INFLUENCE OF PRE-SCHOOL EDUCATION ON PRIMARY SCHOOL PUPILS' COGNITIVE AND SOCIAL SKILLS DEVELOPMENT IN ILORIN WEST LGA, KWARA STATE

Mariam Funmilayo ADI
17/27/MEE003

A POSTFIELD REPORT SUBMITTED TO THE DEPARTMENT OF EARLY CHILDHOOD AND PRIMARY EDUCATION, COLLEGE OF EDUCATION, KWARA STATE UNIVERSITY, MALETE IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER IN EDUCATION (M.ED) DEGREE IN EARLY CHILDHOOD EDUCATION

Supervisor
Professor Monica N.ODINKO

Co-Supervisor
Dr. Temitayo OGUNSANWO

OCTOBER2020

DECLARATION

I hereby declare that this thesis titled "Influence of Pre-school Education on primary School Pupils' Cognitive and Social Skills Development In Ilorin West LGA, Kwara State, Nigeria" in my own work has not been submitted by me or any other person for any degree in this or any other tertiary institution also declare that as far as I am aware All cited works have been acknowledged and referenced.

.....

Mariam Funmilayo ADI

20-04-2021

Date

APPROVAL PAGE

This thesis titled 'Influence of Pre-school Education on primary School Pupils' Cognitive and Social Skills Development In Ilorin West LGA, Kwara State was carried out by **Mariam Funmilayo ADI** with Matriculation Number **17/27/MEE003** meet the regulations governing the award of Masters of Education (M.Ed.) Degree in Early Childhood Education, Kwara State University, and is approved for its contribution to knowledge and literary presentation.

.....
Professor Monica N. ODINKO,
Main Supervisor

26 - 04 - 2021
.....
Date

.....
Temitayo OGUNSANWO, Ph.D
Co-Supervisor

26-04-2021
.....
Date

.....
Usman Tunde SAADU, Ph.D
Head of Department (H.O.D)

26-04-2021
.....
Date

.....
Prof. Hamzat Ishola ABDULRAHEEM
Dean, School of Post Graduate Studies

.....
Date

KWARA STATE UNIVERSITY, MALETA
Office of the Dean
RECEIVED
28

.....
External Examiner

.....
Date

DEDICATION

This thesis is dedicated to my lovely parents; Alhaji Abdulganiyu Adi and Alhaja Ramat Adi.

ACKNOWLEDGEMENTS

I thank Allah for his mercy, guidance, inspiration,and good health thatfacilitated the successful completion of this thesis.The researcher is grateful to her supervisors Professor Monica Ngozi Odinko and Dr.Temitayo Ogunsanwo for their patience, interest, scholarlysuggestions, and constructivecriticisms, words of encouragement during the phases of the write-up and corrections that made the completion of the research work possible.

I also appreciate the Head of the Department of Early Childhood and Primary Education; Dr.Sa'adu Usman Tunde.Similarly the researcher expresses her heart felt appreciation to the internal examiners,Dr. G.O. Olorisade, Dr. Stephen Afolabi, Dr. Olubukola Dada, and also the lecturers in the department,Dr Olabisi Adedigba Mr. Ezecheal K. Obafemi, Mr. AdegokeOlaniyanand Mr. Abubakar Olayinka who have contributed to the successful completion of the study.

Appreciation also goes to the management of KwaraStateUniversity (KWASU), Malete for providing enabling environment in other to achieve this success right form my undergraduate level to post graduate level. KWASU is indeed a world class university.

Also, I am particularly grateful to my beloved parents for their moral and financial support as well as words of encouragement that made it possible for me to have sound education which has been instrumental to the successful completion of this programme.

I equally expressed my profound gratitude to my family members they include: my beloved brothers, Ibrahim Adi and Abdulrahman Adi and also to mytwo adopted sons Peniel Ekotogbo and McNeil Ekotogbo, for their guidance,moral support and prayer.In addition, my unreserved appreciation goes to my friends, Omotosho Kafayat,Gold Halima, Mrs. Usman,Satirat,Suliat, as well as course mates in 2017/2018 set for stimulating words of encouragement and contribution while conducting this research work.

May Almighty Allah bless themallAmen.

ABSTRACT

Pre-school education isa critical stage of development that forms the foundations for children‘s future well-being and learning.In recent times, divergent opinions by the general public indicated that children who are opportune to acquire pre-school education before entering primary school are perhaps well equipped with necessary cognitive and social skills than their counterpart who are not opportuned to attend pre-school education programme.Hence the researcher investigated the influence of pre-school education on the primary school pupils ‘cognitive and social skills development in Ilorin West Local Government Area.

The design used for the research work is ex-post facto research design. The population comprised of 30 primary schools in Ilorin West Local Government Area of Kwara state. The sample size consisted of 240 primary one pupils who passed through pre-school education and those who did not.Fifteen private and 15 public schools were selected through purposive sampling method.Two self-designed research instruments tagged Pupils ‘Cognitive Skills Development Test’ (PCSDT) and Pupils’ Social Skills Development Rating Scale (PSSDRS) were used for data collection in the study. The reliability of PCSDT and PSSDRS was confirmed through test-re-test and Pearson Product Moment Correlation (PPMC) and yielded a co-efficient index of 0.75 and 0.82 respectively. The datacollected were analyzed using descriptive and inferential statistics of independent sample t-test.

The result showed that there was a significant difference in the cognitive skill development ($t = 17.54$; $df = 237$; $P< 0.05$) and social skill development ($t = 8.56$; $df = 237$; $P< 0.05$)of primary one pupils who attended pre-school and those who did not attend pre-school ($t = 17.54$; $df = 237$; $P< 0.05$). In addition,no significant difference was found in the cognitive skill development of primary one pupils who attended pre-school with regards to their gender ($t = -0.91$; $df = 117$; $P> 0.05$), school type ($t = -0.60$; $df = 117$; $P> 0.05$) and age ($t = 0.53$; $df = 117$; $P> 0.05$). In addition, there was a significant difference in the cognitive skill development of primary one pupils who did not attend pre-school with regards to their gender ($t = 0.038$; $df = 118$; $P> 0.05$), while, no significant difference existed with regards to school type ($t = -0.19$; $df = 118$; $P> 0.05$), and age ($t = -1.02$; $df = 118$; $P> 0.05$).Similarly, no significant difference was found in the social skill development of primary one pupils who attended pre-school with regards to their gender($t = --1.26$; $df = 118$; $P> 0.05$), and age ($t = 0.34$; $df = 118$; $P> 0.05$), while a significant difference existed with school type ($t = 9.79$; $df = 118$; $P< 0.05$). Finally, no significant difference was found in the social skill development of primary one pupils who did not attend pre-school with regards to their gender ($t = 0.41$; $df = 117$; $P> 0.05$), and school type ($t = 1.19$; $df = 117$; $P> 0.05$), while a significant difference existed with regards to their age ($t = 2.31$; $df = 117$; $P< 0.05$).

On the basis of these findings, the study concluded that quality pre-school education is likenedto engraved mark on a rock which is difficult to erase off when provided by qualified teachers to enhance provision of solid academic foundation for lifelong development of pupils mental ability, and social interaction among peers. The study therefore recommended that every child be given opportunities to explore and experience formal early years learning, and government should ensure teachers are provided with training in compliance with the current curriculum in Ilorin West Local Government Area of Kwara State.

Keywords: Pre-school Education, Cognitive Skills, Social Skills
WORD COUNTS:467

TABLE OF CONTENTS **Pages**

Table **LIST OF TABLES** **Pages**

APPENDIX **APPENDICES** **Pages**

CHAPTER ONE

INTRODUCTION

Background to the Study

Education, being an indispensable tool in nations building is a process of systematic training and instruction, designed to transmit knowledge and acquisition of skill, potentials and abilities which will enable individuals to contribute meaningfully to the growth and development of their societies. It should involve all round development of an individual physically, socially, morally, intellectually, and mentally. Pre-school education which in Nigeria is referred to as pre-primary education, is the education given to younger learners before entering primary school, precisely, before the age of six (6 years). Early childhood education or pre-primary education is defined in the National Policy on Education (FRN, 2013) as a one year education given to children age 5 prior to their entering primary school. In Nigeria, it is calledotaakarain the eastern part,Ilimin Kananan Yara in the north and jeleosimi' in the west. Aside from this, it is regarded as informal education setting, popularly named as crèche, nursery or kindergarten. These types of education settings are currently provided by private and public primary schools in Kwara State.

The objective of pre-primary education in Nigeria as stated in the National Policy of Education (FRN, 2013) includes:effect a smooth transition from home to the school, prepare the child for the primary level of education;provide adequate care, supervision and security for the children while their parents are at work; inculcate social, moral norms and values; inculcate in the child the spirit of enquiry and creativity through the exploration of nature, the environment, art, music and the use of toys etc;develop a sense of co-operation and team-spirit; stimulate in the child good habits, including good health habit and teach rudiment of numbers, letters,colours shapes, forms etc. through play.

In other climes, for instance in Finland, Pre-school education is defined in Finland as the education aimed at 6 years old children in the year before they are due to begin their compulsory basic education. It is not compulsory in Finland but each municipality is obliged to offer the service with a nine-year basic schooling which free for all pupils. A child usually starts schooling at the age of seven. In the first and second grades (8 years olds) pre-primary education and basic education must make up a consistent, unified whole. The special task of instruction in the lower grades is to develop pupils' capability for subsequent work and learning (Finland National Board of Education 2004). Basic education is publicly funded,shared between the states(57%) and the local authorities (43%). Private schools which are limited in number have state funding and follow the regulations set down by the ministry of education.During the day, the child receives a free meal and If the child lives far away (over 5 km) or the route is difficult, he or she receive free transport. Children whose native language is something other than Finnish or Swedish will study Finnish or Swedish as a foreign language.

Furthermore in Ghana, pre- school education is the type of education where children, aged 4 are introduced for the very first time to formal education for two years(Ministry of Education,2002)The early years of the child known as the formative years are very crucial for the physical and psychological development. These years are also critical for the stimulation of intelligence, personality formation and the installation of positive social behaviour in children. Pre- school education in Ghana also aims at inculcating in the child the desire for learning and helps reinforce primary education through the provision of quality pre-school education. There is, therefore, the need to create an environment which is safe and caring by providing the right infrastructural amenities to help the proper nurturing of the child.

Pre-school education is also referred to as any systematic programme in which young children participate before they enter into primary schools (Corbeil,2008). Heckman and

Masterov (2007) stated that participation in high-quality pre-school education programme can have significant and lasting positive impacts on children's social and academic lives. It is designed to promote children's social, emotional, academic, linguistic, literacy skills,health and all round development of a child. Furthermore, pre-school education is the key to a full and productive life for a child and towards the progress of a nation. Pre-school education is therefore, a critical stage of development that forms the foundations for children's future well-being and learning. Katherine (2016) started that pre-school education is the stage at which education can most effectively influence ones development and consequently make impact throughout an individual's life. Children who have attended high-quality pre-school education have, on average, higher levels of educational attainment and better long-lasting academic outcomes, and also demonstrate better social development (Karoly, 1998; Heckman, 2011; Sylva, 2014).

It is believed that half of a person'sintelligence isdeveloped by age four and that early childhood interventions can have a lasting effect on intellectual capacity, personality and social behaviour. Integrated programmes whose focuses are on children in their early years are critical for their mental and psychosocial development as opined by the Organization for Economic Cooperation and Development (OECD, 2000). Ajayi (2008) stated that the first five years is a critical period for the child's overall development and later life chances which is a period of rapid learning. Accordint to Obiweluozu (2011), the years between birth and age five are the foundation upon which successful lives are built. Since it is the foundation for a lifelong education, government is expected to be actively involved in providing it for the younger ones. What children learn and feel during this time, particularly about themselves, will be foundational to the rest of their lives. At this stage, a child develops good relationship with the people around him (Smith, 2003).In line with this, Slimmer (2003) proposed that early years of the child should be optimally utilized for the successive years to come. Thaibat (2016) is of

the view that pre-school education is the key to a full and productive life for a child and to the progress of a nation. Pre-school education is a foundation on which Education For All (EFA) and especially basic education should be founded (Nyamwange, 2012).

Early childhood experts are of the opinion that attending high quality pre-school programme helps to promote children's social and cognitive skills as well as prepare them for primary education and beyond.Among these experts are Miedel and Reynolds (2005) which are of the opinion that when families are involved in their children' early education, children experience greater success once they enter primary school and even in later life. Barnard (2001), it is presumed that early childhood education could positively affect home and school participation in education on a long run. This implies that a child who is not exposed to pre-school education may suffer intellectually and if he or she is trusted into the primary school without a sustainable pre-school education involvement that will give him or her solid foundation in the primary school. This was buttressed by some other experts like Taiwo and Tyolo(2002); Weiss and Offenberg (2002); and Bibi and Ali (2012) which postulated that attending pre-school education is the first step in a child's educational journey and it is among the major factors determining later success of primary school education.

According to Mezieobi (2006), pre-school education plays a role in the overall cognitive skills development of the children starting from the initial years sequentially passing on to the successive phases of life. Cognitive skill is the construction of thought processes, including remembering, problem-solving, and decision-making, from childhood through adolescence to adulthood. According to Ken (2007), cognitive skill refers to functions of the brain such as thinking, learning, awareness, judgment and processing information. In the view of Rode (2010), cognitive skills refers to how a person perceives, thinks, and gains understanding of his or her world through the interaction of genetic and learned factors. He further stated that among the areas of cognitive skills are information processing, intelligence,

reasoning, language development, and memory.This was buttressed by Nancy (2010) who is of the view that areas of cognitive skills in preschool children include among others skills development, language skills, problem-solving skills, social skills and creative skills especially at the pre-school education. This includes the skills and strategies children use to explore and learn about the world around them. Barnett (2008) and Magnuson (2007) underlined a well-designed pre-school education programme as well-designed pre-school education programme produce long-term improvements in school success including cognitive skills such as higher achievement test scores, lower rates of grade repetition, and higher educational attainment and graduation; reduced delinquency and crime in childhood and adulthood.

Blau and Currie (2004) and Heckman (2006) posited that attending pre-school education increases average grades, class participation, behavioral skills, socialization and self-controls in primary schools. Moreover social skills are important as cognitive skills to future success in life. These are things healthy children do quite naturally as they learn and grow. The Swiss philosopher Jean-Piaget (1896-1980) was the first to suggest that from birth, babies begin to actively learn. They gather, sort, and process information from around them, using the data to develop perception and thinking skills. Furthermore, Orji (2013) opined that pre-school children belong to the pre-operational stage of cognitive development during which time children begin to understand and master symbols and draw from past experiences to make assumptions about things and people in their world. Hence, preschool children learn through meaningful activities in developmental stages where they gain and grasp information swiftly and express curiosity and amazement at each new discovery (Roode, 2010).

According to Erickson (1964), this is the play age when children are maximally ready for active learning. At this stage, pre-school children develop lots of skills that could sometimes be manipulative and at other times problem solving in nature. In order to present a challenging, yet developmentally appropriate curriculum for your classroom, it is necessary to observe not

only the childrens' interests, but their learning and reasoning abilities as well (Baillargeon, 2015).According to Cebe (2006), pupils who received pre-school education learned better and applied more effectively a range of new academic. Pre-school cognitive skills deals with studying a child's thinking and reasoning abilities. Many preschool programmes do not regularly observe cognitive development unless a child is being evaluated for a learning delay. Watching children for signs of cognitive development in terms of numeracy ability is important for the daily planning of classroom activities.

According to Gerardi, Goette and Meier (2013), numeracy is the ability to reason and apply simple numerical concept. Basic numeracy skills consist of comprehending fundamental arithmetic like addition, subtraction, multiplication and division (Banks & Odea, 2010). Substantial aspect also includes number sense, operation sense, measurement, and geometry. According to the organization for Economic Cooperation and Developments expert panel on Numeracy (2013), numeracy is the ability to access, use, interpret and communicate mathematical information and ideas in order to engage in and manage the mathematical demands of a range of situation in adult life. Fatola (2006) asserted that numeracy could be said to be the study of pattern and relationship which can be expressed in symbols, and it embraces many important ideas about numbers and space which involves problem-solving activities.Department of Education, Employment and Workplace Relation (DEEWR, 2009) Posited that numeracy is about more than just counting. Recognizing pattern, sorting, and categorizing objects, talking about time and the patterns of the day, measuring and calculating amounts, arranging objects in space and identifying shapes are all examples of mathematical thinking that contribute to numeracy. Materials and resources that allow children to solve problem and explore the world mathematically are therefore key elements in the development of numeracy (Deewr, 2009).

Similarly, Aubrey, Dahl and Godfrey (2006) posited that children think mathematically long before they start school, there is a substantial growth in numeric skills during preschool. Such informal knowledge about numbers is often referred to as number sense in many everyday problem-solving situations involving numbers and measurement. Children informally build these skills in their interaction with caregivers and with other children, and they can be encouraged to develop their understanding in play situations. In fact, investigation in developmental cognitive psychology has found that children enter school with a wide range of early numeric skills but they vary greatly in how they acquire, and how quickly they acquire different concepts (Hedges, Huttenlocher, Klibanoff, Levine, & Vaileva, 2006). Using meta-analysis, Duncan (2008) indicated that numeracy ability at the onset of pre-school education is a strong predictor of numeracy achievement throughout elementary school. He further explained that early tests in Numeracy were the strongest predictor of later achievement in numeracy, stronger than attention skills in the classroom, cognitive abilities, social skills and socioeconomic status.

Basic science is one of the subjects needed to lay the solid foundation in science and technology education, by engaging children at a young age. According to Katniyon and Mundi, (2011), it is because of the awareness of the importance of science as a primary school subject that the National Policy on Education documents from1977 consistently reflected basic science as a core school subject, changing only in name and content from nature study, agriculture, hygiene, general science, primary science to basic science and technology over the years.Uyoata (2006) asserted that early exposure of primary school pupils to science would lay a solid foundation for scientific literacy and learning of basic science at the higher levels of education. It is in line with these goals that Cirfat and Zumyil (2007) stressed that improving science education has to start at the grassroots. The teaching of basic science therefore requires

using the science process skills, and pupil's everyday life experiences as a way of improving learning outcomes in it (Ogunleye, 2008).

The benefits of science for young children include the promotion of intellectual growth, to grow potential for success in school and opportunities for the development of positive self-image. One of the fundamental goals of an early childhood science program is to develop childrens' inquiry skills such as: questioning, exploring, observing, describing, comparing, sorting, classifying, ordering, investigating, making predictions, gathering, recognizing patterns, drawing conclusion, recording, working with others, sharing, discussing and listening (Harlan & Rivkin, 2012). According to McNair (2006), science is what children do more than just watch, they engage. It is learning in action, which involve both minds and hands-on experiences. The benefits of science for young children include the promotion of intellectual growth; potentials for success in school and opportunities for the development of positive self-image and social skills.

In this context, Social skills are the components of the social behaviour needed by pre-school children to obtain the outcomes they want from social interaction (Spence, 2004; &Kamaraj, 2004). Libet and Lewinsohn (2009) defined social skills as the complex talent of displaying both the behaviors that are reinforced positively or negatively by others, and those punished or suppressed by others. Thus, social skills include different behaviour that helps an individual enter and interact in interpersonal relations (Bacanl, 2005). According to Cohen (2005),social skills are important factors of pupils acceptance and popularity among peers which enables an individual to enter interpersonal relations and interact with others. Researchers such as: Eliott and Busse (1991);Jana,Cirila, Sonia and Zulijan(2009), proposed five main categories of social behaviour: cooperation (help other people, sharing and abiding by rules), assertion (initiating behaviours, asking for things and responding to behaviour of others) responsibility: (communication with adults and demonstration of care) empathy:

(showing concern for the feelings of others) self-control: (ability to respond appropriately to conflict or corrective feedback from adults).

