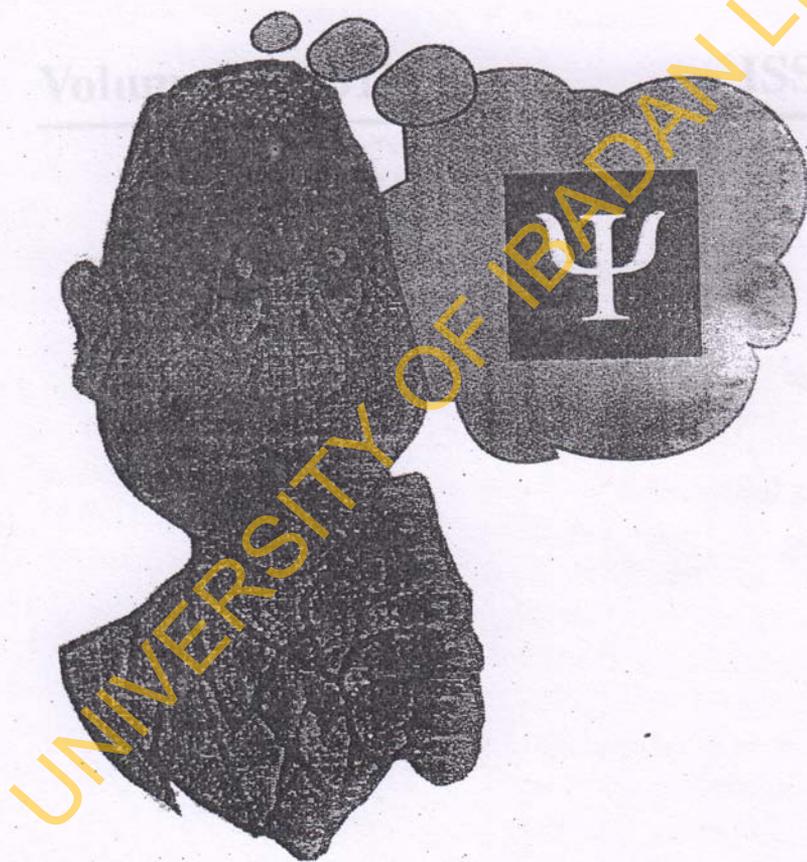


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Editorial Comments

The Society for Psychology in Sport and Human Behaviour is pleased to announce the stability and continuous impact of the International Journal of Emotional Psychology for meeting the yearnings and dreams of our ever increasing and widely spread and articulate readership. This edition of the journal has added the benefits of continuous numbering starting from the last edition. The Society is therefore pleased to introduce the **13th Volume, 2011** of the International Journal of Emotional Psychology and Sport Ethics (IJPSE). The IJPSE is peer-reviewed and accessible online through the **ajol web site at** (<http://www.ajolljournal>). The Journal e-mail: mtnlpsychlgy@yahoo.co.uk

The International Journal of Emotional Psychology and Sport Ethics (IJPSE) is a professional journal of the Association of Psychology in Sport and Human Behaviour. The IJPSE had metamorphosed from the old name of the Nigerian Journal of Emotional Psychology and Sport Ethics to reflect its versatility with foreign contributors. It publishes a wide variety of original articles and reports relevant to feelings and/or emotions, human behaviour in diverse forms as in sexual harassment, battery/battering, bullying etc. Theoretical propositions, research outcomes summarizing studies in behaviour disorders, marriage and family issues, disabling behaviour in learning/adjustment, (otherwise, education generally), workplace behaviours as well as sport-related regulations and ethics from different parts of the World. Other related areas of health psychology, mental health studies, Anthropological investigations as well as ecumenical behaviours also form part of its focus.

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Articles or manuscripts submitted for review are assessed on the basis of the followings:

1. **Title Page:** This should contain the title of the paper, a short running title, the name and full postal address of each author and an indication of which author will be responsible for correspondence, reprints and proofs. **The title of the manuscript** is assessed acceptable after a critical comparison of the contents and adequacy of reviews otherwise; a reverse suggestion is made to the author(s) for appropriateness and consideration. Using such descriptive terms as "Mr" or "Mrs" should be avoided.
2. **Abstract:** A summary of the contribution for consideration in the abstract column should normally not exceed 200 words and this should constitute the first page of the article.
3. **Keywords:** Immediately after the abstract, authors are expected to provide a maximum of 5 keywords, reflecting the essential topics of the article and may be taken from both the title and the text. These keywords will be used for information retrieval systems and indexing purposes.
4. **Introduction:** This should be well focused and directly related to the title. The themes and sub-themes should share relevant proximity as well as the theories and, or assumptions upon which the study is built. The language of communication should be lucid and without ambiguities. **The aims of the study** should be well construed and stated while testable and measurable research questions and hypotheses should be provided where necessary.

