

## Influence of Home and School Factors on the Pupils' School Readiness in Oyo Metropolis

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**Abstract:** The study investigates the influence of school and home factors on pupils' readiness for school in public pre-primary schools within Oyo Federal Constituency. The study has three primary purposes: 1) to examine the role of home factors on pupils' school readiness, 2) to analyze the influence of school factors on pupils' readiness, and 3) to determine if there is a significant relationship between home and school factors influencing pupils' readiness for school. The research was guided by two questions: How do home factors influence pupils' school readiness? and What is the influence of school factors on pupils' school readiness? Additionally, a hypothesis was formulated to test the relationship between school and home factors on school readiness. Employing a correlational survey research design, a multistage sampling procedure was used to select public pre-primary schools in Oyo Federal Constituency, resulting in a sample of 420 teachers and 420 parents. Data was collected through self-developed instruments, IHFPSRQ and ISFPSRQ, with validity and reliability ensured through expert review and test-retest method, achieving reliability coefficients of 0.78 and 0.80, respectively. Descriptive statistics were used to analyze the research questions, while Pearson Product Moment Correlation and Multiple Regression tested the hypothesis. Findings indicated that both school and home factors positively impact pupils' school readiness, emphasizing the need for improvements in school infrastructure and parental engagement to enhance readiness outcomes.

**Key points:** School readiness, home factors, school factors, early childhood education, parental involvement, socioeconomic status, teacher-child interactions, pre-primary education, educational equity, school environment, cognitive development, social competence, Oyo Federal Constituency.

### Introduction

The formative years of a child's life are crucial for their cognitive, social, and emotional growth, establishing the groundwork for future achievements in both educational and personal realms. A child's preparedness for school is shaped by numerous elements present in both home and school settings. The home is the primary where initial learning experiences occur, whereas schools are essential in expanding upon these foundational experiences. Often, interactions with family members, caregivers, and early educational opportunities influence children's curiosity, language capabilities, and social skills, all of which are vital for a seamless shift into formal schooling. Concurrently, the quality of school environments—including the relationships between teachers and students, teaching techniques, and access to educational resources—affects a child's readiness to meet academic challenges. Recognizing how home and school dynamics interact is essential for supporting children as they prepare for school.

School readiness encompasses the skills children acquire that promote success in later academic life (Conn-Powers & Cross, 2011). It serves as a cornerstone for equitable and high-quality education, gaining international recognition as an effective approach to assist young children in reaching their full developmental potential and engaging in lifelong learning (UNICEF, 2012). A child's readiness for school is closely associated with enhanced academic performance in both primary and secondary education, in addition to fostering positive social behaviors and competencies in adulthood (UNICEF, 2012). Research indicates that school readiness includes multiple frameworks that ensure children have successful early educational experiences, facilitating a smooth transition into the formal education system. These frameworks encompass individual growth across several domains, such as language and communication, cognitive development, physical health, social skills, behavior, and emotional growth before entering kindergarten (Buisse & Wesley, 2003; Bredekamp, 2004).

Development in areas like language, cognition, and social-emotional health is significantly influenced by both home and school contexts. Attributes of the home, especially the quality of interactions with parents, play a pivotal role in a child's adaptation to school (National Association for the Education of Young Children, 2009). Parenting practices, values, and attitudes that promote verbal interaction and cognitive stimulation are among the most reliable predictors of academic performance (Raver, Gershoff, & Aber, 2010). Children whose parents actively engage them in verbal communication and offer stimulating surroundings typically achieve better school performance compared to those who lack such support. For instance, nurturing parenting and intellectually engaging home environments are associated with enhanced cognitive abilities before a child starts school (NICHD, 2002). Moreover, maternal education levels significantly impact this dynamic, affecting parental participation and the educational support offered at home (Sirin, Rogers-Sirin & Collins, 2010).

Involvement from parents, particularly from those mothers who possess higher educational qualifications, correlates positively with cognitive development and school readiness. Time devoted to educational activities such as reading and engaging in verbal communication cultivates critical language and cognitive skills that are fundamental for a child's academic success (Desmond, 2014, cited in Akhtar & Bilal, 2018). Educated mothers are more likely to actively participate in their children's education, resulting in lasting beneficial effects on school readiness and academic achievement (Omotosho, 2020, cited in Adeoye, 2013). Studies indicate that children who are frequently read to at home exhibit superior skills in letter recognition, counting, and even writing their names when compared to peers who experience less frequent reading (National Educational Association, 2015).