According to Gresham and Elliott (1987), pre-school children social skills are cooperation, responsibility, self-control and assertion. Cooperation is own view includes behaviours such as helping others, sharing, complying with rules and regulations. Responsibility includes attitudes and behaviours such as having communication skills with adults, and claiming ownership of personal property and work, while self-control covers behaviours displayed in conflict situations (responding properly to annoying behaviour) and non-conflict situations (situations that require lining up or complimenting someone). Anderson (2002) is of the view that when children are exposed to pre-school education, they develop superior communication skills, necessary physical ability social unity needed in adult life and an increased cognitive and social educational balance. In his own opinion, Gresham, Sugai and Homer (2001) posited that social skills include a wide range of learning-related skills that allow pre-school children to study independently, work in groups, build and maintain friendships, and respond appropriately to adult feedback and correction. Social skills predict pre-school children'sacademic competence, self-esteem, and school adjustment (McClelland & Morrison, 2003; Ray & Elliott, 2006). However, children who begin school with poorly developed social skills are more likely to be rejected by their peers, exhibit externalizing problems, and struggle with academics (Cooper &Farran, 1988; McClelland, Morrison, & Holmes, 2000).

Aldemir and Sezer (2009) maintained that pre-school is a period when children begin to acquire their personality traits, moral behaviour, habit formation, and social interaction and communication skills. Social skill education, be it planned for the preschool period or other periods, should consider childrens' needs, environmental conditions, physical environment, childrens' age and developmental features. In addition, opportunities for children to use the social skill learned would enable them to internalize these skills and transfer them to real life.

Individuals who complete their social development on time will become self-sufficient, socially responsible and beneficial people. In social skill education, various methods and techniques are used to ensure the acquisition of these skills. As social skills may vary with time and place, it is wise to develop curricula and use methods and techniques that are appropriate for different contexts. The instructional methods to be used should primarily depend on the perception of social skills. Social skills may be divided into cognitive and behavioural (Bacanl, 2004). In the cognitive approach, a social skill is seen as a cognitive skill. According to this approach, individuals need to be educated early enough to be able to maximize their cognitive competence. Social skill education may, therefore, make use of cognitive scenarios, cognitive persuasion, conferencing, discussions, cinema and novel heroes, books, and films containing social behaviours. Also, social skill education may involve asking students to dream about what they need to do in social situations (Bacanl, 2004).

Acquisition of the normal social skills in children begins in the first years of life and steadily grows from the age of two through second grade, with a spurt of growth between first and second grade years (Aksoy & Baran, 2010; Gillis & Butler, 2007; Lamont & Van Horn, 2013). For very young children, social interactions are first found in the form of play. Play begins with individual play and progresses to parallel play, which is playing in the vicinity of another but not interacting. Neither of these forms of play requires children to have social skills (Gillis & Butler, 2007). Around the years of three to four, children begin to play and interact with others and the need for social skills increase (Gillis & Butler, 2007). At this age children need to be able to self-regulate, take turns, help others, follow rules, thank others, wait a turn, initiate conversation, ask and answer questions to name a few of the myriad of skills considered social skills (Aksoy&Baran, 2010; Gillis & Butler, 2007).

Olds (2009) stated that throughout the preschool years children will gain confidence and self-esteem; develop listening skills; take turns and follow directions; develop social skills

and learn academics through play. Murphy (2009) found that underdeveloped social skills could lead to isolation, loneliness, and frustration. Failure to develop adequate social skills can lead to negative feelings, self-doubt, and low self-esteem. While James (2012) contended that Social Skills are the foundation for getting along with others. Children with effective social skills are able to form and maintain friendships, have positive attitudes to learning and social experiences, are easily accepted by their peers, are more adaptable and confident, and are more likely to be academically successful (Denham, 2003; National Scientific Council on the Developing Child, 2004).

Osakwe (2009) revealed a significant difference between pupils who had pre-school education and those without in their academic performances-cognitive ability and social skills. In Nigeria, children with formal pre-school education performed significantly better than those without the experience (Eweniyi, 2012). The indelibility of the knowledge acquired by young and innocent children suggests the paramount importance of pre-school education. Knowledge in childhood is likened to an engraved mark on a rock, which is difficult to rub off, as it is better to train boys than to mend men (Adebayo, 2005). In addition pre-school education is considered an indispensable tool in nation building and a systematic training and instruction designed to transmit knowledge and acquisition of skills, potentials and abilities which will enable an individual to contribute efficiently to the growth and development of the society and nation education (Eunice, 2016).

Gender differences in social development can be explained across various dimension Crick and Gropeter (2003) found that girls were likely to be described as relationally aggressive significantly more than boys. Also interesting are the results of studies on behavioural profiles of sociometric groups which have already been mentioned above. Although there are only few studies which addressed gender differences, available empirical data suggests that interpersonal behaviour problems (aggressive and antisocial behaviour) are a distinguishing characteristic of

rejected boys, while intrapersonal behaviour problems (anxiety, withdrawal) are more common for girls (Hatzchristou&Hopf, 1996; Underwood, 2004).Ogunleye and Babajide (2011) in their studies discovered poor performance to be common to both sexes. Since both male and female pupils fail, there is a need to evolve new strategies that could improve on performance of pupils regardless of sex.To add to available literature, this study is also interested in finding the differences that may exist in primary school children that pass through pre-school education and those without pre-school education cognitive and social skills based on their gender

Studies of school type have demonstrated school type as Government, Catholic or independent school. Ajayi(2005) in his study revealed that school type makes a difference in pre-school cognitive development. However,Keeves (2007) acceded that type of school did not make contribution to pre-school education social and cognitive development.Studies of Age is considerable evidence among those who work with child development the years from birth to age 5 are viewed as critical period for developing the foundation for thinking, behaving and emotional wellbeing .Child development expert indicate it is during these early years that children develop cognitive and social skills that predict their later functioning in many domains(Trawick2014)

Primary education is the second level of education in Nigeria. At this stage of learning, school children begin to show very clear signs of the level of their intellectual capability and in some cases, the areas they are very good at. It is the stage of learning where the foundation that was built at the pre-school level starts unveiling. It is important to add here that parents are charged with the responsibility of providing it for their children. According to National Policy on Education 4th edition (2004), section four on primary education states that it is the education given in institutions for children age six to eleven plus. The primary level of education is the key to success or failure of the whole educational system. This is because the rest educational system is built upon it. The primary school education has six years as its duration. Primary

education is meant to lay a sound basis for scientific and effective thinking in a child.It gives the child opportunities for developing manipulative skills that will enable the child function effectively in the society within the limit of his or her capacity. It is important to add here that even though it is the general perception that pre-school and primary education are very essential and complement each other, very little studies have been conducted to determine the value of pre-school education to primary school pupils. This has created a research problem. This study thus seeks to examine the role of pre-school education on primary school pupils' cognitive and social skills development in Kwara State.

Statement of the Problem

Pre-school education is an important component of educational system in equipping a child with necessary social and cognitive skills development before entering primary school. The importance of this level of education as integral part of basic education cannot be over emphasized considering its significant role in the determination of child's cognitive and social skills development at primary school level of education. In recent times, divergent opinions by the general public indicated that children who are opportune to acquire pre-school education before entering primary school are perhaps well equipped with necessary cognitive and social skills than their counterpart who are not opportuned to attend pre-school education programme. It is observed that gender, school type and age hinders most of the pre-school children cognitive ability to think and reason in basic science and numeracy, as well as social skills(cooperation, friendship and assertive) to interact with one another.

Series of research by Barnad, 2001; Blau and Currie, 2004; Bibi and Ali, 2012; and Barntet, 2008; among others were conducted on pre-school education with other variables in different locale, Nigerian inclusive, and to the best of researcher's knowledge, there seems to be no empirical evidence that focused on children who attended pre-school education programme and those who did not attend in Kwara State. In addition none of these studies

covered all the variables used in this study. This creates a researchable gap which this study filled. As a result, this study, therefore, aims to examine the difference that exist between children who attended pre-school education programme and those who did not with respect to their cognitive and social skills development based on gender, school type and age in Ilorin West Local Government Area of Kwara State

Purpose of the Study

The main purpose of this study was to examine the effects of preschool education on the primary school pupils' cognitive and social skills in Ilorin West Local Government. Specifically, the study aimed to:

1. Examine the significant differences in the cognitive skill development of primary one pupils who attended pre-school and those who did not attend pre-school education in Ilorin West Local Government Area
2. Investigate the significant differences in the social skill development of primary one pupils who attended pre-school education and those who did not attend pre-school education in Ilorin West Local Government Area
3. Assess the significant differences in the cognitive skill development of children who attended pre-school with regards to their gender, school type and age
4. Find out the significant differences in the cognitive skill development of children who did not attend pre-school with regards to their gender, school type and age
5. Examine the significant differences in the social skill development of children who attended pre-school with regards to their gender, school type and age
6. Investigate the significant differences in the social skill development of children who did not attend pre-school with regards to their gender, school type and age

Research Hypotheses

1. There is no significant difference in the cognitive skill development of primary one pupils' who attended pre-school and those who did not attend pre-school education in Ilorin West Local Government Area?
2. There is no significant difference in the social skill development of primary one pupils' who attended pre-school education and those who did not attend pre-school education in Ilorin West Local Government Area?
3. There is no significant difference in the cognitive skill development of children who attended pre-school with regards to their gender, school type and age?
4. There is no significant difference in the cognitive skill development of children who did not attend pre-school with regards to their gender, school type and age?
5. There is no significant difference in the social skill development of children who attended pre-school with regards to their gender, school type and age?
6. There is no significant difference in the social skill development of children who did not attend pre-school with regards to their gender, school type and age?

Significance of the Study

The findings of this study would be of immense benefit to parents, classroom teachers, governments, and policy makers. The finding of this study would clarify issues and create awareness for parents on benefits of pre-school education and how it affects cognitive developments skills for subsequent learning which would be a strategy for better performance. Parent will also benefit from this study as it will help them to have a deeper understanding of how pre-school education can affect the social skills of their children, as such understanding might enable them to recognize their role in the development of the pupils social skills that would lead to improvement in their communication, cooperation and other related social skills.

Also, information provided in the study would be of great significance to classroom teachers by exposing them to different teaching approaches that will assist primary school children holistic cognitive and social development skills. Similarly, the finding of the study will encourage the government at the Federal, State and Local levels to show more interest in financing in pre-school education.

The finding of this research would stimulate the policy makers to formulate policies that will enhance pupils' cognitive and social development skills as well as the wellbeing of young children in terms of their individual needs and characteristics. The findings of this study would serve as significant literature on the effect of pre-school education on cognitive and social development skills of primary school pupils.

De-limitation of the Study

The study examined the effects of pre-school education on primary school pupils' social and cognitive developmental skill in public and private primary schools in Ilorin West Local Government Area of Kwara State. The variables considered in this study were pre-school education as independent variable and cognitive and social developmental skills as dependent variable. The study was limited to the effect of pre-school education on primary one pupils that attended pre-school and those who did not attend pre-school on the basis of cognitive and social development skills. The study was limited to pupils in public and private primary one school children in Ilorin West Local Government Area of Kwara State

Operational Definition of Terms

Pre -school Education: Is the level of education that marks the beginning of school for children between the ages of 3 and 5 years.

Social skills: Means cooperation skills, friendship skills and assertive skills which enable pre-school children interact with one another.

Cognitive skills: Means pre-school children ability to think and reason in basic science and numeracy.

School Type: Implies public and private pre-schools in Ilorin West Local Government Area of Kwara State.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter consists of literature reviewed under the following subheadings:

Theoretical Review

Erick Erickson Social Development Theory **(1902-1994)**

Bronfenbrenner's Ecological Systems Theory **(1979)**

Conceptual Review of Literature

Concept of Pre-school Education

Aims and Objectives of Pre-school Education

Concept of Cognitive Skills Development

Concept of Social Skills Development

Cognitive Skills Development among Primary School Children

Social Skills Development among Primary School Children

Empirical Review of Literature

Empirical Studies on Pre-school Education and Cognitive Skills

Empirical Studies on Preschool Education and Social Skills

Age and Cognitive Skills Development

Age and Social Skills Development

Gender and Cognitive Skills development

Gender and Social Skills development

School Type and Cognitive Development

School Type and Social Development

Appraisal of Literature Reviewed

Theoretical Review

The study is hinged on Erick Erickson Social Development Theory (1902-1994) andBronfenbrenner's Ecological Systems Theory(1979)which were discussed below:

Erick Erickson Social Development Theory (1902-1994)

Erikson's theory is based on the premise that cognitive and social development goes together and cannot be separated, that is the personalities and social skills of the child grow and develop within the context of the society. Erik Erikson (1902-1994) maintained that children develop in a predetermined order. Instead of focusing on cognitive development, however, he was interested in how children socialize and how this affects their sense of self. Erikson's Theory of Psychosocial Development has eight distinct stages, each with two possible outcomes. According to the theory, successful completion of each stage results in a healthy personality and successful interactions with others. Failure to successfully complete a stage can result in a reduced ability to complete further stages and therefore a more unhealthy personality and sense of self.

These stages, however, can be resolved successfully at a later time. Erik Erikson identified eight stages of psychosocial development which he believed that people would advance through during their life. There are several reasons why school age children have developmental problems. There could be personal factors such as health, mental, emotional and developmental or social related illness and school issues, like being bullied. And finally, family issues, such as abuse, neglect or parents with no interest in the child's school or future. Erikson eight stages of development help us become the person we are and hopefully help us cope with life's ups and downs. The eight stages are: Basic Trust versus Mistrust, Autonomy versus Shame and Doubt, Initiative versus Guilt, Industry versus Inferiority, Identify versus Confusion, Intimacy versus Isolation, Generativity versus Self-Absorption and Integrity versus Despair with each stage presenting a conflict that must be overcome.

The third stage of the development is the focus of this study: Initiative versus Guilt. In pre-school, this involves self-confidence, working and interacting with others. If children are reinforced by adults, parents especially their initiative begins to feel responsible and confident in their abilities. Psychologist Erik Erikson, a major contributor to developmental psychology, proposed a comprehensive theory of the ways that individuals develop their identity, or in other words, a sense of whom they are and society's influence on that development. This theory is labeled the Stages of Psychosocial Development and is characterized as a series of psychological stages that have a basic conflict and important events leading to growth. The theory was developed from his hundreds of clinical observations in children. Chapman (2006) discussed the work of psychologist Erikson who identified eight stages of psychosocial development of an individual. Characteristics of these stages include:

i. Each stage unfolds from the preceding stage in a particular sequence,
ii. Each stage involves an ever-widening involvement with others, and
iii. The centerpiece of each stage is a life task for the individual; specifically, each stage involves a conflict between two opposites and the individual's efforts at each stage are to achieve a ratio between the two.

The initiative vs. guilt stage occurs between three and five years old.

Third stage of the development is the focus of this study: Initiative versus Guilt. In pre-school, this involves self-confidence, working and interacting with others. If children are reinforced by adults, parents especially their initiative begins to feel responsible and confident in their abilities. Psychologist Erik Erikson, a major contributor to developmental psychology, proposed a comprehensive theory of the ways that individuals develop their identity, or in other words, a sense of whom they are and society's influence on that development. They are capable of initiating activities and asserting control over their world through social interactions and play .according to Erickson,preschool children must resolve the task of initiative vs.gulit.by

learning to plan and achieve goals while interacting with others, preschool children can master this task.Initiative, a sense of ambition and responsibility,occurs when parent allow a children to explore within limits and then support the child's choice.These children will develop self-confidence and feel a sense of purpose. Those who are unsuccessful at this stage-with their initiative misfiring or stifled by over controlling may develop sense of guilt.

The third stage of Erikson is also called latency stage in Sigmund Freud theory. It is when children are learning and developing new skills to carry them in successful life. This is how they build on their self-esteem and find their worth. Foster Parents have some important roles to play in the life of children. If the child has no sense of accomplishment, competence or fulfillment, it will definitely affect the acquisition of social skills of such child. For any development to take place. The human growth and development will pass through stages during their life-time which are physical, cognitive, social and moral developments are no exceptions as posited by Piaget, Sigmund Freud and Erikson. These will enhance the individual academic achievements and social interaction from childhood to adolescence. Notably, in any development there should be concrete foundation at the beginning for future developments social and cognitive development are no exception

Relevance of Erick Erickson Social Development Theory (1902-1994) to This Study

This present study finds its place in the third stage of Erikson's categorization, that is the Initiative versus Guilt which occur between ages three and five , the same age range of the respondents for this study albeit with the exception of those who are not older than five years. The children of this stage develop their identity and form certain skills such as communication, relationship, self-confidence, responsibility, respect and participation skills. Based on the Erikson's Psychosocial Theory of Development, we discover that both social development and cognitive are inseparable in the life of children. Government, teachers and parents should show

more interest on the social developments and cognitive development of the pre-school education depending on the level of interaction which they develop in dealing with the children.

Bronfenbrenner's Ecological Systems Theory (1979)

Bronfenbrenner (1979) Ecological System Theory proposed a systems theory that placed child Development in an ecological systems perspective. This theory looks at child cognitive development within the context of the environment which is the school system. There are four interrelated types of environmental systems in Bronfenbrenner's classic rendition of ecological systems theory, namely, the (1) micro-, (2) meso-, (3) exo-, and (4) macro-systems. These levels range from smaller, proximal settings in which individuals directly interact to larger, distal settings that indirectly influence cognitive skills development. The various levels within ecological systems theory are often presented graphically as a series of four systems nested around a focal individual like a set of concentric circles. Bronfenbrenner cited in Morrison (2007) identified five complex layers of environment each having an effect on a child's development. This included the Microsystems, mesosystem, exosystem, macrosystem, and chronosystem environments. However, the present study focused mainly on the microsystem environment because it directly relates to the study variables of cognitive skills development.

Berk (2006) stated that microsystem encompasses the relationships and interactions a child has within his/her immediate surroundings through quality pre-school education, and has direct contact with socializing agents such as teachers and other children. This symbolizes that the child's school environment has a strong impact on their cognitive skils development. According to Bronfenbrenner (1998), development of the child is determined by the kind of experiences he/she gets in the microsystem environment which is the school system. For example, the teachers in the school system who are expected to give quality pre-school education to childrenand how they are expected to reason and think effectively. Bronfenbrenner

(1998) further stated that these experiences that a child has with his/her parents and other important people in the microsystem settings are "the primary engines of child development." The quality of the microsystem setting of the child depends on the quality of reciprocal relationship with the members of the system, particularly the parents. Therefore, microsystem environment has a direct impact on performance as well as the general development of the child. This theory acknowledges that children do not develop in isolation, but in relation to the family, school, community and society at large.

This theory postulates that child development is influenced by the interaction between characteristics of the child, as well as the environmental context in which the child develops. Bronfenbrenner (1977) developed his ecological theoryas a new theoretical perspective for understanding human development.Gottfried, Gottfried, and Bathurst (1988) averred that the child's ability to learn depends on the quality of instruction, but also on the extent to which parents value scholastic achievement.The school systems interact directly or indirectly to shape cognitive skills development of the child. Bronfenbrenner (1979) suggested that an individual's cognitive skills development is best and are strong when the systems (school) share common values regarding developmental outcomes. Greene and Moane (2000) posited that when children who participate in any school activities, they are likely to display more positive social, emotional, psychological, and physical outcomes than their non-participating counterparts.

Relevance of Bronfenbrenner (1979) Ecological System Theory to This Study

The ecological systems theory propounded by cognitive development theory propounded by Bronfenbrenner (1979) is relevant to this study because it could be linked with the dependent variable of pre-school children cognitive skills development which is could be enhanced in through quality pre-school education that usually take place in the eco-system (school environment). The theory stipulated that that every child learns differently based on what they are taught. Also, some of the fundamental assumptions of the Bronfenbrenner's

theory was that cognitive development of the child could be determined by the kind of experiences he/she gets in the microsystem environment which is the school system.

Conceptual Review

This study is based on the conceptual review under different sub-headings

Concept of Pre-school Education

The National Policy of Education (FRN, 2014) defined pre-school education as a one year education given to children age 5 prior to their entering primary school. In addition to National Policy on Education (FRN,2004) sees pre-primary education as the education given in an educational institution to children age 3-5 years plus before school goingage. Pre-school education is therefore, a critical stage of development that forms the foundations for children's future well-being and learning. Katherine (2016) stated that pre-school education is the stage at which education can most effectively influence one's development and consequently make impact throughout an individual'slife. Children who have attended high-quality pre-school education have, on average, higher levels of educational attainment and better long-lasting academic outcomes, and also demonstrate better social Children are active learners from birth, and the early years are vital to their success in school and later in life. Pre-school education might be considered to be education which takes place before primary education. The term refers to education in its broadest sense, including childcare and development. This includes early childhood services provided in kindergartens, nurseries, pre-school classes, child-care centers and other similar institutions.

