677		
Residual	35172.395	308	114.196	3.535	.000
Total	3961.847	319			

Table 6 shows that only six out of the eleven predictor variables contributed significantly to the variance in the factors influencing the adjustment of children at the nursery school setting. The variables that contributed to the model are teacher's educational qualification [β = -.188, $t_{(308)}$ = -3.143, p< .05], number of children in the home of a family [β = .130, $t_{(308)}$ = 2.191, p< .05], parents' marital status [β = .-.132, $t_{(308)}$ = -2.364, p< .05], material provision [β = .199, $t_{(308)}$ = 3.509, p< .05], and location of the school [β = -.176, $t_{(308)}$ = -2.294, p< .05]. The other variables: child gender, position in the family, parents' occupation, parents' educational

background, class size, and religion did not contribute statistically and significantly to the variance in the adjustment level of Nigerian child at the nursery school setting.

Table 6
Relative Contribution of Factors Influencing the Adjustment Level of Nigerian Children at the Nursery School

Model	Unstandardized Coefficients		Standard coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	121.211	7.761		15.617	.000
Location	-3.813	1.662	-.176	-2.294	.022*
Child Gender	.080	1.219	.004	.066	.948
Position in the family	-1.131	.577	-.117	-1.961	.051
Marital status	-3.235	1.369	-.132	-2.364	.019*
Material provision in school	2.668	.760	.199	3.509	.001*
Educational background	-.825	.732	-.061	-1.127	.261
Occupation	1.024	.680	.084	1.506	.133
Class size	-3.074	1.605	-.137	-1.915	.056
Family Religion	.199	1.286	.008	.155	.877
Nos. of children in the home	2.829	1.291	.130	2.191	.029*
Teachers' Qualification	-1.418	.451	-.188	-3.143	.002*

* Significant at p< 0.05

Discussion

The success of any child in school could depend largely on the trust placed on the teacher. However, the result emanating from this study reveals that for a successful adjustment in the child's transition from home to an unfamiliar environment to take place, parents should assist the child to cope with the transition to a new and distinct environment. This can be attributed to the fact that the children are still very young, and they find it difficult to adjust to the school settings which is totally new and different from their familiar home environment. Edo-Olotu (2012) opined that parent-school partnership and adjustment of the child in early childhood education is necessary in the development of the child. It is believed that the progress of the child is the sole duty of the teacher, but in recent times, research has shown that other factors – family support, community influence, school factors, among others – are also attributable to a child's adjustment level at the school. Adjustment to schooling could thus be influenced by a variety of personal and family characteristics, societal trends, contextual, and life experiences.

The findings of this study revealed the contribution of parents and teachers in the adjustment of nursery school pupils in Rivers state, Nigeria. It reveals that the perception of parents about their child (children) and their level of involvement contribute positively towards the adjustment of their children in the school settings. This finding is in line with Kay (2003) who identified school factors, children's personal characteristics, and family as important influences on different school, behavioural, and academic aspects of a child's adjustment in their first year of schooling. It was also established from the study that most children are not ready for formal school learning at this age.

This study suggests that children need to bring cognitive and social skills from home to benefit from school. The home environment is expected to be the starting point of a child's cognitive development as well as inculcating social skills that could aid the child adjust to a new environment, such as the school. It has also been established in this study that it is better to encourage parents and teachers to work

together in helping a child to adjust. Teachers are seen as experts and the participation of parents in helping a child to adjust, will not undermine the teaching and learning process but boost it. This was supported Fasan (2012) whose opinion was that parental involvement in the school setting has a positive influence on the educational progress of a child.

For successful adjustment to school and for longer term development, children need parental and school support. The findings also revealed that teachers' expectations of children's adjustment to the nursery influences their judgment of children's problems. Rimm-Kaufman, Pianta, and Cox (2000) found out that teachers' judgment of the prevalence of child adjustment problems start at the nursery/kindergarten level. The beginning of pre-school is a critical and subtle period in a child's life that exposes him/her to so many dangers. The process of learning at this fragile stage is thus reflected in the developmental aspect of the child's life which could also be termed as the nature-nurture controversy.

It is evident that, with few exceptions, the child, family, and community factors affect children in making adjustments. Families carry a cumulative burden of other life issues possibly relegating their children's upbringing to the background. The school environment and teachers play a vital role in preparing children for the future. Children have to share the one adult's attention at school, and the daily schedule is more structured with more formal rules and routines than the children are used to in their homes. Children are faced with large groups of children of different ages and size especially during assembly and playtime, and they are confronted with the challenges of making new friends. These issues were manifested in the teachers' responses (items 7, 8, 9, 13, and 16, see Table 1). The interaction of the child's personal characteristics, child's position in the family, number of children in a child's family, the nature of adults working with children, and their experiences could help in determining how a child adjusts to school (Margetts, 2002).