Research Methods

Authors are expected to be definite in the choice of **designs, population, sample and the sampling techniques, research measures (or data collection techniques), as well as the statistical methods** used. The IJEPSE in collaboration with their reviewers will be interested on how the samples for each of the submitted articles are selected, screened and used if any; particularly for empirical studies.

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All manuscripts submitted for publication including any scientific correspondence, should be sent to: **IJEPSE** correspondence Manager: 1. Dr. J.Aizoba email: jaizoba2002@yahoo.co.uk or mtnlpsychlgy@yahoo.co.uk 2. International Correspondence Editors: Professor Dele Braimoh, University of South Africa, Pretoria (dbraimoh@yahoo.com).

Manuscripts should be typewritten on one side of the paper, double-spaced and in quadruplicate (one original and three copies). Manuscripts should not exceed 5000 words including tables and references. Whenever manuscripts are accepted and are already published, original manuscripts and diagrams will be discarded three weeks after publication unless the Publisher is requested to return original material to the author.

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References should be quoted in the text by giving the author's name, followed by the year, e.g. (Ojo and Bright, 2004) or Ojo and Bright (2004).

When the authors are more than two, all names are given when first cited, but subsequently referred to, the name of the first author is given followed by the words "et al." For example, first citation can be: Stone, Paulson and Sunmalis (2003) while subsequent citation would be Stone et al. (2003).

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Time on Teaching Task and Perceived Instructional Needs of Practicing Nursery and Primary School Teachers of English Language

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Abstract

The study examined 'Time on Teaching Task' as determinant of perceived instructional needs of nursery and primary school teachers while planning and teaching English language lessons as well as marking teaching English assignments. Good acquisition of pedagogical skills in this subject area could lead to preschool children's effective understanding of this subject and better achievement in other subject areas. Subjects were 486 nursery and primary school teachers in Oyo state (Nigeria) who were requested to respond to a 20-item need assessment questionnaire and provide personal information on age, gender, teaching experience, and the amount of time spent planning, teaching and marking pupils assignments in this subject area. Data analysis was done using the chi-square and multiple regression statistics. The result revealed that 'Time spent on marking Task' is a major determinant of perceived instructional needs of teachers while class size played a significant role in determining the amount of time spent. In particular, teachers tended to spend most of their teaching periods 'marking pupils assignment in the subject than the amount of time spent 'teaching' and 'planning instructions respectively. The finding seems to suggest that teachers who spend more time to regularly mark pupils assignments perceived less needs for improved instruction. On the strength of the findings, three educational implications were identified. Finally, the need to replicate the study in other states within the country was emphasized.

Keywords: Teaching tasks, Instructional Needs, Curriculum Planning, Nursery and Primary school.

Introduction

To teach means to cause someone to know, especially by showing, or instructing through the use of rules, examples, or experiences. It could also mean to impart knowledge or guide someone through the study of something. However, for a teacher to effectively guide a learner through the curriculum contents of the school, may require that he or she acquires some basic skills. School curriculum does not only mean the content but also how the contents are interpreted by teachers in classroom settings. A curriculum entails an operational plan for instruction that details what learners need to know, how learners are to achieve the identified curricular goals, what teachers are to do to help learners develop skills in this subject area, among others. Teachers need to appraise how they perform their roles. Performing these roles does not begin and end in the classroom setting. It involves all that the teacher puts in before the lesson (planning), during the instructional delivery (teaching) and after the delivery of such curriculum content such as evaluating how much of the set out objectives were achieved through marking of assignments given.

The methods to be used to ensure that knowledge is being imparted could depend to a reasonable extent on the age of the learner. Thus, advocates of early childhood education tend to suggest that during the pre-school years, those working with children should possess some basic skills that would enable such exposure yield the desired result. Pre-school institutions help in introducing Nigerian children to a school-like environment to prepare them for the years of compulsory schooling. As noted by Meadows and Cashdan (1988), the relationships which exist between children and school teachers involve scaffolding the children's way through the performance and acquisition of complex skills: modelling them, giving appropriate feedback and encouragement, providing opportunities for practice, motivating the child where effort is necessary, showing how the skill is useful or a desired part of growing up in a culture. Researchers see the provision of pre-school education as necessary for laying the foundation to support future learning (The Consultative Group on Early Childhood Care and Development, 1993 cited in UNESCO (2007); UNESCO/UNICEF, 1998). They are of the opinion that the successful education of children during their later years of schooling depends to a great extent, on the kind of nurture given to the children during the pre-school years. In addition, it has been noted that early education could aid in detecting children with learning problems while early intervention could be given to help in correcting such problems before they become serious (Gottschalk, 1975).