It goes beyond what some refer to as pre-school education, as it is education in its own right, having not only the purpose of preparing children for school, but for life in the same way as all other parts of education systems contribute to this process (Hayes, 2010). In addition, pre-school education has an important role in securing all children, good education, thus

Childhood years are important in themselves and pre-school education can contribute to many positive and valuable experiences which form a solid basis for future life and learning. This is supported by the 2007 edition of the Education for All (EFA) development (Heckman 2011; Karoly; 1998; Sylva 2014). It should be noted that not all are agreed on the need for or effectiveness of such pre-primary education programmes for subsequent educational development of children. Research has also shown that the first five years of life are highly significant Ajayi (2008) stated that the first five years is a critical period for the child overall development and later life chances.

Some early writers on this issue hold the view that young children are not mature enough to learn complex skills demanded by pre-school educational programmes and that the warmth of mother love and the fostering of children's emotional security are more important than any form of educational programme (Robinson & Robinson, 2000). Some contendedthat preprimary years should be utilized in firmly grounding the child in his/her sub-culture and that exposing him/her to pre-school programmes which emphasize intellectual skills would impose middle class values on the child and destroy the positive aspects of his/her sub-culture. Furthermore, some leading scholars in pre-primary education have doubted the wisdom in exposing young children very early to formal education, expressing the fear that the short-term academic gains would be offset by the long term stifling of their motivation and self-initiated learning. In the same vein, AkinkuotuandOyeyemi(2011) cautioned that early academic gains in reading skills associated with formal instruction of preschoolers could have long-term negative effects on achievement.

Robinson and Robinson (2000) argued that beginning early to educate children should not pose any dangers, as it is difficult to see how pleasant experiences, stimulating within reasonable limits, and logically sequenced, can be harmful to mental health or to cognitive development. Moreover, some research evidences indicate that early childhood education have

positive influences in children's affective, conceptual and social development in subsequent years. Pre-school education in the form of nursery school or early childhood education as we know it today in Nigeria is largely a post-colonial development. The semblances of it during the colonial era were the kindergarten and infant classes, which consisted of groups of children considered not yet ready for primary education. As grouping for instruction in schools was not age-based during that period, some children aged six or even more, could be found in some of the infant classes. With the phasing out of infant classes, some parents began to feel the need for nursery schools. The demand for nursery education was, however, very low until recent times (Okoro, 2004).

In Nigeria, pre-school education is controlled by both private sector and partly by the government prior to the recent introduction of pre-school education classes in public primary schools. As precious as pre-school education is, it is sad to note that it received an unappreciable attention from the Nigerian government and citizens for a long time. In recent time, with the introduction of UBE, most public schools have pre-school classes which are likely to make its products different from previous year's graduates to primary school. Significantly, early intervention is crucial because skills developed in pre-school form the basis for future learning and labour market success, making pre-school a critical time for human capital accumulation, (Naudeau, Jamison, Breman, Measham, Kataoka, & Valerio, 2011). However, in cognitive and overall development, before a child enters primary school often have long lasting consequences on children, their families, and society at large, and they are more costly to remedy.

Conversely, evidence from many countries shows that quality pre-school education can narrow the opportunity divide and reduce poverty, ethnic and linguistic disadvantages (UNESCO 2010). The role of pre-school education in the life of a child represents the

transitional ground that prepares the child mentally and psychologically for the expectation and sustainability into model primary education in nearest future.

Aims and Objective of Pre-primary Education

The operational objective of pre-primary education as stated in the National Policy of Education (FRN, 2013) include

i. Effect a smooth transition from the home to school
ii. Prepare the child for the primary level of education
iii. Provide adequate care, supervision,and security for the children while their parents are at work.
iv. Inculcate social, moral,norms and value.
v. Inculcate in the child the spirit of enquiry and creativity through the exploration of nature, the environment art, music and playing with toys.
vi. Develop a sense of cooperation and team spirit.
vii. Stimulate in the child good habits, including good health habits.
viii. Teach the rudiment of numbers, letters,colors,shapes form e.t.c through play

The pre-primary education is aimed at making the child independent creating a positive and well balanced self-image and developing intellectual abilities. Ban(2012) outlined few other objectives of pre-primary education which are listed below:

Fostering Socializing Skills: Pre-primary aims to develop friendship among children belonging to the same age group it provide the kids with an environment that encourages interaction with other kids, build strong friendship and also help them come out of their comfort zone .as a result a child can overcome his or her shyness and mingle with others thus promoting social development.

Develop an enthusiasm for learning: As kids learn their initial lesson though different play and structured activities, it lays the foundation for learning and also develop their imagination

power, the thirst to acquire more knowledge and not rest until the satisfactory answers have been obtained is built at this very stage.

Promotes holistic development:Education in early years guarantees all round development of the child, the environment in such schools lays the foundation for a kids physical, social, emotional and cognitive development which are crucial factors for later stages in life. As a kids gets an environment where he or she can freely express idea and feelings.It helps to identify the weak area of the child and also determine what steps must be taken or what support should be given to overcome those weakness.

Teach the kids to respect: The kids often try to emulate the behavior they observe when they observe positive and respective relationship between their parents or different teacher and the caretaker at school they will simply try to follow the same

Develop sharing and team work attitude:Pre-primary education ensures that the child learn to co-operate and share his/her belonging with others it might happen that a child does not share toys with his/her sibling at home and put fiercely opposes the idea at school during the first few days though it might get difficult to convince a stubborn child it is essential that he/she learns the art of sharing at an early stages

Concept of Cognitive Skills Development

Cognitive skills referto the changes that occur in children which included mental skills and their abilities over time.For instance, when children are about 6 years old,the way they think about the world begin to change. During this period, the pre-school egocentric thinking is left behind and they begin to develop more mature way of thinking. Cognitive skill is the construction of thought processes, including remembering, problem-solving, and decision-making, from childhood through adolescence to adulthood. Cognitive skill refers to functions of the brain such as thinking, learning, awareness, judgment and processing information (Ken,

2007). The Swiss philosopher Jean-Piaget (1896-1980) was the first to suggest that from birth, babies begin to actively learn. They gather, sort, and process information from around them, using the data to develop perception and thinking skills.

Cognitive skill in the child is a complex process that its outcomes depend on the quality of children's experiences both within and outside the formal classroom as they move through series of psychological and neurological changes (Marjorie, Anne & Alice 2006). Cognitive competence in children involves the progressive building of learning skills such as attention, memory and thinking. These crucial skills enable children to process sensory information and eventually learn to evaluate, analyze, remember, make comparisons, and understand causes and effect (Santrock, 2005). Although some cognitive skills development is related to Child genetic makeup, most cognitive skills are learned. That means thinking and learning skills can be improved with practice and the right training. Furthermore, cognitive development is the construction of thought processes, including remembering, problem-solving and decision-making from childhood through adolescence to adulthood.

According to Rode (2010), cognitivedevelopment refers to how a person perceives, thinks, and gains understanding of his or her world through the interaction of genetic and learned factors. Some of the areas of cognitive development include information processing, intelligence, reasoning, language development, and memory.Pre-school children cognitive skill includes creativity,discovery,languageskills and reasoning.Early cognitive development have led researcher to understand the developing in mind as astonishingly competent, active, and insightful from a very early age. For example, infants engage in an intuitive analysis of the statistical regularities in the speech sounds they hear en route to constructing language(Saffran, 2012).Children derive implicit theories to explain the actions of objects and the behavior of people, young children also are keenly responsive to what they can learn from the actions and words directed to them by other people.

This capacity for joint attention may be the foundation that enables humans to benefit from culturally transmitted knowledge(Tomasello, 2015). Children respond to cues conveying the communicative intentions of an adult (such as eye contact) and tune into what the adult is referring to and what can be learned about it. This natural pedagogy according to Csibra (2012) becomes more sophisticated in the sensitivity of pre-schoolers to implicit pedagogical guides in adult speech directed to them(Butler &Markman, 2012). Young children rely so much on what they learn from others that they learn from others that they become astute, by the preschool years, in distinguishing adults speakers who are likely to provide them with reliable information from those who are not(Harris, 2012; jaswal. 2012; & Koenig & Doebel, 2013).

As children further develop cognitively as preschoolers, their growth calls for both similar and different behavior by the adults who work with them. While the educators' emotional support and responsiveness remain important, children from aged 3 to 5 become different kinds of thinkers than they were infants and toddlers (NRC,2001). Doebel (2013) also posited that children are more consciously aware of their knowledge much more of their understanding is now explicit, this means they are more capable of deliberately enlisting what they know into new learning situations, although they are not yet as competent or strategic in doing so as they will be in the primary grades. When faced with a problem or asked a question, they are more capable offering an answer based on what they know, even when their knowledge is limited (Grotwell, 2015). Preschoolers are more competent in learning from their deliberate efforts to do so, such as trial-and-error or informal experimentation(Moyles, 2012). While their success in this regard pales by comparison with the more strategic efforts of a grade-schooler, and approach to new challenges which reflects their greater behavioral and mental competence in figuring things out. Third, preschoolers also are intuitive and experimental, learning by doing rather than figuring things out in the head(Miller,2014). This makes shared activities with educators and peers potent opportunities for cognitive growth.

Nonetheless, the potential to underestimate the cognitive abilities of young children persist in the preschool and kindergarten years.For example, children's actual performance was to six to eight times what was estimated by their own preschool teachers and other experts in consulting, teacher education, educational research, and educational development (Claessens, 2014). Such underestimation represents a lost opportunity that can hinder children's progress. In the same direction, Claessens (2014) found that kindergarten teachers spent most of their time in basic content that children already knew, yet the children benefited more from advanced reading and mathematics content.

Concept of Social Skill Development

Social skill is thus another variable capable of effecting primary schoolpupils. Social skill, as defined by Elliot and Demaray (2001), are socially tolerable learned behaviours that permit a person to interact with others in ways that provoke encouraging responses and assist in avoiding negative responses. Social skill is central to necessary social communication in the sense that it will enable individuals to succeed in social interactions without psychologically or physically hurting oneself and others. It aids one's understanding of his/her feelings, thoughts and conducts and that of others in interpersonal situations and to act in accordance with such understanding (Elliott, Malecki&Demaray, 2007). Social skill belongs to the family of non-cognitive variables which embraces such interpersonal potentials as cooperation, assertion, responsibility, and empathy. It is in relation to this that Avcıoglu (2005) expressed that social skill are necessary for realizing social integration and facilitating social survival; and that they play an important role in the formation of interpersonal relations and the realization of social purposes.

Every child is expected to possess certain skills and experiences that will enable him or her to obtain desirable social achievement in life. In order to successfully accomplish planed goals, a child should develop expressive and receptive language abilities, the ability to follow

instructions, problem- solving skills, and a range of social skill. It is on this note that Gresham (2010) stated that social skill encompass specific behaviours which will enable successful accomplishment of social tasks. This implies characteristics, skills or strategies that enable people to communicate and connect successfully with others in their surroundings (Botsford, 2013). Social skill is that specific skill the child uses to interact and communicate with others: resolving conflicts, communicating clearly, and following directions.

Social skill is behaviour that helps people interact with others. The interaction may be with classmates, teachers, and others staff. In later life the interaction may be with co-workers, supervisors, friends, and others that a person meets (Seevers& Jones, 2008). In support of this, several studies have found that from childhood through adulthood, socially retarded people show poor or inadequate social interactions with others (Seevers& Jones, 2008). Children and adolescents with social skill sometimes have behaviours that are awkward or unacceptable in social interactions. The lack of appropriate social behaviours may be a characteristic of their maladjustment. Children may lack a specific social behaviour, apply an inappropriate social behaviour to a particular situation, or not be aware that a particular situation calls for a specific behaviour (Soresi& Nota, 2000).

Social skill deficits and problematic peer relations can lead to difficulties including externalizing problems, such as maladaptive behaviour and antisocial behaviour and internalizing problems, such as lack of confidence, anxiety and depression (Bloom, 2007). Deficits in social skill are at the most important of the difficulties experienced by persons with social retardation. Lack of social skill can lead to isolation from friendships and peer interactions and can limit further opportunities to improve social skill and this is problematic because deficits in social skill often lead to negative experiences and avoidance of social interactions as a whole, thus limiting opportunities for learning positive social skill and behaviours (Dodge, 2008).These limitations can create a cyclic pattern of isolation or peer

rejection. Improving children' social skill can offset the development of more serious maladjustment (Bloom, 2007). Therefore, it is critically important to persons with social disorder that accurate assessment and treatment of social skill be part of any credible effort to improve quality of life (Dodge, 2008). Social skill is a set of abilities that initiate and maintain positive social relationships, develop friendships with peers and to create adjustment in the school. The socialization of children is the acquisition of social skill. In the process of socialization, norms, skills, values, attitudes and behaviour are shaped, the child to be able to role to play in the society as a desirable way. Social psychology is the academic discipline that does research related to social skills and studies how skills are learned by an individual through changes in attitude, thinking, and behavior (Saadu, 2017).

Children with poorly developed social skill often have not only problems in achieving planned goals, but also long-lasting problems in psychosocial development (Bloom, 2007). Children with deficient social skill mostly lack cooperation and communication skills, as well as the ability to respond positively to peers and the ability to develop friendships (Bilić-Prcić, 2007). Social skill, which is sometimes called competence, entails understanding, planning, and performance in order to achieve better social interaction. Shahrum (2012) stated that social skill has a constructive role in shaping adjustment abilities both in childhood and adulthood. Children with greater social skill are generally better accepted by their peers and emotionally healthier. They show a greater degree of readiness and develop better interpersonal relationships and better social adjustment. On the other hand, children with a deficit of social competence have issues with positive social interactions as well as peer acceptance, and demonstrate less pro-social behaviour (Bloom, 2007).

Getting along with other people is an important part of life. Examples of social skill include cooperation, assertion, responsibility, self-control, and empathy (compassion). There are plenty of strategies and actions that can be taken in the field of children’s education. The

most important ones are social skill and peer interaction strategies (Terpstra, 2008). As a prominent research errand theorist in the field of social skill, Eliot has given the following definition for such skills: social skills are favorable acquired behaviours that enable one to interact with others in an effective way and gain their positive reactions and avoid their negative reactions (Botsford, 2013). Lacks of social skill had a negative effect on the man and results in various problems such as behavioural disorders and lack of reconciliation in interpersonal relationships. Poor social skill of children with may also be susceptible to those with psychological disorders (Segrin&taylore, 2007).

Therefore, a child with poor necessary social skill will have difficulty with joining social groups, finding friends, and socializing with their relatives. So, their feeling of isolation and lone lines scan damage their communicative effort in turn and social and behavioural problems threaten their normal growth and development. Thus, teaching appropriate social skill and providing opportunities and experiences, enhancing social interactions will help children practice and utilize social strategies and skills in all real life situations and environments. Teaching social skill to children can create a sense of competence, effectiveness, self-belief, planning, as well as purposeful and appropriate behaviour (Segrin&Taylore, 2007). As a matter of fact, it will enhance their capabilities and improve their social skill and also help create a healthy society.

One of the places through which children gain social skill, apart from home, is school. School has been an imperative social setting for children which social expectations and norms are established to facilitate self-regulating activities and harmonious interactions with both peers and teachers. This implies that social skill is indispensable for children to learn. Some of the skills expected of children according to Givner (2003) include ability to attend to instructions, ignores peers distractions when doing class work, control temper in conflict

situations with peers, respond appropriately to peer pressure, receive criticism well, invite others to join in activities, appropriately questions rules that may be unfair, and ability to follow directions to the later. When a child learnt such necessary social skill, it will assist him/her in managing his emotions. Effective emotional management aids children to focus their attention and to engage in class activities by relating positively with peers (Lopes &Salovey, 2006); and thus bring about meaningful social interaction and adjustment. Meaningful social adjustment can be acquired through social process at an inter-psychological level, followed by the development of the child's mental functioning at an intra-psychological level. If social skill of children is harnessed, it might assist them to adjust favourably.

Cognitive Skills Among Primary School Children

Cognitive development refers to the change that occurs in children mental skills and abilities overtime when children are about 6years old, the way they think about the world begin to change. These cognitive abilities continue to develop over the next 4 to 5 years as the child engage in sequential, complex and symbol based task (Anita 2004, Osakwe,2009). Children derive implicit theories to explain the actions of objects and the behavior of people, young children also are keenly responsive to what they can learn from the actions and words directed to them by other people. This capacity for joint attention may be the foundation that enables humans to benefit from culturally transmitted knowledge(Tomasello, 2015) children respond to cues conveying the communicative intentions of an adult(such as eye contact) and tune into what the adult is referring to and what can be learned about it. This natural pedagogy becomes more sophisticated in the sensitivity of pre-schoolers to implicit pedagogical guides in adult speech directed to them(Casibra, 2012). Young children rely so much on what they learn from others that they learn from others that they become astute, by the preschool years, in distinguishing adults speakers who are likely to provide them with reliable information from those who are not(Harris, 2012, jaswal, 2012, Koenig and Doebel, 2013).

As children further develop cognitively as preschoolers, their growth calls for both similar and different behavior by the adults who work with them. While the educators' emotional support and responsiveness remain important, children from aged 3 to 5 become different kinds of thinkers than they were infants and toddlers (NRC, 2001). Doebel also says children are more consciously aware of their knowledge much more of their understanding is now explicit, this means they are more capable of deliberately enlisting what they know into new learning situations, although they are not yet as competent or strategic in doing so as they will be in the primary grades. When faced with a problem or asked a question, they are more capable offering an answer based on what they know, even when their knowledge is limited (Grotwell, 2015). Pre-schoolers are more competent in learning from their deliberate efforts to do so, such as trial-and-error or informal experimentation(Moyles, 2012). While their success in this regard pales by comparison with the more strategic efforts of a grade-schooler, their lets find out approach to new challenges reflects their greater behavioral and mental competence in figuring things out. Third, preschoolers also are intuitive and experimental, learning by doing rather than figuring things out in the head(Miller,2014). This makes shared activities with educators and peers potent opportunities for cognitive growth.

Nonetheless, the potential to underestimate the cognitive abilities of young children persist in the preschool and kindergarten years.For example, children's actual performance was to six to eight times what was estimated by their own preschool teachers and other experts in consulting, teacher education, educational research, and educational development(Claessens, 2014). Such underestimation represents a lost opportunity that can hinder children's progress. A study in kindergarten revealed that teachers spent most of their time in basic content that children already knew, yet the children benefited more from advanced reading and mathematics content(Claessens, 2014). When educators practice in a way that is cognizant of the cognitive progress of children at this age, they can more deliberately enlist the preschool child's existing

knowledge skills into new learning situations(Britto, 2015). One example is interactive storybook reading, in which children describe the pictures and label their elements while the adult and child ask and child ask and answer questions of each other about the narrative(Pallergrini, 2015). Language and literacy skills also are fostered at this age by the adults use of varied vocabulary in interaction with the child, as well as by extending conversation on a single topic(rather than frequently switching topics), asking open ended questions of the child, and initiating conversation related to the child experiences and interests(Dickson, 2013).

Another implication of these cognitive changes is that educators can engage preschool children intentional activity in new learning opportunities, Children's interest in learning by doing is naturally suited to experimental inquiry related to science or other kinds of inquiry-based learning involving hypothesis and testing, especially in light of the implicit theories of living things and physical causality that children bring to such inquiry(Samarapungavan, 2014). In similar manner, board games specifically designed to foster their mental representations of numerical quantities, and showed improvements in number line estimates, count-on skill, numerical identification, and other important quantitative concepts(Laski&Siegler, 2014).