Beyond parental engagement, the school atmosphere is also pivotal in determining children's readiness for school. Early childhood educational settings that provide stimulating and supportive interactions between teachers and children significantly enhance students' social-emotional and academic skills (Burchinal, Zaslow, & Tarullo, 2016; Curby, Rimm-Kaufman & Ponitz, 2009). High-quality preschool settings, characterized by trained caregivers and lower child-to-staff ratios, have been linked to improved cognitive and social abilities, facilitating easier adjustments to kindergarten (NICHD, 2002). Additionally, children from economically disadvantaged backgrounds, who frequently lack access to quality early learning environments, are at a higher risk of being insufficiently prepared for school. This inadequacy often leads to lower academic achievements and enduring social and behavioral difficulties (Ramey & Ramey, 2004).

The socioeconomic status of a family, particularly income and parental education, further affects children's school readiness. Kids from low-income households, where educational support may be scant, face a greater likelihood of academic failure and long-term negative outcomes (Piotrkowski, Botsko & Matthews, 2001). Research shows that children from economically challenged and undereducated families are less likely to acquire the skills required for successful school readiness, which poses serious implications for their future academic and social achievements (Ramey & Ramey, 2004). UNICEF (2012) has also highlighted that school readiness serves as an effective

framework for enhancing equity in education, especially for marginalized children who often encounter obstacles to participating in early childhood education programs.

Thus, the impact of both home and school factors on school readiness is significant. Environments that stimulate learning, characterized by active parental engagement and support, combined with high-quality early childhood education, create a solid foundation that aids children's successful transition into primary school. Addressing inequalities in school readiness, particularly for children from disadvantaged backgrounds, is vital to ensuring fairness in educational outcomes and promoting lifelong learning and development (UNICEF, 2012; Australian Research Alliance for Children and Youth, 2007).

### **Objectives of the Study**

The main objective of this study was to examine home and school factors as correlates of pupils' school readiness in Oyo State. The specific objectives of the study are to examine:

- i. The influence of school factors on pupils' school readiness
- ii. The influence of home factors on pupils' school readiness
- iii. The relationship between the influence of home and school factors on pupils' school readiness in Oyo State.

### **Research Questions**

The following research questions would be raised to guide the study:

1. What is the influence of school factors on pupils' school readiness?
2. What is the influence of Home factors on pupils' school readiness?

### **Research Hypothesis**

**HO<sub>1</sub>:** There is no significant relationship between the influence of school and home factors on pupils' school readiness

### **Research Design**

The study adopted a correlational survey research design. This design aims to investigate the correlation between multiple variables and the level of these relationships.

### **Population of the Study**

The population for the study consists of all Basic School teachers and parents in Oyo Federal Constituency of Oyo State. The total number of populations of basic school teachers on Oyo federal constituency is 930.

### **Sample and sampling technique**

The sample consisted of public pre-primary schools in Oyo Federal Constituency. Multistage sampling procedure were used to select the sample for the study. From the five Federal Constituency in Oyo Central Senatorial District in Oyo State, Oyo federal constituency was selected using simple random sampling technique. The selected federal constituency has four Local Government Areas (LGA), the four local government were selected using total enumeration procedure. 200 primary schools which include both public and private schools were randomly selected from the 4 LGAs, out of 930 of basic school. 2 basic school teachers were randomly selected from each school. Hence 420 basic school teachers and 420 parents were randomly selected for the study, this implies that, 105 basic school teachers and 105 parents were randomly selected from each of the 4 local governments in Oyo federal constituency.