Material provision also played a significant role in determining the adjustment level of nursery school children. Learning facilities are needed in good number and quality for children to adjust successfully to school. These resources act as stimulants for both the students and teachers. Because of this, school planners have continued to emphasize proper planning for facilities and equipment especially before the establishment of any school. The major task of educational administration is to provide adequate and appropriate learning facilities. The majority of parents who are aware of these issues, spend time searching for well-equipped schools with high quality facilities for the admission of their children because they know that learning materials help children adapt better when they can actively explore and dominate their environment rich in materials and interact informally with their teachers and peers. Academic environments lacking good resources may diminish the teachers' and students' motivation for learning. This finding suggests that a positive relationship exists between a school's setting in terms of resources and student's adjustment (adaptation). Facilities, if properly manipulated and utilized, could create a situation or an atmosphere in which curiosity to learn would be aroused (Amirize, 2000).

Successful adjustment to school, as reported by (Dockett, Perry & Tracey, 1997; Fabian, 2000), partly depends on past experiences and on children possessing the skills and knowledge to respond to the demands of the school setting. These studies also revealed that when children exhibit a range of social skills associated with cooperation, initiating interactions or assertion, and self- control, they are more

likely to adjust easily to school. However, it will be noted that children in this study find it difficult to trust adults who work with them and thus made their bonding with their teachers difficult. Children's inability to obey directives from their teachers may also be through lack of trust and why children in this study find it difficult to adjust in school. Findings from this study further support the stands of (Reynolds, Weissberg, & Kasprow, 1992) who posit that adjustment to schooling is influenced by a variety of personal and family characteristics, societal trends, contextual and life experiences.

Conclusion

The parents of the pupils tend not to visit their children's school regularly thus not being involved as much as they could or should in the educational progress of their children. They also appear not to be aware of the importance of taking children out to interesting places to aid their school readiness. When young children come to school unused to structured learning, they may find it difficult to adjust to the school settings and activities. The best means to ensure that children enter school ready to learn could be through combined efforts of families and the school.

References

Ajayi, K. (1989). Educational development and management in Nigeria since independence. Ibadan, Nigeria: Vintage Publications Ltd.

Amirize, B. (2000). Managing school plant. Owerri, Nigeria: Spring Field Publishers.

Bennett, P., Elliot, M., & Peters, D. (2005). Classroom and family effects on children's social and behavioural problems. *The Elementary School Journal*, *105*(5), 461–499.

Blatchford, P., Moriarty, V., Edmonds, S., and Martin, C. (2002). Relationship between class size and teaching: A multi-method analysis of English infant schools. *American Educational Research Journal*, *39*(1), 101–132. doi: 10.3102/00028312039001101

Bradley, R. H., & Caldwell, B. M. (1976). The relation of infants' home environments to mental test performance at fifty four months: A follow-up study. *Child Development, 47*, 1172–1174. doi: 10.2307/1128457

Bradley, R. H., & Caldwell, B. M. (1977). Home observation for measurement and environment: A validation study screening efficiency. *American Journal of Mental Deficiency*, *81*(5), 417–20.

Cleave, S., Jowett, S. & Bate, M. (1982). And so to school. A study of continuity from preschool to infant school. Great Britain: Nfer-Nelson.

Dockett, S., Perry, R. & Tracey, D. (1997, December). *Getting ready for school.* Paper presented at the Australian Association for Research in Education Annual Conference, Brisbane, Australia. Retrieved from http://files.eric.ed.gov/fulltext/ED421248.pdf

Edo-Olotu, A. U. (2012). T*he influence of parents-school partnership on the availability and utilization of learning resources in Ibadan South-West, LGA, Oyo state*. (Unpublished master's dissertation). University of Ibadan, Ibadan, Nigeria.

Elley, W. B. (Ed.). (1994). *The IEA study of reading literacy: Achievement and instruction in thirty-two school systems*. Bingley, United Kingdom: Emerald Group Publishing.

Erickson, J. (1997). The context of infant attachment in family childcare. *Journal of Applied Developmental Psychology*, *20*(2), 319–336.

Fabian, H. (2000, August-September). *A seamless transition.* Paper presented at the EECERA 10th European Conference on Quality in Early Childhood Education, London.

Fasan, H. T. (2012). *Socio-psychological factors as predictors of students achievement in English reading comprehension in some secondary schools in Akure South LGA, Ondo state*. (Unpublished master's dissertation). University of Ibadan, Ibadan, Nigeria.