Research has shown that instructional strategies that promote higher-level thinking, creativity, and even abstract understanding, such as talking about ideas or about future events, is associated with greater cognitive achievement by preschool-age children(Diamond, 2013). For example, when educators point out how cardinal numbers can be used to describes a set rather than the characteristics of each element alone. These activities also can be integrated into other instructional practices during a typical day. Another implication of the changes in young children's thinking during the preschool years concerns the motivational features of early learning, Preschool-age children are developing a sense of themselves and their competencies, including their academic skills(Marsh, 2012). Their beliefs about their abilities in reading,

counting, vocabulary, number games, and other academic competencies derive from several sources, including spontaneous social comparison with other children and feedback from teachers and parents concerning their achievement and the reason they have done well or poorly(Fromberg, 2014). Fromberg also says their beliefs influence, in turn, children's self-confidence, persistence, intrinsic motivation to succeed, and other characteristics that may be described as learning skills.Consequently, how teachers provide performance feedback to young children and support for their self-confidence in learning situations also is an important predictor of children's academic success (Hamre, 2014).

In the early elementary years, children's cognitive processes develop further, which accordingly influences the strategies for educators in early elementary classrooms, They are growing in their ability to make mental representations, but they still have difficulty grasping abstract concepts without the aid of real-life references and materials (Tomlinson, 2014).
This is a critical time for children at this age show more independence from parents and family, while friendship, being in school most of the day means greater contact with a larger world, and children begin to develop a greater understanding of their place in that world (CDC, 2014).

Children's growing ability to self-regulate their emotions also is evident in this period. Children understand their own feelings more and more, and learn better ways to describe experiences and express thoughts and feelings. They better understand the consequences of their actions, and their focus on concern for others grows. They are very observant, are willing to play cooperatively and work in teams, and can resolve some conflicts without seeking adult intervention(CDC, 2014). Children also come to understand that they can affective displays(Aloise young, 1993). Children who are unable to self-regulate have emotional difficulties that may interfere with their learning. Just as with younger children, significant adults in a child's life can help the child learn to self-regulate(Tomlinson, 2014).

Children's increasing self-regulation means they have a greater ability to follow instructions independently in a manner that would not be true of preschool or younger children(Holly,2015). He also says Educators can rely on the growing cognitive abilities in elementary school children in using instructional approaches that depend more independently on children's own discoveries, their use of alternative inquiry strategies, and their greater persistence in problem solving.Gormley (2015) postulated that educators in these settings are scaffolding the skills that began to develop earlier, so that children are able to gradually apply those skills with less external support. He also stated that this serves as a bridge to succeeding in upper primary grades, so if pre-school children lack necessary knowledge and skills in any domain of development and learning, their experience during the early elementary grades is crucial in helping them gain those competencies.

Social Skills Among Primary School Children

Social skills is defined as communicating,understanding other pupil,acting according to social environments,making friends,displaying acceptable behaviours,expressing oneself,dealing with problem and establishing a good relationship with the environment (Gresham & Elliot, 2008). One of the most important aims of primary education is to help children adapt to social life healthily. Sorias (2008) averred that social skills have an important place in ensuring socialization. social skills play an important roles in facilitating ones appropriate expression of negative or positive emotions, defending one's personal right , asking helps from others when necessary, refusing unsuitable or unreasonable demand. The foundation of the socialization process beginning at birth and last as long as the person lives, are laid during the primary education ages. Primary school children acquire many of their social skills from their peers,attending pre-school education,environment and teachers.Primary school children who are going through the process socialization as characteristics of the development period start to discover the rules of companionship and to act according to these rules at this period.During this period children share the sameenvironment with their classmate and participate in common activities with their in classroom environment.These skills become the basic corner stone of their social relationship in later years (Bacanli,2007).

Children with social skill also have the ability to communicate, solve problems, make decision and express themselves. Primary school children who lack social skills, we can observe behavioural disorders such as lack of confidence, failure at school, shyness, and violent conduct. Family and schools usually attribute the negative behavior of a child to other factors and ignore children social skills. Actually, one of the most important reasons for this negative behaviours and failure is the lack of integration in a social group (Yoldas, 2007).Katz and McMlellan (1997) emphasized that basic social skills that need to be acquired at primary school are simple communication skills, sharing skill, capacity to obey rules and follow instruction,

capacity to set a target and take a decision. Social skill development is as important as any development phases in the life of children. Adaptation to social life, which gain exponential important in the life of individuals, begins in childhood during the pre-school education of social development.

Review of Empirical Studies

Empirical Studies on Preschool Education and Cognitive Skills

The study carried out by Ekincki (2006) aimed at developing and supporting basic social skills of children of six ages are under preschool education by an approach with the support of the families as well as recently developed family involved social skill education program. In this experimental study where 40 children and their families participated, there was no interference with the daily education activities of the control group but an "Family Involved Social Skill Education Program" consisted of 43 activities was applied for the children in experimental group during eight weeks. "Family Involved Social Skill Education Program" is a family involved program involving four sub-dimensions of social skills such as interpersonal skills, listening skills, verbal explanation skills and self-control skills and is based upon the collaboration of teachers and families. Each activity listed in the program includes family involvement activities to be performed by the family members at home.Families were also informed by periodical meetings, supported for better performance of the activities and informed of social skills and psycho-social development. As a result of this research, it is seen that social skill dimensions, psycho-social behaviors and family involvement are different in the advantage of group involved in programme.

Similarly, Han (2005) carried out an experimental study over children of 4-5 ages, their teachers and parents in order to determine the effect of class- based social skill education with a teacher supported (consultation) approach. The teachers in the experimental group are informed by specialists over subjects such as understanding the reason of children behaviors,

creating an effective class atmosphere, positive behavior techniques and their importance, enabling consistent, open and effective discipline, effective communication skills, home-school communication, creating essential environment to solve problems. Parents are also informed of subjects such as preventing improper behaviors, reinforcing friendship skills at home, communicating with teacher effectively about the education and children behaviors. As a consequence of the study, it is found that there has been improvement in social skills and internal and external problems of the children in the experimental groups according to the teacher evaluation.

Keith and Jane (2007) investigated the effect of changing teacher behaviors over the social skills of the children. In this study with the participants of children of 4 - 5 age group and their teachers, an experimental and control group were randomized and the children and their teachers in the experimental group participated in art activities of ten minutes for eighteen consecutive school days. Art activities included activities such as drawing dinosaur on a large page and drawing an empty refrigerator box similar to space ship. In the 1st stage (5 days) of the study consisted of three stages totally, teachers communicated with the children in ten minutes of the art activities; in the 2nd stage (5 days) teachers were trained by the trainer on social skill subjects such as the importance of social skills, steps necessary to maintain a skill, modeling for the skill and possibility to try for five minutes and in the 3rd stage (8 days) all periods of the activities were watched over the video, communications ways thought to be suitablefor children were discussed. In this study, it is determined that improvement of teachers has positive effects on social skill development of children in preschool period.

In another study, Pickens (2009) performed a program supporting social-emotional development involving subjects such as how to use the activities and how to encourage children for expressing opinions, playing in line with the rules, avoiding conflicts, controlling the anger, establishing a positive interaction with others for the parents and teachers of the children in

experimental group in order to increase positive behaviours of children in preschool period with an average age of four. In study with 246 children in experimental and 50 children in control group, it is determined that social - emotional program supports positive social - emotional development.Kamaraj (2004) examined the impact of educational drama program in having children at the age of five acquired the social skill of pluckiness. At this study in which 16 kids constituted experiment group and 16 kids constituted control group, 25 educational drama activities were applied to the experiment group and 20 activities to the control group throughout seven weeks with three practices in a week. At the end of the study, it is determined that the educational drama program is effective for children to acquire the social skill of pluckiness. Therefore, it can be said that educational drama program supports the socio-emotional development of children and is effective in developing their social skills.

In the study of Vahedi, Fathiazar, Hosseini-Nasab, Moghaddam, and Arezu-kiani (2007), the impact of social skill training on the aggressiveness of the children at the ages of 6-7 has been analyzed and 25 kids, 13 of whom belong to the experiment group and 12 of whom to the control group, have received social skill training composed of 11 sessions. Aggressive behaviors have been measured before the training, after the training and for the three months following the training and it is detected that aggressive behaviors have been decreased in the kids of the experiment group.Okur(2008) examined the impact of Philosophic Education Program for Children on such social skills of the children at the age of six as pluckiness, cooperation and self-control, the experiment and control groups have received training in 10 sessions of 40 minutes for 8 weeks. The activities like drama and story-telling intended for the social skills of pluckiness, cooperation and self-control were applied to the control group and the Philosophic Education Program for Children aimed at questioning concepts through Socratic conversations intended for the social skills of cooperation and self-control were applied to the experiment group. At the end of the study, it has been observed that

the Philosophic Education Program for Children is effective for the social skills of pluckiness, cooperation and self-control of the children at the age of six.

Lobo and Winsler(2006) conducted a study in which 21 kids selected randomly from 40 kids belonging to low-income families formed the experiment group and 19 kids formed the control group, with the purpose of examining the impact of creative dancing / action program on the social skills of Head Start students. Dancing program was applied to the experiment group in sessions of 35 minutes twice a week for 8 weeks. Dancing program consists of issues involving (1) body organs like hand, head and finger, symmetric and asymmetric shapes, the relation of the organ with the body or interpersonal relationships; (2) locomotor motions like walking, running and jumping; (3) sizes like small and big, levels like high and low, directions like right, left, up and down; (4) temporal instructions like fast and slow; (5) conditions like rough and smooth, impositions like strong and weak, compositions like marking time and taking two steps, non-locomotor motions like standing and running around in circles; (6) forms like rolling and whirling. A session compromises of greeting, warm-up, stretching, concentration, short-story, dance improvisation and cool-down. In consequence of the study, it has been determined that there is a positively significant difference in both internal and external behavior problems and social skills of the children in the experimental group.

Bierman(2008) investigated the impact of the Head Start program on the academic and socio-emotional skills of children, the Head Start program were applied to 300 children at the age of four for a year and the families were provided with house materials in order to support the development of entry skills of the children at home too. It has been detected that the training which involves hands-on activities and several teaching techniques is influential for children in comprehending emotional skills, reading-writing skills, vocabulary, problem-solving skills and displaying social behaviors. Accordingly, it could be said that supporting the Head Start Program whose main objective is to improve social competence of the disadvantaged children

with social skill training programs helps overcoming the problems of the children which arise from inequality of opportunity and supporting their development. The study of Patterson and Bigler(2006) investigated the impact of the prejudices of the adults and using social groups on the interpersonal attitudes of children, the teachers in the experimental group have used tagging as red group and blue group for social groups and the teachers in the control group underestimated the color groups. At the end of the study, it has been observed that the tagging attitude of the adults increase the prejudiced attitudes of the children.

Also, the experimental study of Guglielmo and Tryon'un (2001) examined the impact of social skill training integrated into the pre-school education program on the preschoolers who have such incompetency as social skill, some stories that involve the subjects of sharing and being in a group were told through puppets to the experiment group in sessions of 6 weeks. The kids were evaluated by the educator and assistant through observation by stating such sentences as "She/he shared her/his toy/material with other kids or not"; "She/he is in a group or not". At the end of the study, it is understood that the social skills of the children have developed. On the other hand, Eisenberg, Valiente and Eggum (2010) conducted a study in order to enhance the levels of 30-52 months old children to understand and appreciate others' feelings, opinions and behaviors with a training program of illustrated book reading. In this study, illustrated story books were read to the experiment group in sessions of 15 minutes three times in two weeks and speeches were delivered about complementary syntaxes in the story books, causative and comparative mental processes involving emotion, will and expectation, and communication with their teachers. At the end of the study, it is determined that the skills of understanding emotions, opinions and behaviors of the preschoolers can be developed by the training program of illustrated book reading.

Görker (2001) conducted a study which aimed at treating six kids at the ages of six-eight who maintained social relationships inconvenient for normal development, displayed

aggressive behaviors, have difficulty in getting along with other kids and who are introvert, shy and misfit with the help of the play therapy groups, it was found that playing has been effective in the treatment process the kids. Therefore, it is seen that children deal with different activities in the group, start to become socialized, their fears in the atmosphere of groups decrease and their self-confidence advance and that they begin to understand the others. Gazezolu (2007) has conducted a study in which 20 kids form experiment and 20 kids control groups in order to reveal the difference between traditional education and play-based education in having children at the age of six acquired self-care skills. The children in the experiment group received skill training consisted of 16 plays for 8 weeks and it is concluded that play-based training program is effective for enhancing self-care skills of the kids in the group to which it was applied. So it could be said that play-based training increases the social and harmony skills, provides the development of self-care skills, is good at overcoming emotional and behavioral disorders and makes children be enthusiastic for learning. Social skill development has been tried to be supported with training programs in which different activity types are highlighted apart from play-based social skill training program which is conducted predominantly.

Kurts (2007)carried out a study on the effect of project-based training programs on the social harmony and skills of the preschoolers at the ages of five-six have been examined. At this study in which 23 kids form experiment, 23 kids 1st control and other 23 kids 2nd control groups, project-based training programs have been applied to the kids in the experimental group as a part of their daily training programs for 23 weeks two hours in a week. At the first stage of the project, activities like trip, observation, experiment, family involvement, at the second stage art activities aimed at social harmony and skills and arrangements for creating three-dimensional products, and at the third stage sharing activities have been highlighted. In the 1st and 2nd control groups, daily training programs have continued to be applied. At the

end of the research, it has been observed that there is a positive difference in the social harmony and skills of the kids in the experiment group to which project-based training program has been applied. After the training, it is found clearly that the social harmony and skills of the kids in the experiment group are the highest and the social harmony and skills of the kids in the control groups are similar.

Dereli (2008)conducted a study on totally 80 children with two experiment and two control groups within the framework of his research in which he has examined the impact of Social Skill Training Program for Childrenon the social problem solving and emotional understanding skills of children. It has been seen that the social problem solving and emotional understanding levels of the kids participating in the program escalate significantly and the effect of the program is permanent. Choi (2000) has delivered social skill training program for the kids at the age of four-five who have low peer acceptance by using socio-cognitive training model and it is determined that the program has an effect for children to maintain positive playing activities with their peers.

Empirical Studies on Preschool Education and Social Skills

Several empirical studies conducted locally and international level revealed effect of early pre-school education and social skills on the development of pupils now and how it subsequently enhances education in the future.Osakwe (2009) examined the impact of Early Childhood experience on academic performance of pupils. Scores obtained were pupil's continuous assessment and results of thirds term examination. Result revealed from the null hypotheses, one, two and three, which states that there was significant difference in cognitive activity, social and motor skills of pupils (calculated t-values values were 2:05, 2:66 and 2:49 respectively were greater than critical value of 1:96). That is there was significant difference. Miles and Stipek, (2006) examined the importance of attending to social skills of pupils in early childhood (elementary school) even when academic success is the primary goals.

Contemporaneous and Longitudinal studies for assessing both social behaviour and literacy achievement of 400 pupils (boys and girls) in urban and rural as sample for collection of data and the assessment were conducted in these sequences.

Osakwe (2009) examined the impact of early childhood experience on academic performance of pupils. Scores obtained were pupil's continuous assessment and results of thirds term examination. Result revealed from the null hypotheses, one, two and three, which states that there was significant difference in cognitive activity, social and motor skills of pupils (calculated t-values values were 2:05, 2:66 and 2:49 respectively were greater than critical value of 1:96). That is there was significant difference. Miles and Stipek, (2006) examined the importance of attending to social skills of pupils in early childhood (elementary school) even when academic success is the primary goals. Contemporaneous and Longitudinal studies for assessing both social behaviour and literacy achievement of 400 pupils (boys and girls) in urban and rural as sample for collection of data and the assessment were conducted in these sequences; The questionnaires were administered by class teachers to assess aggressive and pro-social behaviour of different pupils. The result reveals that children who were rated relatively aggressive in the early years were rated as relatively aggressive in the later years.

Miles and Stipek (2006) concluded that social development and academic performance are inextricably connected. Similarly the present study assessed academic achievement scores, moral and social behaviour of pupils but differ on the ground that anti – social behaviour of pupils was not assessed rather pro – social behaviour was focused sectional studies that is, pupils of different age but same class was used in collecting data within a short period of two weeks. Bibi and Ali (2010) shared some similarities with the present research. One of such is the impact of ECE on academic achievement. In obtaining data Bibi et al study used annual results of pupils which may not be the true assessment of the pupils, while the present study conducted class activities using items retrieved from standardized primary school curriculum

(NERDC, 2012), which were validated by qualified professionals in related fields in Mathematics, English studies and Basic science. However, the reviewed study also differs in the use of research design and descriptive statistics. While the present study used ex-post factor research design based on the exposure pupils had earlier, that is, the ECE experience. The sample size differ 100/440, as against the present study though similar in the type of schools, government and private owned schools from three senatorial district of the state. The results analysis was only based on comparison between ECE and academic achievement of the pupils in Mathematics; while the present study went further, in seeking ECE impact on moral and social behaviour of pupils in primary one who are the immediate beneficiary of ECE experience.

Unlike Bibi and Ali (2010) whose subjects comprises of primary 15 pupils, the present study used random sampling technique in selecting samples from primary one (1). Importantly both studies are primarily concerned with the Early Childhood Education impact on academic achievement scores of pupils. In addition the present study investigated ECE influence on moral and social behaviour of primary school pupils. Flynt (2008) research could be said to be longitudinal in nature which is in contrast with ex-post-facto that the present study used, based on the previous ECE experience. Results obtained reveals that pupils rated higher on positive behaviour were equally rated higher in achievement score than those with negative behaviour in class behaviour gender and race had slight difference, African American were rated dependent and hostile and this might be linked with the exposure at home before school.

Contrary the present study which did not sought difference between ECE experience on gender, type of school attended and race.by Olaleye and Omotayo (2009), whose study focused on assessment of quality early childhood education which is similar to the present study which investigated the influence of early childhood education and it‘s subsequently influence on pupils education in the future, social and moral behaviour inclusive. In addition,

validated adopted questionnaire with modification with items retrieved from primary school curriculum.

Age and Cognitive Skills Development

Cognitive development skills encompass a wide range of skills, including thinking and language.Burger (2010) in his study revealed that cognitive skills would continue to expand in middle and late childhood (6–11 years old). Aside from this, it is also evident in the study that children at this age understand concepts such as the past, present, and future, giving them the ability to plan and work toward goals. Additionally, children can process complex ideas such as addition and subtraction and cause-and-effect relationships.Macours, Karen, Schady and Vakis(2008) also revealed that low investment in childhood development between the ages of three and six years leads to lower cognitive development and reduces school performances, which have again a long-lasting adverse effect on human skill formation. Based on this, Glick (2007) indicated in his study that low levels of cognitive development during early years of life have been tied to poor performance in school in a number of settings in those developing countries. Cunha and Heckman (2008) revealed in their study that pre-school-age children between ages of 3 and 5 years old make steady progress in cognitive development. Not only can they count, name colours, and tell you their name and age, but they can also make some decisions on their own, such as choosing an outfit to wear.

In the study of Morrissey (2010), it was revealed that an important cognitive change occurs in children between the ages of 3 and 6. Recall that Piaget described 2–3 year olds as egocentric, meaning that they do not have an awareness of others' points of view. Between 3 and 5 years old, children come to understand that people have thoughts, feelings, and beliefs that are different from their own. This is known as theory-of-mind (TOM). Children can use this skill to tease others, persuade their parents to purchase a candy bar, or understand why a

sibling might be angry. When children develop TOM, they can recognize that others have false beliefs (Coley, Votruba-Drzal, Miller &Koury, 2013).

Age and Social skills Development

Cathy (2005) conducted a study on the prevalence and factors related to social skills among students in Kota Tinggi District, Johor, Malaysia. The findings revealed different stages of pre-school children social skills development in relation to their ages. At age 3, they typically play near a friend, find it difficult to take turns and to share things. Also, at age 4, they may begin cooperative play, still difficult to share but begin to understand turn-taking, begin to offer things to others, at age 5, they enjoy playing with other children, often cooperate well and have special friends. Similarly, at age 6 and above, they tend to use different ways to control their own emotions, close their eyes and ears, remove themselves from the situation and sometimes can resist temptation to respond to whatever is disturbing them. In the study conducted by Ceci (1991), it was found that the formation of social skills through school quality appears to be an important environmental factor that is related to the development of cognitive skills at ages 46.