### **Research Instruments**

The following research instruments were used in the study;

- i) Influence of home factors on pupils' readiness questionnaire (IHFPSRQ)

ii) Influence of School factors on pupils readiness questionnaire (ISFPSRQ)

Influence of home factors on pupils’ readiness questionnaire (IHFPSRQ): The IHFPRQ is a self-designed questionnaire. The self-designed questionnaire has two sections. The statements of the research instrument was adapted from relevant documents that discusses the influence of home factors on pupils’ school readiness. While section A of the questionnaire reveals the demographic characteristics of the respondents, section B contains 15 items measuring the respondents’ opinion on the Influence of home factors on pupils readiness. The questionnaire was rated on a 4 point scale of SA, A, D, SD. This allowed the respondents to select the most appropriate option based on their opinion on the items on the questionnaire.

Influence of school factors on pupils’ readiness questionnaire (ISFPSRQ): The IHFPRQ is a self-designed questionnaire. The statements of the research instrument was adapted from relevant documents that discusses the influence of home factors on pupils’ school readiness. The self-designed questionnaire has two sections. While section A of the questionnaire reveals the demographic characteristics of the respondents, section B contains 15 items measuring the respondents’ opinion on the Influence of school factors on pupils’ school readiness. The questionnaire was rated on a 4 point scale of SA, A, D, SD. This allowed the respondents to select the most appropriate option based on their opinion on the items on the questionnaire.

**Validity of Instruments**

For the purpose of this study, face, content and construct validity was established to validate the instrument. The instrument was given to the researcher’s supervisor and two experts in early childhood educators to validate the items. Their observation and suggestions were used for the final preparation of the instruments.

**Reliability of Instruments**

For the purpose of this study, a test-retest reliability method was be used to determine the reliability of the instrument. The instrument was be administered twice outside the scope of the study with an interval of two weeks. The data collected from the trial testing was subjected to correlation analysis using Cronbach alpha reliability technique and the coefficient of the questionnaire on the influence of home factors on pupils’ readiness was calculated to be (0.78) while that of influence of school factors on pupils school readiness was calculated to be (0.80), hence the two instruments were adjudged reliable.

**Method of Data Analysis**

Descriptive statistics of mean, standard deviation, simple percentage and frequency count were used to answer the research questions while inferential statistics of (Pearson Product Moment Correlation and Multiple Regression) were used to test the hypotheses.

**Research Question One:** What is the influence of school factors on pupils’ school readiness?

**Table Showing the Influence of School Factors on Pupils’ School Readiness**

S/N	Influence of School Factors on Pupils’ School Readiness	SA	A	D	SD	Mean	SD	Decision
1.	Provision of play materials in the school plays a significant role in motivating pupils attendance at school	154 (38.5)	190 (47.5)	50 (12.5)	6 (1.5)	3.23	0.72	Agree
2.	Pupils are often encouraged to go to school when the school environment of safe and secure	130 (32.5)	232 (58.0)	30 (7.5)	8 (2)	3.21	0.66	Agree
3.	Positive and stimulating school environment reduce pupils fears to come to school	90 (22.5)	198 (49.5)	96 (24)	16 (4)	2.89	0.83	Disagree

4.	Water and sanitation facilities are necessarily required in a school	126 (31.5)	130 (47.5)	84 (21)	–	3.11	0.72	Agree
5.	Receptive and welcoming teachers motivates pupils to come to school	96 (24)	206 (51.5)	88 (22)	10 (2.5)	2.95	0.83	Agree
6.	Schools located in conducive environment often get better enrollment of pupils	114 (28.5)	150 (37.5)	106 (26.5)	30 (7.5)	2.85	0.98	Disagree
7.	School readiness is not complete when teachers do not consider pupils interest during classroom activities	112 (28)	170 (42.5)	90 (22.5)	28 (7)	2.89	0.94	Disagree
8.	Pupils consideration on individual differences is fundamentally attached to their school readiness	116 (29)	214 (53.3)	62 (15.5)	8 (2)	3.01	0.72	Agree
9.	Teachers must use appropriate teaching methods to encourage pupils interest in schooling	134 (33.5)	174 (43.5)	84 (21.5)	8 (2)	3.09	0.79	Agree
10.	Availability of age appropriate learning and play materials is necessary in ensuring pupils readiness for school	96 (24)	124 (31)	144 (36)	36 (9)	2.70	0.94	Disagree
11.	The school must respect cultural differences and consider such in planning school activities	90 (22.5)	198 (49.5)	96 (24)	16 (4)	2.89	0.83	Disagree
12.	Moderate teacher-pupil ratio is necessary to motivate pupils to come to school	126 (31.5)	190 (47.5)	84 (21)	–	3.11	0.72	Agree
13.	Structural and infrastructural facilities if not adequate contribute to pupils school readiness	96 (24)	206 (51.5)	88 (22)	10 (2.5)	2.95	0.83	Agree
14.	Peer group influence contribute to pupils school readiness rate	114 (28.5)	150 (37.5)	106 (26.5)	30 (7.5)	2.85	0.98	Disagree
15.	Pupils subjected to physical and emotional assault are often not ready for schooling	112 (28)	170 (42.5)	90 (22.5)	28 (7)	2.89	0.94	Disagree
<b>Weighted Average Mean= 2.97 (74.25) Positive Influence</b>								