Goleman, C. P. (1995). Cause and casualty in daycare research: An investigation of group differences in Swedish care. *European Journal of the Psychology of Education, 11*, 231–245.

Gura, L. V. (1996). Infant daycare and children's social competence. *Infant Behavior and Development, 18*, 177–188.

Hall, K., & Nuttall, W. (2000). Class size and pedagogy: How might infant teachers in England respond to class size changes? *Education 3-13: International Journal of Primary, Elementary and Early Years Education, 28*(3), 52–57. doi: 10.1080/03004270085200341

Hallak, J. (1990*). Investing in the future setting educational priorities in the developing world.* Paris: UNESCO - IIEP.

Hungerford, A. & Cox, M. J. (2006). Family factors in childcare research. *Evaluation Review, 30*, 631–655. doi: 10.1177/0193841X06291532

Independent Education Union Australia (1997). Senate Employment, Education and Training References Committee Inquiry into Early Childhood Education. Submission from the Independent Education Union of Australia. Submissions. Available in http://www.ieu.org.au/policies/early.htm.

Kay .M. (2003, July). Personal, family and social influences on children's early school adjustment. Paper presented at the AECA Biennial Conference, Hobart, Australia.

Kinanee, J. B. (2010). *Psychology of human adjustment*. Port Harcourt, Nigeria: Alheribooks.

Majorobanks, K. 1999. *Families and their Learning Environment. An Empirical Analysis.*(Revised Edition) London, Routledge and Kegan Paul.

Margetts, K. (2002). The developing child in today's world: Issues and care in education. *Educare News, 127*(July), 10-13.

McLloyd, V. C. (1998). Socioeconomic disadvantage and child development. *American Psychologist, 53*(2), 185–204.

Montessori, M. (1912). *The Montessori method: Scientific pedagogy as applied to child education in "the children's houses".* London: Heinemann.

National Association for the Education of Young Children. (1998). *Overview of learning to read and write: Developmentally appropriate practice for young children*. A joint position paper of the International Reading Association (IRA) and the National Association for the Education of Young Children (NAEYC). Retrieved from http://www.naeyc.org/resources/position_statements/psread

Napoli, M., Kilbride, C., & Tebbs, M. D. (1988). *Adjustment and growth in a changing world*. New York: West Publishing.

Nye, B., Hedges, L.V., & Konstantopoulos, S. (2000). The effects of small classes on academic achievement: The results of the Tennessee class size experiment. *American Educational Research Journal, 37*(1), 123–151.

Olwens, C. K. (1993). Early childcare and children's development prior to school entry. *American Educational Research Journal, 39*,133–164.

Pianta, L. C. & Walsh, D. (1996). The prediction of process quality from structural features of childcare. *Early Childhood Research Quarterly, 12*, 281–303.

Ramey, S. L., & Ramey, C. T. (1994). The transition to school: Why the first few years matter for a lifetime. *Phi Delta Kappan, 76*(3), 194–198.

Reynolds, A., Weissberg, R., & Kasprow, W. (1992). Prediction of early social and academic adjustment of children from the inner city. *American Journal of American Psychology, 20*(5), 599–624.

Rimm-Kaufman S. E., Pianta R. C., & Cox, M. J. (2000). Teachers' judgments of problems in the transition to kindergarten. *Early Childhood Research Quarterly, 15*(2), 147–166. doi: 10.1016/S0885-2006(00)00049-1

Roelke, C. (1996). Curriculum adequacy and quality in high schools enrolling fewer than 400 pupils (9-12). Retrieved from http://www.ericdigests.org/1997-2/high.htm

Russell, S. J. (2000). Developing computational fluency with whole numbers. Retrieved from http://www-tc.pbs.org/teacherline/courses/math250/pdfs/dev_comp_fluency.pdf

Schaefer, E. S., & Edgerton, M. (1995). Parent and child correlates of parental modernity. In I. E. Sigel (Ed.), *Parental belief systems: The psychological consequences for children* (pp. 287-318). Hillsdale, NJ: Erlbaum.

Shulman, L. S. (1986). Those who understand teach: Knowledge growth in teaching: *Educational Researcher, 57*(1), 1–22.

Varol, F., & Farran, D. (2006). Early mathematical growth: How to support young children's mathematical development. *Early Childhood Education Journal, 33*(6) 381–387. doi: 10.1007/S10643-006-0060-8

Wolfe, J. (2002). *Learning from the past: Historical voices in early childhood education* (2nd ed.). Alberta, Canada: Piney Branch Press.

Author

Monica Ngozi Odinko is senior research fellow in the Institute of Education at the University of Ibadan, Ibadan, Nigeria. Her research focus is evaluation of early childhood education related matters.