Dereli (2008) conducted a study on totally 80 pre-school children with two experiment and two control groups within the framework of his research in which he has examined the impact of social skill training programmme for Children on the social problem solving and emotional understanding skills of children. It was found that social problem solving and emotional understanding levels of the pre-school children between the age 3 and 5 participating in the programme escalate significantly and the effect of the programme was permanent.Bulman(2010) found that many factors may affect the way pre-children express their social skills or the rate at which children develop social skills. These factors include among others: environmental risk factors such as living in an unsafe community, receiving care within a low-quality child care setting, lack of resources available in the community, lack of policies supporting children and families, as well as age of the learners.

Avciglu(2003) examined the impact of the social skill training programme prepared collusively on the listening skills, learnersages, verbal explanation skills and interpersonal communication skills of the preschoolers at the age range of four-six. In this single-grouped, pretest-posttest designed study, the programmme based on sharing of opinions and materials, division of labor and group reward considering the plays of the children at the age range of 3 and six years and social skill training activities prepared previously has been applied to the group in sessions of 40 minutes twice in a week. As a consequence of theresearch, it is detected that the social skill training programme developed in line with the age of learners at any given level of education is influential for children's gaining target social skills. Therefore the social skill training program is thought to be functional in acquiring different terminal social skills like listening skills, self-expression skills, and emotional understanding skills.

Gender and Cognitive Skill Development

Cathy (2005) noted that in all known societies, biological distinctions between men and women are not only observed and acknowledged, but serve as a basis for social differentiation. She further says that topic for debate has always been whether boys and girls differ generally in level of intelligence. It is obvious that men have garnered the vast majority of high positions and prizes in business, government and science, but it is also obvious that opportunities have not been equal for both sexes. Most items reflect the different experiences boys and girls are given in different cultures. They say that in the past items that dealt with dolls, dress, food and family tended to favour girls anditems about machinery, sport, Science and weapons tended to favour boys. In one such test they reported that 53% and 47% boys and girls respectively scored equal marks in some culture. When the same test was administered to boys and girls of the same age but of different culture, 68% boys showed the ability in comparison to 32%, showing that culture plays a big role in intellectual development.

The different in performance is culturally determined and not innate abilities of boys over girls. They went on to argue that teachers reward girls for being passive and dependant and reinforce boys for being aggressive. If these personality characteristics become important in the pursuit of skills and information in the development of effective intelligence, then girls will be handicapped in their training. Winfred (2007) revealed that girls naturally score lower because they have been socialized towards traditional female value of interdependence and responsibility for others. She further argues that girls are less motivated to solve problems, because they have been less reinforced for problem solving. She concluded by quoting evidence from anthropology that asserts that independent problem attacking types of behavior are more rewarded for boys and routine types of behavior are rewarded for girls in many cultures.

William, James and Timothy (2006) found that some abilities boys or girls possess form a pattern across many cultures and this lead people to believe that an actual difference in cognitive abilities do exist among sexes. It is believed that girls talk a lot and it is not a surprise to find girls excel in verbal fluency. It should be noted that girls do not have large vocabularies than boys. Boys in turn are better at solving arithmetic and science problems and have a better grasp of spatial relations. Girls are better at motor tasks involving fine co-ordinations, whereas boys are better at tasks requiring strength. They concluded by saying that the differences noted among girls and boys are as a result of the culture or educational system, though they appear to be genetically based.

Donald (2002) suggested that psychologist should be more focused on mental processes rather than the gender differences. He says that gender schemes are created through social learning and a multiple of conditioning. Behavior, which is appropriate to the role, will be based on a number of factors, including cultural expectations, norms and stereotypes. Cathy (2005) says that sex differences in socialization are associated with an economy that places a

high premium on the superior strength and superior development of motors skills requiring strength, which characterize the male. Gender socialization does not stop at home, but continues in nursery elementary and later in high schools and colleges. Fogelman (2008) reported no significant difference in the performance of boys and girls on conservation tasks. His research aimed at determining whether there was any significant difference if a group of children were randomly split into two groups and one group manipulated the conservation materials. This was called an "active" group. The group that watched at a distance was called "passive" group. The researcher found out that the overall performance of the two groups was similar. However, he noted that the boys did better under the "active" conditions and girls were superior under the "passive" conditions.

Kiminyo (2005) found out that girls tended to perform better than boys in the conservation of weight. He attributed the difference in performance of weight by boys and girls to environmental experiences. His explanation was that girls spent more time during their practical periods at school learning how to cook, which involved measuring different amounts of ingredients for cooking while boys got involved in activities that do not enhance the acquisition of cognitive ability of weight. In another study, done in Nairobi by Kiminyo (2008) about conservation of numbers and mass, he found that boys performed slightly better than girls, though the performance was not significant. The explanation given was that the activities and games that boys engaged in influenced their slightly better cognitive tasks performance. Boys played with sticks, stones, and therefore, were likely to develop these concepts earlier than girls.

Gender and Social Skill Development

Gender and social skills have been examined in the context of different studies. There are a lot of studies which have addressed gender differences in aggression (Cillessen&Mayeux, 2004). A higher level of physical and overt/direct aggression has been demonstrated for boys,

while a higher level of relational/indirect aggression (Björkqvist, Lagerspetz&Kaukiainen, 2006) is typical for girls. For example, Crick and Gropeter (2003) found that girls were likely to be described as relationally aggressive significantly more than boys. Also interesting are the results of studies on behavioural profiles of socio-metric groups which have already been mentioned above. Although there are only few studies which addressed gender differences, available empirical data suggests that interpersonal behaviour problems (aggressive and antisocial behaviour) are a distinguishing characteristic of rejected boys, while intrapersonal behaviour problems (anxiety, withdrawal) are more common for girls (Hatzchristou&Hopf, 1996; Underwood, 2004).

Košir and Pečjak (2007) established that perceived kindness and prosocialbehaviour are positively, while impulsivity and insolence are negatively related to peers' acceptance in primary and secondary school. The key element of our investigation was derived from the assumption that the explanation of student's behaviour and (his/hers) response to that behaviour is made on the basis of teachers' subjective perception of some student's social characteristics. Thus the teachers' perception determines how he/she manages the students, how he/she adapts his/hers teaching methods etc. At the same time teachers' reactions towards students have reverse effects on students' behaviour (Reyna & Weiner, 2001). In accordance with the self-fulfilling prophecy theory, students gradually start to act congruently with teachers' expectations. In the following paragraphs we therefore expose the findings of previous research on gender in the field of social skills.

School Type and Cognitive Development

Cognitive skill in the child is a complex process that its outcomes depend on the quality of children's experiences both within and outside the formal classroom as they move through series of psychological and neurological changes (Marjorie, Anne & Alice 2006). Cognitive competence in children involves the progressive building of learning skills such as attention,

memory and thinking. These crucial skills enable children to process sensory information and eventually learn to evaluate, analyze, remember, make comparisons, and understand causes and effect (Santrock, 2005). Although some cognitive skills development is related to Child's genetic makeup, most cognitive skills are learned. That means thinking and learning skills can be improved with practice and the right training. Furthermore, cognitive development is the construction of thought processes, including remembering, problem-solving and decision-making from childhood through adolescence to adulthood. School type has been demonstrated as either Government,catholic or independent school. Ajayi(2005) in his own study revealed that school type makes a difference in pre-school cognitive development.However keeves (2007) found that type of school did not make contribution to pre-school education social and cognitive development.

Children derive implicit theories to explain the actions of objects and the behavior of people, young children also are keenly responsive to what they can learn from the actions and words directed to them by other people. This capacity for joint attention may be the foundation that enables humans to benefit from culturally transmitted knowledge (Tomasello 2015) children respond to cues conveying the communicative intentions of an adult(such as eye contact) and tune into what the adult is referring to and what can be learned about it.

School Type and Social Development

Social skill is that specific skill the child uses to interact and communicate with others: resolving conflicts, communicating clearly, and following directions. Social skill is behaviour that helps people interact with others. The interaction may be with classmates, teachers, and others staff. In later life the interaction may be with co-workers, supervisors, friends, and others that a person meets (Seevers & Jones, 2008). In support of this, several studies have found that from childhood through adulthood, socially retarded people show poor or inadequate social interactions with others (Seevers & Jones, 2008). Children and adolescents with social skill

sometimes have behaviours that are awkward or unacceptable in social interactions. The lack of appropriate social behaviours may be a characteristic of their maladjustment. Children may lack a specific social behaviour, apply an inappropriate social behaviour to a particular situation, or not be aware that a particular situation calls for a specific behaviour (Soresi & Nota, 2000).

Appraisal of the Literature Reviewed

The literature review started with a holistic look at various views and opinions on Erikson's theory (1902-1994) and Bronfenbrenner (1979) Ecological System Theorywhich serves as the theoretical framework that guided this study.Erikson's theory is based on the premise that cognitive and social development goes together and cannot be separated, that is the personalities and social skills of the child grow and develop within the context of the society. Erik Erikson (1902-1994) maintained that children develop in a predetermined order. Instead of focusing on cognitive development, however, he was interested in how children socialize and how this affects their sense of self. Based on the Erikson's Psychosocial Theory of Development, we discover that both social development and cognitive are inseparable in the life of children. Government, teachers and parents should show more interest on the social developments and cognitive development of the pre-school education depending on the level of interaction which they develop in dealing with the children.

As regard Bronfenbrenner (1979) Ecological System Theory, it proposed a systems theory that placed childDevelopment in an ecological systems perspective. The theoryacknowledges that although teachers and school systems can provide astable long term relationships with children, the primary relationship needs tobe with parents who can provide a sense of caring that is meant to last long. Itdemonstrates that the most important settings for a young child is his/her family because that is where the child spends most of his/her time. The familyalso has the greatest emotional influence on the young child. This theorypostulates that

child development is influenced by the interaction betweencharacteristics of the child and the parents as well as the environmentalcontext in which the child develops.

This was followed by a critical review of the conceptual review such as concept of preschool education,cognitive and social skills development. It was found that pre-school education is the key to a full and productive life for a child and to the progress of a nation. It was added that pre-school education is therefore, a critical stage of development that forms the foundations for children's future well-being and learning. Series of researchers also discussed pre-school education. For instance, Katherine (2016) stated that pre-school education is the stage at which education can most effectively influence one's development and consequently make impact throughout an individual's life. It was also found in the study that children who have attended high-quality pre-school education have, on average, higher levels of educational attainment and better long-lasting academic outcomes, and also demonstrate better social development (Heckman 2011; Karoly; 1998; Sylva 2014). Similarly, it is discovered that pre-school education is the key to a full and productive life for a child and the progress of a nation. As children pass through pre-school education they learn to develop their cognitive and as well as their social skills in primary schools. Heckman and Masterov (2007) stated that participation in high-quality pre-school education programs can have significant and lasting positive impacts on children's social skills development and academic lives.

It was further reviewed in the study, cognitive skills development of children. Cognitive skill is the construction of thought processes, including remembering, problem-solving, and decision-making, from childhood through adolescence to adulthood. Cognitive skill refers to functions of the brain such as thinking, learning, awareness, judgment and processing information (Ken, 2007).Few among the researchers like Marjorie, Anne and Alice (2006) were of the view that cognitive skill in the child is a complex process that its outcomes depend on

the quality of children's experiences both within and outside the formal classroom as they move through series of psychological and neurological changes.

Social skills are socially tolerable learned behaviours that permit a person to interact with others in ways that provoke encouraging responses and assist in avoiding negative responses. It is also central to necessary social communication in the sense that it will enable individuals to succeed in social interactions without psychologically or physically hurting oneself and others. Avcıoglu (2005) expressed that social skill are necessary for realizing social integration and facilitating social survival; and that they play an important role in the formation of interpersonal relations and the realization of social purposes.

Based on the literature reviewed so far and considering all the information about pre-school education, there existed no consistent finding as none of them measured variables assessed in this study. This however stimulated the researcher to investigate the effects of pre-school education on primary school pupils on cognitive and social skills development in Kwara State. This will help fill the current gap in the literature.

CHAPTER THREE
RESEARCH METHODOLOGY

This chapter discusses the method and procedure used by the researcher to carry out the study. It comprises of the research design, population, sample and sampling techniques, research instrument, validity, and reliability of the instruments, as well as procedure for data collection, and method of data analysis.

Research Design

The study adopted Ex-post facto research design. According to Cohen, Manion and Morrison (2000) ex post facto research design is a method of teasing out possible antecedents of events that have happened and cannot, therefore, be manipulated by the investigator Mertler and Charles (2005) averred that an ex post facto research design is usually used to conduct an investigation to reveal possible information by observing an existing condition or state of affairs and searching back in time for plausible contributing factors. In this study, the research design was found suitable because it enables the researcher investigate an event that already occurred without manipulation or interference.

Population of the Study

The population of the study comprised of all the primary one pupilswho passed through pre-school education and those who did not passed through pre-school education in public and private schools in Ilorin West Local Government Area of Kwara state. According to the Kwara State Annual School Census Report (2015/2016), there are a total population of 56public and 244 private primary schools in Ilorin West Local Government Area of Kwara State.

Sample and Sampling Techniques

The sample for the study was made up of 240 pupils and 30 teachers drawn from all public and private primary schools in Ilorin West Local Government Area of Kwara State. Thereafter, purposively were used to select the primary one pupils. The reason for using purposive sampling technique was based on selection of primary one pupils who had pre-school education and those without pre-school education in Ilorin West Local Government Area. In the LGA, 30 primary schools were selected from it (15 private and 15 public). From each class, purposive sampling technique was used to select 8 pupils which included 4 children who did not attend pre-school (2 boys and 2 girls) as well as 4 children that attended pre-school (2 boys and 2 girls). Therefore, a total of 240 pupils and 30 teachers were selected for this study.

Research Instruments

Two self-constructed sets of instruments were used for data collection in the study. These were tagged Pupils Cognitive Skills Development Test (PCSDT) and Pupils' Social Skills Development Rating Scale (PSSDRS).

(i)Pupils' Cognitive Skills Development Test (PCSDT)

The PCSDT was designed by the researcher based on what the primary one pupils were taught in class. It consists of numeracy and basic science test items. It consists of three sections A, B and C. Section A elicited demographic information of the participants like school school type, gender and age, while section B comprised 13 multiple choice items on basic science drawn from the school curriculum through the scheme of work by the teacher and section C consists of 26 items designed to test the pupils numerical skills.(See Appendix I).

(ii)Pupils' Social Skills Development Rating Scale (PSSDRS)

The PSSDRS was constructed by the researcher to solicit information on primary one pupils' social skills. It has two sections, A and B, in whichSection A generated information on pupils bio-data such as school type,gender and age, while section B is made up of 29 items which composed of cooperation skill, friendship skill and assertive skills. (See Appendix II).

Validity of the Instrument

Validity of the instrument is the extent to which the instrument measures what it is supposed to measure. Roberta and Alison (2015) described validity as the extent to which a concept is accurately measured in a quantitative study. To ensure face and content validity of the instruments(PCSDTand PSSDRS), drafted copies were given to lecturers in the field of Early Childhood and Primary Education in Kwara State University, Malete. Thereafter, the instruments(PCSDTand PSSDRS)were given to the project's supervisors for final scrutiny. Their suggestions and comments were used to amend the PCSDTand PSSDRS before it was administered on all the respondents.

Reliability of the Instrument

Reliability means the degree of consistency of responses to an instrument. To ensure that the instrument tests what it is meant to test in this research work. The researcher subjected the twoinstruments (PCSDT and PSSDRS) to trial testing, using different primary one pupils' who were not part of the sample. To affirm the reliability of the two instruments, the researcher used test re-test method which was conducted within two weeks.The two instruments (PCSDT and PSSDRS) were correlated using Pearson Product Moment Correlation (PPMC),co-efficient obtained 0.75 and 0.82 respectively. This provided strong basis for the appropriateness of the instrument for the purpose of the study.

Procedure for Data Collection

The researcher collected introduction letter from the Head of Department of Early Childhood and Primary Education of the Kwara State University, Malete which was presented to the heads of schools visited. This facilitated the smooth administration and collection of research instruments. The class teachers of primary one pupils were used as the research assistants. The researcher trained the research assistants (class teachers) in their respective schools prior to the administration period so as to prepare and make them familiar with the instruments. Also, the researcher personally administered the instrument tagged "pupils cognitive skills development test" i.e numeracy and basic science of primary one pupils who passed through pre-school education and those who did not pass through pre-school education in the 15 sampled public and 15 private school centres. The research assistants administered the instrument tagged "pupils social skills development rating scale" on the same pupils that participated in the cognitive skills test in Ilorin West Local Government Area

The data collection lasted for a period of six weeks. The first week was used for the training of the research assistants and the remaining five weeks were for observation in the selected schools using the two instruments for assessing the quality of pupil's cognitive skill development test and pupils social skills development rating scale. The researcher monitored the research assistants properly to ensure smooth and effective data collection on the field.

Method of Data Analysis

Descriptive statistics frequency counts, percentage and mean were used to analyze the demographic characteristics of the respondents while inferential statistics of independent sample t-test was used to test the research hypotheses one to six.

CHAPTER FOUR

DATA ANALYSIS AND RESULTS

This chapter is concerned with data analysis and the results of the study. Descriptive statistics frequency counts, percentage and mean were used to analyze the demographic characteristics of the respondents while inferential statistics of independent sample t-test was used to test research hypotheses one to six.

SECTION A: Demographic Characteristics

Table 1: School Type Distribution of Respondents

Variable	Frequency	Percentage
Private	59	49.6
Public	60	50.4
Total	**119**	**100**

Table 1 shows that there are 59 respondents in private schools which accounted for 49.6% while there are 60 respondents in public schools which accounted for 50.4% of the sampled population.

Table 2: Gender Distribution of Respondents

Variable	Frequency	Percentage
Male	59	49.6
Female	60	50.4
Total	**119**	**100**

Table 2 shows that there are 59 private schools which accounted for 49.6% while there are 60 public schools which accounted for 50.4% of the sampled population.

Testing of Research Hypothesis

Hypothesis One: There is no significant difference in the cognitive skill development of primary one pupils who attended pre-school and those who did not attend pre-school education in Ilorin West Local Government Area.

Table 3: Independent Sample T-test Analysis showing the Differences in Cognitive Skill Development of Primary one Pupils who Attended and did not Attend Pre-school

Variable	N	Mean	Std.	dt	Df	Sig.	Remark
Attended Preschool	119	34.42	2.99				
				17.535	237	0.000	Significant
No Preschool	120	28.29	2.39				

Table 3data shows that there is a significant difference in the cognitive skill development of primary one pupils who attended pre-school and those who did not attend pre-school ($t = 17.54$; $df = 237$; $P < 0.05$). Those who attended pre-school had higher cognitive skill development mean score (34.42) than those who did not attend pre-school (mean = 28.29). This difference in the mean score is shown to be significant. Therefore, hypothesis one is rejected because, the significant value is not greater than 0.05.

Hypothesis Two: There is no significant difference in the social skill development of primary one pupils who attended pre-school education and those who did not attend pre-school education in Ilorin West Local Government Area?

Table 4: Independent Sample T-test Analysis showing the Differences in Social Skill Development of Primary One Pupils who Attended and did not Attend Preschool

Variable	N	Mean	Std.dt	Df	Sig.	Remark
Attended Preschool	120	63.875	9.3382			
				8.56	237	0.000 Significant
No Preschool	119	54.109	8.2676			

Data in Table 4 shows that there is a significant difference in the social skill development of primary one pupils who attended pre-school and those who did not attend pre-school ($t = 8.56$; $df = 237$; $P < 0.05$). Those who attended pre-school had higher social skill development mean score (63.88) than those who did not attend pre-school (mean =54.11). This difference in the mean score is shown to be significant. Therefore, hypothesis two is rejected because, the significant value is not greater than 0.05.

Hypothesis Three: There is no significant difference in the cognitive skill development of primary one pupils who attended pre-school with regards to their gender, school type and age.

Table 5: Independent Sample T-test Analysis showing the Differences in the Cognitive Skill Development of Primary one Pupils who Attended Pre-school with regards to their Gender

Variable	N	Mean	Std.dt	Df	Sig.	Remark
Male	59	34.1695	3.2966			
				-0.91	117	0.366 Not significant
Female	60	34.6667	2.6532			

Table 5data shows that there is no significant difference in the cognitive skill development of primary one pupils who attended pre-school with regards to their gender (t = -0.91; df = 117; P> 0.05). Therefore, hypothesis three is not rejected because, the significant value is greater than 0.05.