The table above reveals that the influence of school factors on pupils' school readiness is positive (WA=2.97). The detailed explanation is as follows; Majority of the teachers agree that Provision of play materials in the school plays a significant role in motivating pupils attendance at school (3.23), also that Pupils are often encouraged to go to school when the school environment of safe and secure (3.21), Water and sanitation facilities are necessarily required in a school (3.11), also that Moderate teacher-pupil ratio is necessary to motivate pupils to come to school (3.11), also that Teachers must use appropriate teaching methods to encourage pupils interest in schooling (3.09), also that, Pupils consideration on individual differences is fundamentally attached to their school readiness (3.01). However, teachers to some extent agree that Receptive and welcoming teachers motivates pupils to come to school (2.95), also that, Structural and infrastructural facilities if not adequate contribute to pupils school readiness (2.95), also that Pupils subjected to physical and emotional assault are often not ready for schooling (2.89), The school must respect cultural differences and consider such in planning school activities (2.89), also that, Positive and stimulating school environment reduce pupils fears to come to school (2.89), also that Peer group influence

contribute to pupils school readiness rate (2.85), also that Schools located in conducive environment often get better enrollment of pupils (2.85), and that Availability of age appropriate learning and play materials is necessary in ensuring pupils readiness for school (2.70).

**Research Question Two:** What is the influence of Home factors on pupils’ school readiness?

**Table Showing the Influence of School Factors on Pupils’ School Readiness**

S/N	Home Factors as Correlates of Pupils’ School Readiness	SA	A	D	SD	Mean	SD	Desicion
1.	Location of the home significantly influence the pupils school readiness	166 (41.5)	198 (49.5)	26 (6.5)	10 (2.5)	3.29	0.76	Agree
2.	Level of parents involvement in pupils education does not always affect pupils school readiness	150 (37.5)	224 (56.0)	12 (3.0)	14 (3.5)	3.27	0.73	Agree
3.	Parents socio-economic status sometimes determine pupils school readiness	90 (22.5)	188 (47.5)	110 (27.5)	12 (3.0)	2.89	0.78	Disagree
4.	Number of siblings in a family that the parents cater for has negative influence on school readiness	166 (41.5)	184 (46.0)	22 (5.5)	28 (7.0)	3.21	0.89	Agree
5.	Parents education attainment has significant influence on parents choice of pupil’s school	92 (23.0)	168 (42.00)	112 (28.0)	28 (7.0)	2.79	0.92	Disagree
6.	Provision of learning aids at home is a significant process of getting pupils really for school	120 (30.0)	178 (44.5)	74 (18.5)	28 (7.0)	2.98	0.88	Disagree
7.	Parents are expected to always monitor the pupils progress in school	94 (23.5)	132 (33.0)	130 (32.5)	44 (11)	2.69	0.95	Disagree
8.	Provision of uniform, bag, books and other materials by parents encourage pupils to be ready for school	96 (24)	188 (47)	92 (23)	24 (6)	2.89	0.84	Disagree
9.	Inculcating societal norms, culturally acceptable practices, health and moral habits are essential in pupils school readiness	132 (33)	92 (48)	66 (16.5)	10 (3.5)	3.16	0.76	Agree
10.	Pupils with single parents does not have equal parental educational involvement with pupils with no or with two parents	124 (31)	174 (43.5)	90 (22.5)	12 (3.0)	3.03	0.81	Agree
11.	Nature of economic activities that parents engage in often affect pupils preparedness rate for schooling	120 (30.0)	178 (44.5)	74 (18.5)	28 (7.0)	2.98	0.88	Agree
12.	Parents should do periodic assessment of schooling activities as a means of parent-school partnership	94 (23.5)	132 (33.0)	1 30 (32.5)	44 (11)	2.69	0.95	Disagree
13	Provision of physiological needs	96	188	92	24	2.89	0.84	Disagree