Table 6: Independent Sample T-test Analysis showing the Differences in the Cognitive Skill Development of Primary one Pupils who Attended Pre-schoolwith regards to their School Type

Variable	N	Mean	Std.dt	Df	Sig.		Remark
Cognitive skill development							
Private	59	34.2542	3.2195				
				-0.599	117	0.550	Not significant
Public	60	34.5833	2.76				

Table 6 shows that there is no significant difference in the cognitive skill development of primary one pupils who attended pre-school who attended pre-school in private and public schools (t = -0.60; df = 117; P> 0.05). Therefore, hypothesis three is not rejected because, the significant value is greater than 0.05.

Table 7: Independent Sample T-test Analysis showing the Differences in the Cognitive Skill Development of Primary one Pupils who Attended Pre-school with regards to their Age

Variable	N	Mean	Std.dt	Df	Sig.		Remark
5 and below	65	34.5538	3.1026				
				0.53	117	0.594	Not significant
6 and above	54	34.2593	2.8628				

Table 7 shows that there is no significant difference in the cognitive skill development of primary one pupils below 5 years below and 6years abovewho attended pre-school(t = 0.53; df = 117; P> 0.05). Therefore, hypothesis three is not rejected because, the significant value is greater than 0.05.

Hypothesis Four: There is no significant difference in the cognitive skill development of primary one pupils who did not attend pre-school with regards to their gender, school type and age.

Table 8: T-test Analysis showing the Differences in the Cognitive Skill Development of Primary one Pupilswho did not Attend Pre-school with regards to their Gender

Variable	N	Mean	Std.dt	Df	Sig.		Remark
Male	60	28.3000	2.5730				
				0.038	118	0.97	Not significant
Female	60	28.2833	2.20				

Table 8 shows that there is a significant difference in the cognitive skill development of primary one pupils who did not attend pre-school with regards to their gender ($t = 0.038$; $df = 118$; $P > 0.05$). Therefore, hypothesis four is not rejected because, the significant value is greater than 0.05.

Table 9: Independent Sample T-test Analysis showing the Differences in the Cognitive Skill Development of Primary one Pupils who did not Attend Pre-school with regards to their School Type

Variable	N	Mean	Std.dt	Df	Sig.		Remark
Private	60	28.2500	2.7285				
				-0.19	118	0.85	Not significant
Public	60	28.3333	2.01				

Table 9 shows that there is no significant difference in the cognitive skill development of primary one pupils in private and public school who did not attended pre-school ($t = -0.19$; $df = 118$; $P > 0.05$). Therefore, hypothesis four is not rejected because, the significant value is greater than 0.05.

Table 10: Independent Sample T-test Analysis showing the Differences in the Cognitive Skill Development of Primary one Pupils who did not Attend Pre-school with regards to their Age

Variable	N	Mean	Std.dt	Df	Sig.		Remark
5 and below	66	28.0909	2.4976				
				-1.02	118	0.31	Not significant
6 and above	54	28.5370	2.24				

Table 10 shows that there is no significant difference in the cognitive skill development of 5 years below and 6years above primary one pupils who did not attend pre-school with regards to their age (t = -1.02; df = 118; P> 0.05). Therefore, hypothesis four is not rejected because, the significant value is greater than 0.05.

Hypothesis Five: There is no significant difference in the social skill development of children who attended primary one with regards to their gender, school type and age.

Table 11: T-test Analysis showing the Differences in the Social Skill Development of Primary one Pupils who Attended Pre-school with regards to their Gender

Variable	N	Mean	Std.dt	Df	Sig.		Remark
Male	61	62.8197	9.7237				
				-1.26	118	0.21	Not significant
Female	59	64.9661	8.87				

Table 11 shows that there is no significant difference in the social skill development of primary one pupils who attended pre-school with regards to their gender (t = --1.26; df = 118; P> 0.05). Therefore, hypothesis five is not rejected because, the significant value is greater than 0.05.

Table 12: Independent Sample T-test Analysis showing the Differences in the Social Skill Development of Primary one Pupils who Attended Pre-school with regards to their School Type

Variable	N	Mean	Std.dt	Df	Sig.	Remark
Private	60	70.1000	6.6427			
				9.79	118	0.000	Significant
Public	60	57.6500	7.28			

Table 12 shows that there is a significant difference in the social skill development of primary one pupils who attended pre-school in private and public schools (t = 9.79; df = 118; P< 0.05). Children who attended pre-school in private school had higher mean score (70.10) than children who attended pre-school in public school (57.65). This difference in mean score is statistically significant. Therefore, hypothesis five is rejected because, the significant value is not greater than 0.05.

Table 13: Independent Sample T-test Analysis showing the Differences in the Cognitive Skill Development of Primary one Pupils whoAttended Pre-school with regards to their Age

Variable	N	Mean	Std.dt	Df	Sig.	Remark
5 and below	68	64.1324	9.3584			
				0.34	118	0.73	Not significant
6 and above	52	63.5385	9.39			

Table 13 shows that there is no significant difference in the social skill development of primary one pupils 5 years below and 6years above who attended pre-school (t = 0.34; df = 118; P> 0.05). Therefore, hypothesis five is not rejected because, the significant value is greater than 0.05.

Hypothesis Six: Is there any significant difference in the social skill development of primary one pupils who did not attend primary one with regards to their gender, school type and age?

Table 14: Independent Sample T-test Analysis showing the Differences in the Social Skill Development of primary one pupils who did not Attend Pre-schoolwith regards to their Gender

Variable	N	Mean	Std.d	t	Df	Sig.	Remark
Male	59	54.4237	8.6825				
				0.41	117	0.68	Not significant
Female	60	53.8000	7.90				

Table 14 shows that there is no significant difference between the social skill development of primary one pupils who did not attend pre-school with regards to their gender ($t = 0.41$; $df = 117$; $P > 0.05$). Therefore, hypothesis six is not rejected because, the significant value is greater than 0.05.

Table 15: Independent SampleT-test Analysis showing the Differences in the Social Skill Development of primary one pupils who did not Attend Pre-schoolwith regards to their School Type

Variable	N	Mean	Std.d	T	Df	Sig.	Remark
Private	60	55.0000	9.9983				
				1.19	117	0.24	Not Significant
Public	59	53.2034	5.98				

Table 15 shows that there is no significant difference in the social skill development of primary one pupils in private and public schools who did not attend preschool ($t = 1.19$; $df = 117$; $P > 0.05$). Therefore, hypothesis six is not rejected because, the significant value is greater than 0.05.

Table 16: Independent Sample T-test Analysis showing the Differences in the Cognitive Skill Development of Primary one Pupils who Attended Pre-school with regards to their Age

Variable	N	Mean	Std.dt	df	Sig.	Remark
5 and below	62	55.7581	9.2394			
				2.31	117	0.02	Significant
6 and above	57	52.3158	6.69			

Table 16 shows that there is a significant difference in the social skill development of 5years below and 6years above children who did not attended preschool ($t = 2.31$; $df = 117$; $P < 0.05$). Children below 5years who did not attend preschool had higher mean score (55.76) than 6years above children who did not attend preschool (52.32). This difference in mean score is statistically significant. Therefore, hypothesis six is rejected because, the significant value is not greater than 0.05.

Summary of Findings

1. There was a significant difference in the cognitive skill development of primary one pupils who attended pre-school and those who did not attend pre-school in Ilorin West Local Government area of Kwara State
2. There was a significant difference in the social skill development of primary one pupils who attended pre-school and those who did not attend pre-schoolin Ilorin West Local Government area of Kwara State
3. There was no significant difference in the cognitive skill development of primary one pupils who attended pre-school with regards to their gender, school type, and age.
4. There was a significant difference in the cognitive skill development of primary one pupils who did not attend pre-school with regards to their gender, while, no significant difference existed with regards to school type, and age

5. There was no significant difference in the social skill development of primary one pupils who attended pre-school with regards to their gender and age, while a significant relationship existed with school type
6. There was no significant difference in the social skill development of primary one pupils who did not attend pre-school with regards to their gender and school type, while a significant difference existed with regards to their age.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

This chapter focused on discussions, conclusion and recommendations. The investigated the effects of pre-school education on the primary school pupils' cognitive and social skills development in Ilorin west Local Government Area. Based on the discussions, conclusions were made, recommendations were drawn from the conclusions, and suggestions for further studies were made.

Discussions of the Findings

There was a significant difference in the cognitive skill development of primary one pupils who attended pre-school and those who did not attend pre-school in Ilorin West Local Government area of Kwara State. This finding is in agreement with the finding of Osakwe (2009) who revealed that there was significant difference in the cognitive ability of those with ECE experience in subsequent learning than those without the pre-primary education experience. The finding is in line with the finding of Bibi and Ali (2012) which showed that there was significant difference in academic performance of pupils, who attended early childhood education with a remarkable impact on pupils future achievement and excellent performance in major and fundamental subjects such as Mathematics and English studies. The study is also in line with the finding of Magnuson (2007) who found that children who attended pre-school had higher levels of cognitive and social skills than their peer who had no such experience.

Another finding in this study that there was a significant difference in the social skill development of primary one pupils who attended pre-school and those who did not attend pre-school. In agreement to the finding of this study is Anderson (2002) finding as citied in Osakwe (2009) which showed that early childhood education experience is vital for enhancing necessary social skills development in the children. Rashid, Samauilah, Igbal and Khalid

(2013), findings is also in line with the present study which revealed higher performance in academic achievement and social skills for pre-school attendees (ECE) than the non-pre-school attendees (non ECE) in English, Mathematics and Social skills.The finding corroborated the finding of James (2012) who contended that social skills are foundation for getting along with other children, and with effective social skills, pre-school children are able to form and maintain friendship,have positives attitudes to learning and social experiences.

Furthermore, the finding showed that there was no significant difference in the cognitive skill development of primary one pupils who attended pre-school with regards to their gender, school type, and age. The finding is in line with the finding of Donald (2002) who showed those psychologists are more focused on mental processes rather than the children gender differences. Also, the finding is in consonance with the finding of William, James and Timothy (2006) who revealed that boys perform better than girls on standardized intelligence test because most items in the tests favour boys. In addition, the finding is in line with the finding of Keeves (2007) who found that school did not make contribution to pre-school education social and cognitive development. In contrast, the finding is not in agreement with the finding of Cunha and Heckman (2008) which revealed in their study that pre-school children between ages of 3 and 5 years old that attended pre-school make steady progress in their cognitive skills development.

There was a significant difference in the cognitive skill development of primary one pupils who did not attend pre-school with regards to their gender, while, no significant difference existed with regards to school type, and age. The findings is in contrast with the finding of Nathalie, Karalyn, Katherine (2010) which showed that a significant gender difference existed with externalizing behavior of male and female throughout the span of attending early childhood education. The finding is in line with the finding of Ajayi (2005) who revealed that there was no significant difference in the cognitive skills development

ofchildren who did not attend public and private pre-schools. The finding further negates the finding of Ceci (1991) who found out that the formation of children cognitive skills development through school quality appears to be an important environmental factor that is related to the development of cognitive skills at ages 4–6.

There was no significant difference in the social skill development of primary one pupils who attended pre-school with regards to their gender, and age, while a significant relationship existed with school type.The finding negates the finding ofHeckman and Masterov (2007) which showed that participation in high-quality pre-school education programs can have significant and lasting positive impacts on children's social skills development and academic lives. The finding is also in contrast with the finding of Blau and Currie (2004) which revealed that attending pre-school education increases children class participation, behavioral social skills, socialization and self-controls in primary schools. This finding is in consonance with the finding of Streuli (2011) who revealed that when children attend private schools, they have better understanding of literacy and numeracy than their counterparts in public schools.

There was no significant difference in the social skill development of primary one pupils who did not attend pre-school with regards to their gender, and school type, while a significant difference existed with regards to their age. The finding negates the finding of Olds (2009) who revealed that children who pre-school education are presumed to gain confidence and self-esteem, develop listening skills, take turns and follow directions, develop social skills development and learn academics through play. The finding is in agreement with the finding of Natalie, Karalyn, Kathryn and Kenneth (2010) gender differences existed between social emotional functioning found significant differences between social and emotional strengths of boys and girls in public and private University of Oregon.

Conclusion

This study examined the effects of pre-school education on primary school pupils' acquisition of cognitive and social skills development in Ilorin West Local Government Area. Based on the findings of this study, pre-school education experience enhanced academic achievement scores in numeracy and basic science and technology of pupils who passed through the pre-school than those who did not pass through pre-school education, which enhance intelligent Quotient for subsequent academic pursuits during childhood through Adolescence and Adulthood. There was a significant difference among pupils who passed through pre-school education as they exhibited acceptable social skills than those who did not pass through pre- school education. Early exposure to pre- school education experience is likely to be a contributing factor to exhibition of confidence without much fear among play mates and is also attributed to affection, sympathetic attitude of teachers, adoption of co-operative skills and assertiveness among peers which are responsible for social interaction. Thus, pre-school education experience is recognized as first step to basic education, helping pupils to be fully integrated into the educational system within lower basic level of learning.

Emphatically, quality pre-school education is likened to an engraved mark on a rock which is difficult to erase. When provided by quality teachers, it will enhance provision of solid academic foundation for lifelong development which will no doubt stimulate and enhance pupils mental ability and social interaction among peer groups. Conclusively pupils taught at an early age usually benefit in various ways, which includes social skills, less or no need for special educational instruction during subsequent school years, with better grades and enhanced attention span of young children who experience pre-school programmes usually graduate from high school, attend college and have fewer behavioral problems and do not get involved in crimes in their adolescent and young adult age.

Recommendations

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

1. Individual child are required to have access pre-school education, in order to strengthen their cognitive skills in in the school system.
2. Every child should be given opportunity to experience pre-school education, in order to improve their social skills in co-operating with one another communication and assertiveness.
3. Parents and stakeholders should promote ECE by providing facilities and instructional materials and infrastructures that would offer children access to quality ECE experience, and will ensure Education for All (EFA) for the benefits of the populace.
4. Early childhood education should be encouraged by the government through provision of early childhood educational facilities (class-rooms, instructional materials, and equipments) needed for the success of the programme.
5. Policy makers should provide adequate programmes, policies and curriculum for success of early childhood education.
6. There is a need for government to provide seminar and workshops for teachers and parents on pre-school education in order to allow their children to participate in pre-school education before entering primary school.

Limitation of the Study

Although this research was carefully prepared, the researcher is still aware of its limitations and shortcomings. First of all, the time only allowed the researcher to work on a local government area instead of the entire Kwara Central Zone. The data gathered would have been more robust and factual if the entire pre-school in Kwara State were incorporated into the study population. Secondly, two aspects of development were examined which were cognitive

skills development and social skill development, it would have been more comprehensive if all the aspects of development were looked into.

Suggestions for Further Studies

The following suggestions for further studies were made:

1. A similar study should be carried out in other Local Government of Kwara State to enrich the existing literature in the topic.
2. Other areas of development like physical, moral development can also be studied in future research.

REFERENCES

Adebayo, D. O. (2005). Perceived workplace fairness, transformational leadership and motivation in the Nigeria police: Implications for change. *International Journal of Police Science and Management,* 7(2), 110-122.

Ajayi, H., (2008). Early Childhood Education in Nigeria: A Reality or a Mirage? 9. *Contemporary Issues in Early childhood, 9, 112*.

Ajayi, M. B. (2005). *Peace building in society torn by violence and armed conflict: A case study of Irawo in Atisbo Local Government Area, Oyo State.* An unpublished M.ED.project in teacher education department.

Akinkuotu, Y. A. and Oyeyemi, K. (2011).The effectiveness of various teaching methods in ece based on the cone of experience.*Journal of Education and Leadership Development,* 3, 22-28.

Aksoy, P., & Baran, G. (2010). *Examination of monthly children's perceptions of school with pictures Analysis of perceptions of 60-72 months children regarding school.* Paper presented at the International Conference on New Trends in Education and Their Implication, Antalya, Turkey.

Aldmir, E. & Seizer, H. (2009).*Introduction to early childhood education*. 6th Edition Annotated Student‘s Edition Wadsworth Cangage. Belmont, USA.

Aloise-Young, P. A. (1993). The development of self-presentation: Self-promotion in 6- to 10-year-old children. *Social Cognition*, 11(2), 201-222.

Anderson, R. H. & Shane, H. G. (2002).*Implications of early children education for life-long learning.* Year Book II Chicago: National Society for the Study of Education.

Anita, W. (2004).Educational psychology.The Ohio state university Pearson Education Incorporation.

Aubrey, C., Dahl, S. Godfrey, R. (2006). Early mathematics development and later achievement: Further evidence. *Education Research Journal,* 18-27.

Avciglu, H. (2003). *Investigation of the efficiency of the management programs using the cooperative learning method in learning the social skills of children in pre-school period*. OMEP World Council Meeting and Conference: Construction.

Avcioglu, F.J. (2005). The Emergence of learning-related social skills on preschool children. *Early Childhood Research Quarterly,* 18(2), 206-224.

Bacanl, F. (2005). Personal undecided scales. Y. Kuzgun & F.Bacanl (Ed.) In the scales used in PDR (p.30-40). Ankara: Nobel Publications.

Bacanl, H. (2007).Development and Learning. Sixth Edition. Ankara: NobelPublication.

Bacanli, H. (2004). GeliimveÖrenme, Nobel yaynlar, Ankara.

Baillargeon T. J. (2015).*Teachers investigate their work: An introduction to the methods of action research.* London: Rotledge.

Baillargeon, R. (2015). *Psychological and socio-moral reasoning in infancy*. In M. Mikulincer, P. R. Shaver (Eds.), E. Borgida, & J. A. Bargh (Assoc. Eds.), APA handbook of personality and social psychology, 1. Attitudes and social cognition (79-150). Washington, DC: American Psychological Association.

Ban,K.(2012).Global education first initiative. UNICEF. https:www.unicef.org/education/bege-65956.html.

Banks, J., O'Dea. C. & Oldfield, Z. (2010). Cognitive function, numeracy and retirement saving trajectories.*The economic Journal,* 120(548), 381-410.

Barnad K.N. (2001). *Educational international Pan-African early childhood education seminare. Theme: quality early childhood education: Every child's*. Dennis, Sinyol.

Barntet, W. S.(2008). *Pre-school education and its lasting effects; research and policy implications, policy brief.*Boulder, CO and Tempe, AZ; Education and the public Interest Center and Education Policy Research unit.

Bibi, S. &Ali, E. M. (2012).*The mediating effect between emotional intelligence students' academic achievement* .Unpublished master's dissertation).Tromsa: University of Tromsa.

Bibi, W., & Ali, A. (2012).The Impact of Pre-school Education on the Academic Achievement of Primary School Students.www.qurtuba.edu.pk

Bierman, K. L, Domitrovich, C. E., Nix, R. L., Gest, S. D., Welsh, J. A., Greenberg, M. T., Blair, C., Nelson K. E. & Gill, S.(2008). Promoting academic and social-emotional school readiness: The head start REDI program.*Child Development,* 79(6), 802-817.

Bierman, K. L. (2008). Promoting academic and social-emotional school readiness: The head start REDI program. *Child Development,* 79(6), 1802-1817.

Bierman, K. L., Nix, R. L., Greenberg, M. T., Blair, C. &Domitrovich, C. (2008). Executive functions and school readiness intervention: Impact, moderation and mediation in the Head Start REDI program. Development and Psychopathology, 20, 821–843.

Bilić-Prcić, M. (2007).*A systematic approach to teaching social interaction skills to children and adolescents with social difficulties.*Shawnee Mission, KS: Autism Asperger Publishing.

Björkqvist, K., Lagerspetz, K., &Kaukiainen, A. (2006). Do girls manipulate and boys fight? Developmental trends in regard to direct and indirect aggression. *Aggressive Behavior,* 18, 117-127.

Blau, D. & Currie, J. (2004). Preschool, day care, and afterschool care: Who's minding the kids? In Handbook of the economics of education, ed. Erik Hanushek and Finis Welch, 1163–1278. Amsterdam: Elsevier.

Bloom , W. S. (2007). *Research on benefits of pre- primary education securing higher turns form pre-school children*. New York: National Institution for Early Child Education Research.

Botsford, K. D. (2013). Social Skills for Youths with Visual Impairments: A Meta-Analysis., *Journal of Visual Impairment & Blindness*, 497-508.

Britto, P. R. (2015). *Why Early Childhood Environment is the Foundation for Sustainable Development.*UNICEF.https://blogs.unicef.org.blog/why-childhood-development-is-

Bronfenbrenner, U. (1977). Towards an experimental ecology of human development. *American Psychologist, July*, 513-531.

Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Cambridge, MA: Harvard University Press.

Bronfenbrenner, U. (1998). Ecological systems theory. In R. Vasta (Ed.), *Annals of child development* (6, pp. 187-249). Boston, MA: JAI Press, Inc.

Bruner, J.S. (1963). *The process of education.*New York, NY: Vintage Books.

Bukatku, D. &Daehler, W. (1995). Child development: A thematic approach. (2nd edition) New Jersey. houghtonmiffin Company. Lazarus, S. (2010). Educational Psychology: in social context.4th edition. Cape town. Oxford University Press.

Bulman, T. P. (2010). *Parent Expectations of children Behavior: Social Skills Necessary for Success in pre-school Classrooms.*Unpublished M.Ed. Project Report, Moi University, Kenya

Burger, K. (2010). How does early childhood care and education affect cognitive development? An international review of the effects of early interventions for children from different social backgrounds.*Early Childhood Research Quarterly, 25*(2), 140-165.

Butler, L., &Markman, E. (2012).*Pedagogical cues influence children's inductive inference and exploratory play.*In Proceedings of the 32nd annual conference of the cognitive science society.

Cathy, K. H. (2005). Prevalence and factors related to social skills among secondary school students in Kota Tinggi District, Johor, Malaysia. *Tropical Biomedicine,* 23(1), 75-84.

Cebe, W (2006). Practice-bounded knowledge.*Transactions,* 3(2), 1-8.

Ceci, S. J. (1991). How much does schooling influence general intelligence and its cognitive components? A reassessment of the evidence.*Developmental Psychology*, 27(5), 703

Centers for Disease Control and Prevention (CDC), (2014).*Middle childhood (6-8 years of age): Developmental milestones.*http://www.cdc.gov/ncbddd/childdevelopment/positiveparenting/middle.html.

Chapman, C. (2006). *Partnerships for improvement: The specialist schools achievement programme.*London: SSAT.

Choi, J. (2000). *The value added by teacher education.* In M. Cochran-Smith, S. Feiman-Nemser, D. McIntyre, & K. E. Demers, Handbook of research on teacher education (1249 - 1273). New York: NY: Routledge.

Cillessen, A. &Mayeux, L. (2004).*Socio-metric status and peer group behavior: Previous findings and current directions.* In J.B. Kupersmidt& K. A. Dodge (Eds.), Children's Peer Relations: From Development to Intervention (pp. 3-20). Washington: American Psychological Association.

Cirfat, A. B. &Zumyil, C. F. (2007).*Selected basic laboratory skills expected of a science teacher.* Paper Presented at the Biology Workshop of Science Teachers association of Nigeria (STAN), held at Jos, Nigeria.

Claessens, P. A. (2014). *Creating child centered classrooms.* Washington, D.C: Children's Resources International.

Cohen, J., Elias, W.., & Wang, D. (2005).*Designing group work: Strategies for the heterogeneous classroom.*New York: Teachers College Press.

Cohen, L., Manion, L. & Morison, K. (2000). *Research methods in education*. London: Routledge Falmer.

Coley, R. L., Votruba-Drzal, E., Miller, P. L., &Koury, A. (2013).Timing, extent, and type of child care and children's behavioral functioning in kindergarten.*Developmental Psychology, 49*(10), 1859-1873.

Cooper, D. H., &Farran, D. C. (1988). Behavioural risk factors in kindergarten.*Early Childhood Research Quarterly*, *3*, 1–19.

Corbeil M. (2008).*Impact of Preschool Early Childhood Education on Adult Human Development* ahammand@uoguelph.ca Hans, N. (1982).*Comparative Education,* London: Routledge&Kegan Paul Publisher, Pp. 254-320.

Crick, N. R., &Grotpeter, J. K. (2008).Relational aggression, gender, and social-psychological adjustment.*Child Development,* 66,710–722.

Csibra G. (2012). Recognizing communicative intentions in infancy.*Mind & Language,* 25(2), 141–168.

Cunha, F & Heckman, J. (2008). Formulating, identifying and estimating the technology of cognitive and non-cognitive skill formation.*Journal of Human Resources,* 43(4), 738–782.

Dasen, P. (1994). *Culture and cognitive development from a Piagetian perspective.*In W .J. Lonner& R.S. Malpass (Eds.), *Psychology and culture*. Boston: Allyn and Bacon.

Denham, S. A. (2003). Preschool emotional competence: Pathway to social competence? *Child Development*, 74(1), 238-256.

Denham, S. A., Blair, K. A., DeMulder, E., Levitas, J., Sawyer, K., &Auerbach-Major, S. (2003). Preschool emotional competence: Pathway to social competence? *Child Development*, 74(1), 238-256. doi: 10.1111/1467-8624.00533.

Department of Education, Employment and workplace Relation (DEEWR, 2009). The early years learning frame work for Australia Canberra, ACT DEEWR.

Dereli, E. (2008). *The effect of social learning program for children on the social problem solving skills of children aged 6.* Unpublished PhD Thesis, Selçuk University, Institute of Social Sciences, Konya.

Diamond, K. E. (2013).*Synthesis of IES research on early intervention and early childhood education.* Washington, DC: National Center for Special Education Research, Institute of Education Sciences, U.S. Department of Education.

Dickinson, D. K. (2012).*Beginning literacy with language: Young children learning at home and school.* Baltimore: Paul H. Brookes Publishing Co.

Dickson, L. E. (2013). *History of the theory of numbers: Diophantine analysis*, ii, 1-9.

Diener, M. L. & Kim, D. Y. (2004).Maternal and child predictors of preschool children's social competence.*Applied Developmental Psychology,* 25, 3–24.

Dobel, P. J. (2007). *Public management as ethics*. In: Oxford Handbook of Public Management, 156-169. Eds. Ferlie, Ewan, Laurence E. Lynn & Christopher Pollitt. New York: Oxford University Press.

Dodge, D. T., & Kittredge, B. (2009).*Room arrangement as a teaching strategy DVD*. Washington, DC: Teaching Strategies, Inc.

Donald, P. (2002). Studies in cognitive development. New York. Oxford University press.

Duncan, G.J., Claessens A., Magnuson, K., Huston, A. C., Klebanov, P., &Japel, C. (2008).School readiness and laterb achievement.*Developmental psychology,* 43, 1428.

Eisenband, B. & Pappas, K. (2016).*Theessence of early childhood mathematics education and the professional development needed to support it.* In A. Dowker (Ed). Mathematical Difficulties Psychology and Intervention (59-83). San Diego, CA: Elsevier. Erlbaum Associates.

Eisenberg, N., Valiente, C. &Eggum, N. D. (2010).Self-regulation and school readiness.*Early Education and Development,* 21,681-698.

EkinciVural, D. (2006). The Effect of the Family Participatory Social Skills Education Program on the Development of Social Skills in Children. Izmir: DokuzEylül University. Institute of Education Sciences.

Elliot, H. A. &Demery, J. R. (2001). Social Intelligence: Evidence for multi mensionality And Construct Independence. *Journal of social Psychology,* 78, (1), 52-58.

Elliott, S. N., Malecki, C. K. &Demaray, M. K. (2007).New directions in social skills assessment and intervention for elementary and middle school students.*Exceptionality*, 9(1-2), 19-32.

Encarta (2009).*Microsoft ®Encarta ®2009 (DVD).* Redmond, WA. Microsoft Corporation.

Erik Erikson (1902-1994): Person of the month. *The International Journal of Indian Psychology,* 4(1), 69.

Erikson, E. H. (1964). *Insight and responsibility*. New York: Norton.

Ethiopia Young Lives (2013).*Work in children's lives in Ethiopia: Examples from young lives communities*. Young Lives Research Brief, Oxford: Young Lives.

Eunice K. S. (2016).National institute of child health and human development national institutes of health.*NICHD Media Advisory*.

Eweniyi, I. T. (2012).Formal kindergaten experience as a predictor of academic achievement of primary five pupils in English language.*International Journal of Academic Research in Business and Social Sciences, 2(10), 383-390.*

Fatola, E. A. (2006). *Retraining of teacher in the primary school mathematics:Improving primary Education in kwara state (IPEK), Ilorin, Kwara State*. Ministry of Education, Science and Technology.

Federal Republic of Nigeria (2004).*National Policy on Education.*Abuja: NERDC Press.

Federal Republic of Nigeria (2013).*National policy on education (6th edition).*Abuja; NERDC Press.

Federal Republic of Nigeria (FRN) (2014).*National policy on education and major reforms and innovations recently introduced into the Nigerian educational system.*Lagos: FGN Press.

Flynt, C. J. (2008). *Predicting academic achievement from classroom behaviours.*Adissertation.Faculty of the Virginia Polytechnic Institute and State University.

Fogelman K.R. (2008). *Piagetian tests and sex differences.* New York, NY: Humanities.

FRN (2013).*National Policy on Education.* Lagos: NERDC.

Fromberg, D. P. (2014).*Play from birth to twelve: Contexts, perspectives and meanings.*Second edition. New York and London: Routledge.

Gazezolu, O. (2007). Socio-metric status and cognitive skills development of children with specific and general learning disabilities in Dutch general and special education classes. *Learning Disability Quarterly,* 47(30), 47−62.

Gerardi, K., Goette, L. & Meier, A. (2013). Numerical ability predicts mortgage default. *Proceedings of the National Academy of Science,* 110(28), 11267-11221.

Gillis, J. M. & Butler, R. C. (2007). Social skills interventions for preschoolers with Autism Spectrum Disorder: A description of single-subject design studies. *Journal of Early and Intensive Behavior Intervention, 4*(3), 532-547.

Givner, M. (2003). Teaching students to self-regulate their behaviour: The differential effects of student vs. teacher-delivered reinforcement. *Research in Developmental Disabilities,* 22, 319-332.

Glick, P. (2007). Cognitive Skills among children in Senegal: Disentangling the roles of schooling and family background. *SAGA Working Paper, JEL:* I21, J24.

Göker, M. & Smyth, B. (2001).*Delivering personalized information: What you get is what you want*" in "KI - KünstlicheIntelligenz. Special issue on Artificial Intelligence and E-Commerce, R. Bergmann & Wolfgang Wilke (eds.), GesellschaftfürInformatike.V. (GI), 01, 17-21.

Gormley, W. T. (2015). The effect of universal pre-k cognitive development.*Development Psychology,* 41, 872-884.

Greene, S. M.& Moane, G. (2000). Growing up Irish: Changing children in a changing society. *Irish Journal of Psychology, 21*, 122-137.

Gresham, F. M. & Elliott, S. N. (1987). Social skill deficits of learning-disabled students: issues of definition, classification, and assessment.*Journal of Reading, Writing, and Learning Disabilities International,*3(2),131-148.

Gresham, F. M., & Elliott, S. N. (1987).*Social skills rating system (Elementary Scale A)*. Circle Pines, MN: American Guidance Service, Inc.

Gresham, F. M., Elliot, S. N., Cook, C. R., Vance, M. J., Kettler, R. (2010). Cross-informant agreement for ratings for social skill and problem behavior ratings: an investigation of the social skills improvement system-rating scales. *Psychological Assessment,* 22, 1, 157-166.

Gresham, F. M., Sugai, G. & Homer, R. H. (2001).Interpreting outcomes of social skills training for students with high-incidence disabilities.*Exceptional Children,* 67(3), 331-345.

Gresham, F., &Elliot, S. (2008). *Social Skills Improvement System* (A. G. Services, Ed.).Circle Pines, TX: Pearson PsychCorp.

Grotwell, P.G. (2015). *Earlychildhood education: issues and development*. New York Nova Science Publishers.

Guglielmo, H.M. & Tryon, G.S. (2001).Social skill training in an integrated preschool program.*School Psychology Quarterly*, *15*(2), 158-175.

Hamre, M. (2014).*Outdoor as learning environment for children at a primary school of Bangladesh*. Paper presented at the 45th International Conference of Environment Design Research Association, New Orleans.

Han, S. S. (2005). A teacher-consultation approach to social skills training for prekindergarten children: Treatment model and short-term outcome effects. *Journal of Abnormal Child Psychology,* 33 (6), 681-693.

Han, S. S., Catron, T., Weiss, B. &Marciel, K. K. (2005). A teacher-consultation approach to social skills training for prekindergarten children: Treatment model and short-term outcome effects. *Journal of Abnormal Child Psychology,*33 (6), 681-693.

Harlen, J. D. &Rivkin, M. S. (2012). *Science experience for the early childhood years: An integrated approach* (10th ed.). Upper Saddle River, NJ: Person.

Harris, A. R. (2012). Nurturing mindfulness in children and youth: Current state of research.*Child Development Perspectives,* 6(2), 161-166.

Hatzchristou, C. &Hopf, D. (2004). A multi-perspective comparison of peer socio-metric status groups in childhood and adolescence. *Child Development,* 67, 1085-1102.

Hatzchristou, C., &Hopf, D. (1996). A multi-perspective comparison of peer socio-metric status groups in childhood and adolescence. *Child Development,* 67, 1085-1102.

Hayes, N. (2010). Early childhood education and care.Tonerdo integrated early years' policy for young children early years, 30(1), 9, University of Abuja, Abuja, Nigeria.

Heckman, J. J. (2006). Skill Formation and the Economics of Investing in Disadvantaged Children.*Science*, 312(5782), 1900-1902.

Heckman, J. J. (2011). The GED," in Handbook of the Economics of Education, ed. Eric A. Hanushek, Stephen Machin, and LudgerWoessmann, 3 (Amsterdam: Elsevier, 2011).

Heckman, James J. &Masterov, D. V. (2007). T*he productivity argument for investing in*

Hedges, L., Huttenlocher, J., Klibanoff, R. S., Levine, S. C. &Vasileva, M. (2006). Preschool children's mathematical knowledge: The effect of teacher "math talk". *Developmental Psychology,* 42, 59-69.

Holly, N. (2015). *Implementing a Sustainability Curriculum in a Montessori Early Childhood.*https:www.unicef.org/education/bege-65956.html.

Husek, M. (2005). *Building school-community partnerships: Collaborating for student success.* Thousand Oaks, CA: Corwin Press.

James, B. (2012). Influence of parent academic involvement on children's school behavior, motivation, and aspirations. *Child Development,* 75, 1491–1509.

Jana, K., Cirila, P., Sonja, P. &Zulijan, M. V. (2009). Student's social behaviour in relation to their academic achievement in primary and secondary school: Teacher's perspective. . *Journal of Learning Disabilities,* 3(6), 212-242.

Jaswal, S. (2012).*The importance of being relevant.*National Centre for Biotechnology Information.

Jean Piaget (1896-1980). Person of the month.*International Journal of Indian Psychology,* 4(4), DIP:18.01.001/20170404, DOI:10.25215/0404.001Vi.

Kamaraj, I. (2004). A*daptation of the social skills rating scale to Turkish and the evaluation of the educational drama program in the acquisition of the social skills of children.* Unpublished doctorate, Marmara University, Institute of Education Science, Istanbul.

Katherine, M. S. (2016). *Early intervention providers' experiences and perceptions of natural environments.* A thesis submitted to the faculty of The University of North Carolina at Charlotte in partial fulfilment of the requirements for the degree of Master of Education in Child and Family Studies, Charlotte.

Katniyon, H.D. & Mundi, T. (2011).Integrating indigenous knowledge system in Nigerian basic science instructional strategies: A panacea for entrepreneurial skills acquisition and attainment of vision 2020.*The Coconut Journal,* 4(5), 1-6.

Katz, L. G., & McClellan, D. E. (1997).*Research into practice series, 8.Fostering children's social competence: The teacher's role.*National Association for the Education of Young Children.

Keeves, J. P. (2007). Issues in language learning.*International Education Journal*, 8(2), 16-26.

Keeves, J. P. (2007). *Why do education systems differ in educational outcomes?* A paper presented at the providing world-class school education, Australian Council for Educational Research Conference. Sydney, NSW, Australia.

Keith, J. H. & John, W. F. (2007). A comparison of the effects of two social skill training approaches on teacher and child behavior. *Journal of Research in Childhood Education,*12(1), 85-97.

Ken, R.(2007).What can schools do about cases of bullying?*Pastoral Care in Education,*29, 4,273-285.DOI: 10.1080/02643944.2011.626068.

Kendra, C. (2014). Piaget's stages of cognitive development. http://psychology.about.com/od/piagets theory / a / keyconcepts.htm.

Kiminyo, (2008).*Parent engagement and leadership.*Research Report No.134. Saskatoon, Canada: Dr. Stirling McDowell Foundation for Research into Teaching.

Kiminyo, M. D. (2005). *General psychology of education Nairobi.* Education Research and Publication Co.

Koenig, M. A. &Doebel, S. (2013). Children's use of moral behavior in selective trust: Discrimination versus learning. *Developmental Psychology,* 49(3), 462-469.

Košir, K. & Pečjak, S. (2007). Differences between non-aggressive, rejected children and popular children during peer collaboration. *Child & Family Behavior Therapy*, 16(3), 49-73.

Kurt, F. (2007). *Parental involvement: Teachers' and parents' voices.* Unpublished doctoral dissertation, University of Central Florida Orlando, Florida.

Lamont, A. & Van Horn, L. (2013). C on X: Modeling the covariance between independent variables and latent classes in regression mixture models.*Multivariate Behavioral Research,*51(1),35-52,DOI: 10.1080/00273171.2015.1095063.

Laski, E. V. &Siegler, R. S. (2014). Learning from number board games: You learn what you encode. *Developmental Psychology,* 50(3), 853-864.

Lazarus, S. (2010). *Educational Psychology in social context.*4th edition. Cape Town: Oxford University Press.

Libet, J. &Lewinsohn, M. (2009).Concept of social skills with special reference to the behaviour of depressed patients.*Journal of Consulting and Clinical Psychology,* 8 (2), 324-345.

Lobo, Y. B. &Winsler, A. (2006). The effects of a creative dance and movement program on the social competence of HeadStart pre-schoolers. *Social Development,* 15(3), 501-517.

Lopes, P.N. &Salovey, P. (2006).*Toward a broader education.*In H.J. Wal-berg, M.C. Wang, R.J.E. Zins& P. Weissberg (eds.): Building school success on social and emotional learning (pp. 79-93). New York: Teachers College Press.

Macours, Karen, Schady, N. R., and Vakis, R. N. (2008). Cash Transfers, Behavioral Changes, and Cognitive Development in Early Childhood: Evidence from a Randomized Experiment. *Policy Research Working Paper 4759, Impact Evaluation Series No. 25.*

Magnuson, S. (2007). The persistence of preschool effects: Do Subsequent classroom experiences matter? *Early Childhood Research Quarterly, 22*, 8-38.

Marjorie, K., Alice, W. & Anne, S. (2006). Guiding children's social development: Theory and practice (5th Ed.). Toronto, Ontario, Delmar.

Marsh, D. (2012). *Blended Learning Creating Learning Opportunities for Language Learners*. New York: Cambridge University Press.

McClelland, M. M. & Morrison, F. J. (2003).The emergence of learning-related social skillsin preschool children.*Early Childhood Research Quarterly,* 18, 206–224.

McClelland, M. M., Morrison, F. J. & Holmes, D. H. (2000). Children at-risk for early academic problems: The role of learning-related social skills. *Early Childhood Research Quarterly,* 15, 307–329.

McNair, S. (2006).*Start young! early childhood science activities*. Arlington, VA: National Science Teachers Association Press. National Science Teachers Association.www.nsta.org.

Mertler, C., & Charles, C. (2005). *Introduction to research (5th ed.)*. New York: Pearson Education Inc.

Mezieobi, K. A. (2006). Pre-primary education: The dilemma of relevance in contemporary Nigeria. *British Journal of Educational Studies and Society,* 62(10), 1-8.