	by parents is a fundamental factor that encourage pupils school readiness ability	(24)	(47)	(23)	(6)			
14	Pupils school readiness is perceived to be gender-based	132 (33)	92 (48)	66 (16.5)	10 (3.5)	3.16	0.76	Agree
15	Parents must exhibit the effective teaching skills before understanding their responsibilities towards pupils school readiness	124 (31)	174 (43.5)	90 (22.5)	12 (3.0)	3.03	0.81	Agree
<b>Weighted Average Mean= 3.0 (74.9%)</b>								

The table above revealed that the influence of Home background on pupils school readiness is positive (WA=3.0). The detailed explanation is as follows; Majority of the parents agree that Location of the home significantly influence the pupils school readiness (3.29), also that, Level of parents involvement in pupils education does not at all times affect pupils school readiness (3.27), also that Number of siblings in a family that the parents cater for has negative influence on school readiness (3.21), also that Pupils school readiness is perceived to be gender-based (3.16), also that, Inculcating societal norms, culturally acceptable practices, health and moral habits are essential in pupils school readiness (3.16), Pupils with single parents does not have equal parental educational involvement with pupils with no or with two parents (3.03), also that, Parents must exhibit the effective teaching skills before understanding their responsibilities towards pupils school readiness (3.03). However, parents to some extent agree that, Provision of learning aids at home is a significant process of getting pupils really for school (2.98), also that, Nature of economic activities that parents engage in often affect pupils preparedness rate for schooling (2.98), Provision of physiological needs by parents is a fundamental factor that encourage pupils school readiness ability (2.89), also that, Provision of uniform, bag, books and other materials by parents encourage pupils to be ready for school (2.89), also that, Parents socio-economic status sometimes determine pupils school readiness (2.89), also that, Parents education attainment has significant influence on parents choice of pupil's school (2.79), also that, Parents are expected to always monitor the pupils progress in school (2.69), also that Parents should do periodic assessment of schooling activities as a means of parent-school partnership (2.69).

## HYPOTHESES TESTING

**HO<sub>1</sub>:** There is no significant relationship between the influence of school and home factors on pupils school readiness

**Table 5.0: Summary of PPMC Showing the Relationship between the influence of Home and School factors on Pupils School Readiness**

Variable	N	Mean	Std.d	R	Sig.	Remark
School Factors	400	25.617	6.622	0.061	0.01	Significant
Home Factors	400	22.400	7.549			

Table 5.0 shows that there is a significant relationship between the influence of school and home factors on pupils school readiness ( $r = 0.06$ ;  $p < 0.05$ ). This implies that both school and home factors have a significant positive influence on pupils' school readiness.

## DISCUSSION OF FINDINGS

### Influence of School and Home Factors on Pupils' School Readiness

The study's findings show that both school and home factors play a positive role in influencing pupils' school readiness. This suggests that teachers are generally aware of the impact of school

factors on readiness, regardless of their teaching experience or level of education. A high percentage of teachers hold an NCE, and many specialize in early childhood education, equipping them with relevant knowledge from their training. Additionally, a substantial number of both teachers and parents are actively engaged in teaching. Their favorable views may be informed by practical experience and participation in professional development opportunities, such as workshops, conferences, and capacity-building seminars.

UNICEF (2012) emphasizes that school readiness serves as an essential framework to promote equity in educational access and outcomes, particularly for marginalized children. Children from the most disadvantaged households are often deprived of early learning support at home and are up to ten times less likely to participate in early childhood education programs (UNICEF, 2012). Research consistently highlights the importance of school readiness and its benefits for children, families, schools, and society (ARAC, 2007; UNICEF, 2012; Duncan et al., 2007; McCuaig, Bertrand & Shanker, 2012). The Australian Research Alliance for Children and Youth (2007) reported that children who enter school without sufficient readiness may face developmental challenges and experience poor employment outcomes in adulthood.