Miedel, W. T. & Reynolds, A. J. (2005). Parent Involvement in Early Intervention for Disadvantaged Children: Does It Matter? *Journal of School Psychology,* 37(4), 379-402.

Miles, S. B. &Stipek, D. (2006).Contemporaneous and longitudinal associations between social behavior and literacy achievement in a sample of low-income elementary school children.*Child Development,* 77(1), 103-117.

Miller, E. (2014). *Crisis in the kindergarten: Why children need to play in school*. Collegepark, MD: Alliance for childhood.

Ministry of Education (2002b).*German in the New Zealand curriculum.*Wellington Learning Media.

Morrissey, T. W. (2010). Sequence of child care type and child development: What role does peer exposure play? *Early Childhood Research Quarterly,25*(1), 33-50.

Moyles, J. (2012). *The Excellence of play 3rd Edition.*Berkshire: Open University press p4.

Moyles, J.2012. *Unhurried Pathways*.Early Childhood Action. Winchester.

Murphy, P. F. (2009). *Relationships of parenting practices, independent learning, achievement, and family structure.*Unpublished MEd. Dissertation. Virginia: Polytechnic Institute and State University.

Murphy, S. (2009).Links between parenting styles, parent-child academic interaction, parent-school interaction, and early academic skills and social behaviors in young children of English-speaking Caribbean immigrants.*Early Childhood Research Quarterly,* 21, 238-252.

Nancy, A. (2010). *Parent involvement in early education.*In S. Christenson & A. Reschly (Eds.), Handbook of school-family partnerships (pp. 158-174). New York, NY: Routledge.

Natalie, R., Kathryn, N. R., Karalyn, T. Kenneth, W. M. & Katherine, L. W. (2010). Gender differences in positive social–emotional functioning.*Psychology in the Schools,* 48(10), 958–970.

National policy on education, Federal Republic of Nigeria (2004). NERDC press Lagos

National Research Council (2001).*Educating children with autism*. Washington, DC: National Academy Press.

National Scientific Council on the Developing Child (2004).*Children's emotional development is built into the architecture of their brains*. Working Paper No. 2.www.developingchild.harvard.edu.

Naudeau, S. (2011).*Investigating in young children: an early childhood development guide for policy dialogue and project preparation.* Washington D.C: World Bank Publication.

NERDC, (2012). 9-*year basic education curriculum: basic science and technology*. Lagos: NERDC Press.

Nyamwange, P. K. (2012). *Influence of home background on ECDE children's academic performance in mathematics, MukuruKwaNjenga pre-school, Embakasi Nairobi, County.*MED Research Project in ECDE, University of Nairobi, Kenya.

Obiweluozu, E. P. (2011). Investment in early childhood care and education: Challenges and prospects. *Nigerian Journal of General Studies,* 2(2), 286-298.

Odinko, M. N. (2007). *Evaluation of classroom interaction patterns at the pre-primary level of education in Nigeria.*Unpublished Thesis.The University of Edinburgh.

OECD, (2000).Strengthening early childhood operational reasoning.A neo-Piagetian analysis.*Journal of Research in Science teaching, 28(1), 19-40.*

Ogunleye, A. O. (2008). *An investigation into Nigerian teachers' knowledge of primary science curriculum content and involvement in practical activities: Implication for the UBE scheme*. EABR and TLC Conference ProceedingsRothenburg, Germany.http://www.cluteistitute.onlinejournals.com.

Ogunleye, B. O. &Babajide, V. F. T. (2011). Generative instructional strategy enhances senior secondary school students' achievement in physics. *European Journal of Educational Studies,* 3(3), 453-463.

Okoro, D. C. U. (2004). *Universal Basic Education*, in E.A. Yoloye& A.O. Osiyale (eds) Burning Issues in Nigerian Education. Ibadan: Wemilore Press.

Okur, M. (2008). *Effects of philosophy for children on social skills that are: assertiveness, self-control and cooperation at children of six years old.* Unpublished Master Thesis. Istanbul, Turkey: Marmara University, Graduate School of Educational Sciences, Department of Early Childhood Education.

Olaleye, O. &Omotayo, K. A.(2009).Assessment of quality in early childhood education in Ekiti-State Nigeria.*World Applied Sciences Journal,* 7(5), 683-688.

Olds, A. R. (2009). *Child Care Design Guide*. Quebecor: McGraw-Hill Companies.

Organisation for Economic Co-operation and Development (2000).*Education at a glance: OECD indicators 2000*, Education at a glance, Organization for Economic Co-operation and Development, Paris.

Orji, N. S. (2013). Awareness and acceptance of the new trade and entrepreneurship curriculum among public and private school teachers in North East Nigeria.*Journal of Educational Policy and Entrepreneurial Research (JEPER),* 1(4), 27-37.

Osakwe, R. N. (2009). The effect of early childhood education experience on academic performance of primary school children student home science.*Tud Home CommSci*, 3(2), 143-147.

Oswalt,A.(2008).Child Development and Parenting: Early Childhood.mthml:files//c:users/user.mentalhelpnet.

Patterson, G. R., Bigler, D. S. (2006). Hyperactive and antisocial behaviours: Comorbid or two points in the same process. *Development and Psychopathology,* 12, 91-106.

Patterson, M. M. (2006). Effects of physical a typicality on children's social identities and intergroup attitudes. *International Journal of Behavioural Development,* 31(5) 433-444.

Paul, K. (1998). Effects of approach and avoid mind-sets on performance, self-regulatory cognition, and affect in a multi-task environment. *Cognitive Therapy and Research* 30(3), 355-376.

Pellegrini, A. D. (2015). *Recess: its role in development in education.* Mahwah, NJ: Lawrence

Piaget, J. (1936). *Origins of intelligence in the child.*London: Routledge&Kegan Paul.

Piaget, J. (1983). *Piaget's theory*. P. Mussen (Ed). *Handbook of Child Psychology*. 4th edition, 1 New York: Wiley.

Pickens, J. (2009). Socio-emotional programme promotes positive behaviour in preschoolers. *Child Care in Practice*, 15 (4), 261-278.

Rashid, K., Sanaullah, R., Iqbal, M. Z.& Khalid, N. (2013). Pre-school attendees and non-preschool attendees academic achievement and social skills. *Interdisciplinary Journal of Contemporary Research in Business,* 4(9), 1146-1157.

Ray elloit S., Galiani, S. &Gertler, P. (2006). The effect of pre-primary education on primary school performance.*Journal of Public Economics*, 93, 219-34.

Reyna, C. & Weiner, B. (2001). Justice and utility in the classroom: An attributional analysis of the goals of teachers' punishment and intervention strategies. *Journal of Educational Psychology*, 93(2), 309-319.

Roberta, H. & Alison, T. (2015), Validity and Reliability in Quantitative Studies. Research Made Simple. http://ebn.bmj.com/

Robinson, H. B. & Robinson, N. M. (2000).*The problem of timing in pre-school education,* in Hess, R.D. and bear, R.M. (Eds.) Early Education, Illinois: Aldine Publishing Co.

Robinson, K. & Robinson, T. N. (2000). Improving student behavior and discipline with school and family involvement. *Education in Urban Society,* 3(5), 4–26.

Rode, J. A. (2010).Understanding online communication through Arab eyes. Paper presented at the CHI 2010, April 10–15, 2010, Atlanta, Georgia, USA.

Saadu, U. T. (2017).Public primary school teachers' awareness and utilization of best practices in Kwara State primary schools.*Unilorin Journal of Lifelong Education,* 1(2), 63-70.

Saffran, J.R. (2012). Statistical learning as a window into developmental disabilities.*Journal of Neuro-develop Disorder,*10(35), 62-73.

Samarapungavan, A. (2014). Contextual epistemic development in science: A comparison of chemistry students and research chemists. *Science Education, 90*, 468–495.

Santrock, J. W. (2005). *Adolescence.11thedition.* McGraw-Hill, Boston.

Seevers, R. L. & Jones, B. M. (2008).Exploring the effects of social skills training on social skill development on student behaviour.*National Forum Of Special Education Journal*, 19(1), 1-8.

Segrin, C.&Taylor, M. (2007).Positive interpersonal relationships mediate the association between social skills and psychological well-being. *Personality and Individual Differences*, 43, 637–646.

Shahrum, V. (2012).Social competence and behaviour problems in preschool children.*Iranian Journal of Psychiatric,* 7(3), 126–134.

Slimmer, J. S. (2003).Promoting lifelong skills in prekinderten classrooms. https://canadiankindertin.com.

Smith, B. J. (2010). *Recommended practices: Linking social development and behavior to school readiness*. Nashville, TN: Vanderbilt University Center for the Social on the Social and Emotional Foundations for Early Learning.

Smith, O. (2003). Information management in secondary education.*Educational Journal.*2, 42-50.

Soresi, S. & Nota, L. (2000). A social skill training for persons with down's syndrome. *European Psychologist, 5*(1), 34-43.

sorias, Y. M. (2008). *Early child-care problems of working mothers with implications for social policy.* Paper presented at the National Workshop on Working Mothers and Early Childhood Education in Nigeria at NISER, Ibadan.

Spence, W. (2004).Social on personality development. Chestnut Hill, MA: Boston College.

Streuli, N.U. (2011). *Increasing choice or inequality? Pathways through early education in Andhra Pradesh, India*. Working Paper No. 58, Studies in Early Childhood Transitions. The Hague: Bernard van Leer Foundation.

Sylva, K. (2014).Capturing quality in early childhood through environmental rating scales.*Early Childhood Research Quarterly,* 21 (1), 76-92.

Sylva, K., Melhuish, E., Sammons, P., Siraj, I. & Taggart, B. (2014).*The effective preschool, primary and secondary education project (EPPSE 3-16+).*Students' educational outcomes at age 16.Department for Education.RR 354.

Sylvia, S. (2008). Giving children a better start: pre-school attendance and school-age profiles.*Journal of Public Economics*,92, 1,416–40.

Taiwo, A. A. &Tyolo, J. B. (2002). The effect of pre-school education on academic performance in primary school: A case study of grade one pupils in Botswana. *International Journal of Educational Development,* 22, 169-180.

Tassew W (2011). *The effects of early childhood education attendance on cognitive development: evidence from urban Ethiopia.* Paper for the CSAE Conference 2011 on Economic Development in Africa at St Catherine's College, Oxford, 20-22 March 2011.

Terpstra, (2008).A comparison of the effects of two social skill training approaches on teacher and child behavior. *Journal of Research in Childhood Education,* 12 (1), 85-97.

Terpstra, J. E. & Tamura, R. (2008).Effective social interaction strategies.*Early Childhood Education Journal,35*, 405–411.

Thaibat, K.N. (2016). *Influence of early childhood education on academic achievement, moral and social behavior of primary school pupils in Kano state, Nigeria*. Unpublished PhD. Thesis Ahmadu Bello University, Zaria.

The Finnish National Board of Education (2004). *The Finnish national core curriculum: structure and development. Miracle of Education.* University of Helsinki

Tomasello, M. (2015).The effects of collaboration and minimal-group membership on children's prosaically behaviour, liking, affiliation, and trust. *Journal of Experimental Child Psychology*,139, 161-173.

Tomlinson, S. (2014).*The politics of race, class, and special education.World Library of Educationalists*.Routledge, 711 Third Avenue, New York. NY 10017.

Trawick-Smith, J. T. (2014). Early childhood development: A multicultural perspective. (7th ed.). Ohio: Prentice Hall.

Underwood, M. K. (2004). Continuity and change in social and physical aggression from middle childhood through early adolescence.*Aggressive Behaviour,* 35(5), 357-75.

UNESCO, (2010). Global citizenship education: Preparing learners for the challenges of the 21st century. www.unesco.org.

Uyoata, U.E. (2006).Instructional strategies and retention of science concepts among primary school pupils.*Journal of Educational Studies* 12 (1) 190-198. *Teaching,* 5(1), 397-405.

Vahedi, S., Fathiazar, E., Hosseini –Nasab, D. S., Moghaddam, M. &Arezu-Kiani, M. D. (2007).The effect of social skills training on decreasing the aggression of pre-school children.*Iran Journal of Psychiatric,* 2, 10-114.

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes.*Cambridge, MA: Harvard University Press.

Wadsworth, B. (1984). Piaget's theory of cognitive and affective development. New York: Longman.

Weiss, A. M. &Offenberg, R. J. (2002).*Enhancing urban children's early success in school: The power of full-day kindergarten.* Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

William, J. M, James, A. & Timothy, A. (2006).*Implicit learning.* In W. C. Ritchie & T. K. Bhatia (Ed.), New handbook of second language acquisition (319–353). Bingley, England: Emerald Group Publishing Ltd.

William, N. D. James, J. & Timothy, J. T. (2006).*General psychology.* New Jersey. Lawrence Erlbaum Associated publishers.

Winfred, F.H. (2007).*Psychology.*New York: Lippincort& Co Press.

Yoldas, A. (2007). Teacher views on social skills development in primary school students. *Effective School Practices,* 131(1), 147-157.

Appendix I

KWARA STATE UNIVERSITY, MALETE

COLLEGE OF EDUCATION

DEPARTMENT OF EARLY CHILDHOOD AND PRIMARY EDUCATION

Pupil Cognitive Development Skills Test (PCDST)

Dear Respondents,

This cognitive development skill test is from a postgraduate student ofkwara state university, Malete, working on the effects of pre-school education on the primary school pupils cognitive skills in Ilorin West Local Government Area of Kwara State. Kindly supply answers to the following questions as possible as you can. Any information given shall be treated confidentially.

Instructions please (tick) or fill in the gap as appropriate

Demographic information/data

School Type: Private ☐ Public ☐

Gender: Male ☐ Female ☐

Age: ☐ Years

Attended pre-school education ☐ Didn't Attended pre-school education ☐

Section B Basic science

1. Which type of soil is used for making pot?

(a) Sandy soil (b) clay soil (c) loamy soil



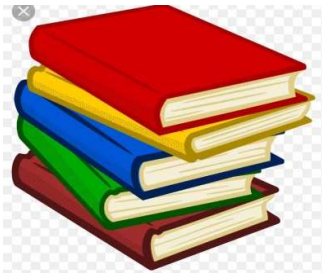
2. The following are living things except

(a) cat (b) dog (c) chair



3. The following are non- living things except

(a) Hen (b) Book(c)Table


4. The following animal live in water EXCEPT ____

(a) rat b) fish c) frog



5. Which of the following is a natural source of water?

(a) Tap water (b) rain water (c) tube well water



6. Which material can be used for making model?

(a) apple (b)wood (c) cup


7. The following are some common food eaten at home except

(a) yam (b) rice (c) pencil



8. The following are farm tools except

(a) hoe (b) bed (c) cutlass



9. Which of the following object sink inside water?

(a) bottle top (b) stone (c) paper


Identify these colours

10 

11 

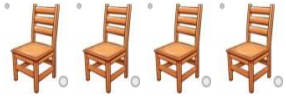
12 

13

Section C **Numeracy**

A. Addition of objects

14.  +  = 



15.

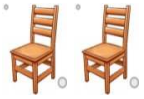
 + = 

15.  +  = ☐

Subtraction of Numbers

16.  -  = ☐

18  -  = ☐

19.  -  = ☐

B. Write the number in words

20. 3:

21. 5:

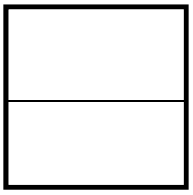
22. 11:

23. Recognition of numbers 23-34

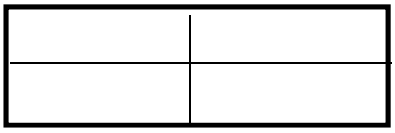
5	58	12	17	25	100
18	41	9	2	15	30

35. How many days are in a week = days

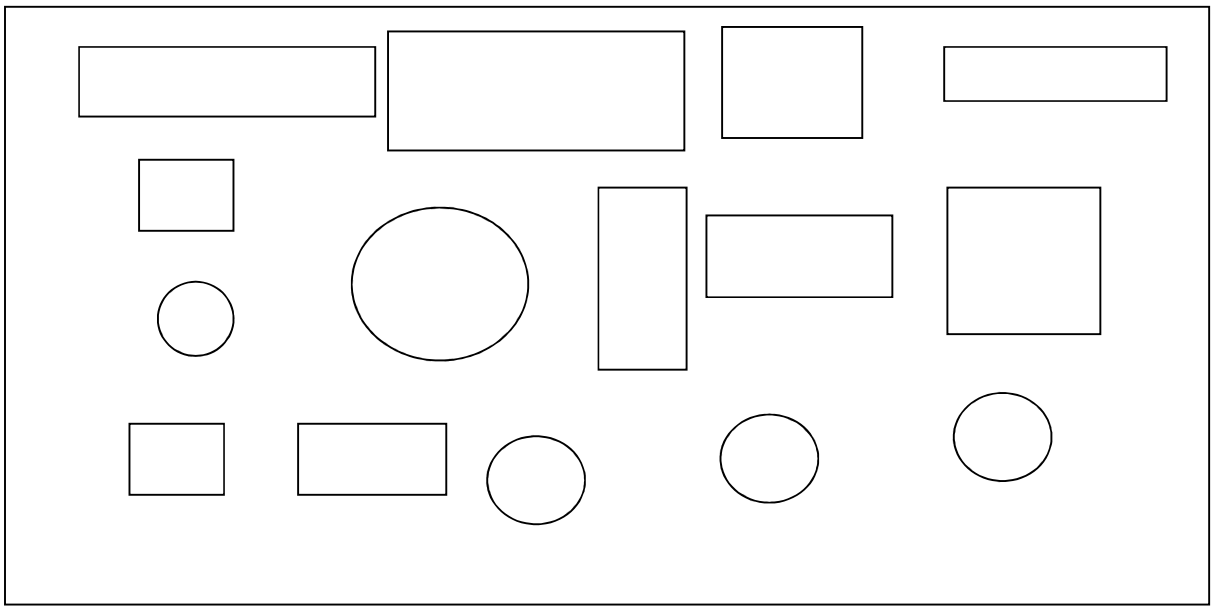
36. Shade ½ of a square



37.Shade ¼ of a rectangle



C. Use the table below to answer question 38-40



D. How many squares are in the box?

(a) 4 (b) 5 (c) 7 (d) 6

E. How many circles are in the box?

(a) 5 (b) 8 (c) 6 (d) 7

F. How many rectangles are in the box?

(a) 7 (b) 6 (c) 5 (d) 4

Appendix II

KWARA STATE UNIVERSITY, MALETE

COLLEGE OF EDUCATION

DEPARTMENT OF EARLY CHILDHOOD AND PRIMARY EDUCATION

Pupil Social Skills Development Rating Scale (PSSDRS)

Dear Respondents,

This rating scale will be designed to elicit information on checklist instrument on pupils social skills. It is meant for research purposes only. Therefore your sincere responses to the items will help to provide useful information for this research work. All information supplied will be treated with utmost confidentiality.

Instructions please (tick) or fill in the gap as appropriate

Demographic information/data

School Type: Private ☐ Public ☐

Gender: Male ☐ Female ☐

Age: ☐ Years

SECTION B

	Items to be observed	**All the Time**	**Sometimes**	**Never**
A	**Cooperation skill: Child is able to**			
1	Take turns in conversations			
2	Don't interrupt when others are talking			
3	Communicate with other children			
4	Respond when talked by an adult			
5	Respond to question in the class			
6	Make eye contact when talking			
7	Obeys class rules			
8	Provide adequate information on request			

9	Shares learning materials with others			
10	Respects the opinion of others			
11	Relate with their teacher freely			
12	Approach others for cooperative play			
13	work or play with others			
14	Avoid rush for materials during outdoor games			
15	Gives positive reinforcement to others			
16	Take turns while playing with other children			
17	Takes turns while needing teachers attention			
B	**Friendship skill: Child is able to**			
18	Make friends with peers			
19	Invite others to join in classroom activities			
20	Offer help to others in classroom activities			
21	Share possessions and space			
22	Welcome idea from peers			
24	Seek comfort or physical closeness			
24	appreciate by saying thank you			
25	Demonstrate care			
26	Say sorry when he/she make mistake			
C	**Assertion: child can**			
27	Initiate behaviours			
28	Ask for things			
29	Responds to behaviours of others			