In contrast to this study's findings, which showed no significant relationship between parental education, socioeconomic status, and school readiness, McCuaig, Bertrand, and Shanker (2012) found that children from vulnerable families often have limited access to readiness programs. These children, when starting school unprepared, are more likely to experience issues such as grade repetition, the need for special education, and higher dropout rates. In adulthood, they face a greater likelihood of unemployment, higher crime rates, and poorer health outcomes. This underscores the significance of school readiness as a means to close learning gaps, foster lifelong learning, and support children in reaching their developmental potential.

Furthermore, family background plays a critical role in children's overall development, particularly regarding school readiness. Parental education and involvement greatly enhance children's academic performance and success. A supportive home environment can fulfill a child's developmental needs and promote growth, which is often more achievable with educated, engaged parents. Although poverty presents a challenge to providing stimulating resources, an educated mother may compensate by making effective use of available resources and through meaningful interactions with her child.

## **Conclusion**

School readiness is essential for every child, as it establishes a strong foundation for later development and long-term success in both school and life. Unfortunately, not all children start school ready to learn or have access to high-quality early childhood programs that support school readiness. Marginalized groups, including children with disabilities, ethnic minorities, immigrant children, indigenous children, and those living in poverty, often encounter particular challenges related to school readiness. As parents are a child's first educators, a child's family and home environment have a significant and lasting impact, especially during the early years, which continues throughout their schooling.

Parental attitudes and behaviors, particularly through active involvement in home learning activities, play a critical role in children's achievement and can mitigate other external influences. The home, therefore, becomes a major factor in a child's learning, development, and readiness for school. Parental engagement in their child's educational journey is associated with school readiness in various ways, often leading to higher academic performance. This indicates that parents can either support or hinder their child's school readiness through their level of involvement in home learning activities.

In addition to the home, the school environment is instrumental in supporting pupils' readiness. An effective school environment should be engaging, supportive, and student-centered. Key elements, such as a clean and safe campus, well-ventilated classrooms, experienced and qualified teachers, and a positive, nurturing atmosphere, contribute to children's readiness for school. Quality playtime

also plays a vital role in children's learning; thus, a stimulating and supportive environment should be provided both at home and school.

The interactions and experiences children have within their family environment form the foundation for how they interpret the world and understand culturally shaped events. Parents with higher levels of education, particularly mothers, may have a deeper awareness of how to foster school readiness in their children, as parental education has been linked to views on readiness. Parental involvement can take many forms: discussing the child's day, helping with homework, supporting extracurricular activities, tracking academic progress, instilling family values, attending school meetings and events, and even volunteering in the classroom. These efforts collectively support children's development and readiness for school.

### **Recommendations**

The following recommendations are made based on the findings of this study:

1. Although teachers agree that the influence of school factors on pupils school readiness is positive, however, teachers should improve on other ways by which they can further make the school ready in receiving children and ensure their safety and security, these would encourage pupil not only to attend school but ad learn effectively.
2. Although parents agree that the influence of home factors on pupils school readiness is positive, however, parents should improve on other ways by which they can further make the home reflect schooling activities, interactive sessions, opportunity to learn from peers, provision of learning materials, attendance at PTA meeting, serving as resource persons in the school are among the ways pupils can be motivated and get them ready for schooling.
3. Although teachers were able to understand the influence of school factors irrespective of their teaching experience and level of education attained, this might be as a result if the fact that, a higher percentage of the teachers are NCE holder and majority are specialist in ECE, hence they have requisite knowledge during their pre-service teacher training course. Teachers should be encouraged to attend workshops and conferences on personal and capacity building that will ultimately improve their productivity and professionalism,
4. Parents should be encouraged to expedite further actions in giving qualitative education to their wards irrespective of their socio-economic status and education attainment. The government should ensure balance in terms of standards of education between the public and private schools and also to check against exorbitant school fees charged by private school owners.

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