To achieve this, anyone working with children should have quality training in the technicalities of working with them effectively. Shulman (1986)

described a qualified teacher with quality characteristics as one who has the knowledge of the subject matter, knowledge of pedagogy and knowledge of pedagogical content. For Schulman, knowledge of pedagogy and pedagogical content is associated with a teacher's capacity to support children's learning. This includes getting the children involved by providing them with the opportunities to work with concrete objects, allowing the children to make choices, explore things and ideas, experiment and discover things themselves. However, research findings (Odinko, William and Donn, 2009; Oduolowo, 2004; Ndukwu, 2002; Abidoye, 1998) on the type of teachers who teach in the pre-school setting, revealed that most of the schools employed unqualified teachers. These revelations therefore suggest that practicing teachers may need help in the pedagogical methods that should be employed by the teachers that should bring about the best in the learners.

Against this background, the need arises to carry out research studies which would identify the needs of teachers at this level when exposing learners to English Language lessons which cuts across the curriculum with, and tell the different factors that contributed to these needs. The present study therefore focused on 'Time on Teaching Task' as a powerful determinant of the perceived instructional needs of practicing pre-school teachers in Nigeria. A study, such as this, is of primary importance because it focused on the amount of time spent in the teaching process rather than the traditional examination of home, school and teacher characteristics as correlates of perceived needs. The results will provide empirical baseline data on the contribution of 'Time on teaching Task' to the perceived effective teaching needs of practicing pre-school teachers in Nigeria. Specifically, the study provided answers to the following research questions:

1. How many hours do the sampled teachers spend:
 - a. planning English language instruction;
 - b. teaching English language lessons;
 - c. marking English language assignments?
2. Does the amount of time spent
 - a. planning English language instruction;
 - b. teaching English language lessons and
 - c. marking English language assignments discriminate between the perceived instructional needs of practicing pre-school teachers
3. To what extent would the four independent variables (class size, time spent planning English lessons, time spent teaching English language lesson and time spent marking English language

assignment) when taken together, predict preschool teachers perceived instructional needs?

4. What is the relative contribution of the variables to the prediction?

Methodology

Sample

The investigator selected 3 states in South Western Nigeria (Osun, Oyo and Lagos). Nursery and Primary schools in these states were stratified on the basis of school type (private 230 and public 256) and location (urban 246 and rural 240). Simple random sampling was also used to select 486 Nursery and Primary teachers (133 males and 353 females) with varied years of teaching experiences (mean teaching experience = 10.06; standard deviation = 5.47). Their ages ranged from 18 to 35 years with a mean age of 22.04 years and a standard deviation of 3.36). All the children (17, 232) in the classes of the teachers used participated in the study.

Instruments

A 20-item questionnaire adapted from Moore's Assessment Profile (MAP) (1977) was used. on Needs related to the improvement of Classroom Instruction was used to generate evidence for this study. The questionnaire consisted of two sections: A and B. Section A elicited personal information on the respondents gender, age, years, teaching experience and number of hours spent in a school week, on planning literacy (letters, literature, rhymes, poems, writing and reading exercises) teaching and marking pupils assignments in different aspects of this subject area. While section B, contains 25 need assessment items placed beside a four point Likert scale (No Help Needed, little help needed, Moderate Help Needed and Much Help Needed) in which the respondents were requested to indicate their level of needs. The instrument was revalidated because of the level of education at which it was used and cultural differences of the patent author and the present setting where it was used. A reliability of 0.83 was estimated on the MAP using Hoyts analysis of variance method (Croubach's Alpha).

Data Collection and Analysis

The questionnaire was administered by the researcher with the help of 6 research assistants. The respondents were requested to indicate the extent of needs on the four-point scale. As the internals on the need measuring scales were not equal, only actual numbers of respondents selecting each scale point for each need statement were calculated. Time spent planning, teaching or marking English Language lessons to pre-schoolers and teachers'

perceived instructional needs formed the unit of analysis. Subjects were grouped into four. Those who spent 1-2 hours teaching literacy skills lesson formed group A, while those who spent 3-4 hours formed group B. Further, those who indicated that they used 5-6 hours teaching English language formed group C, while those who spent 7 hours and above formed group D. Frequency counts, chi-square and multiple regression statistics were used to analyze the data collected.

Results

No of hours the sampled teachers spent planning English language instruction, teaching English language lessons and marking English language assignments.

Figure 1 reveals that majority of the teachers who participated in the study (393 teachers (80.9%)), spent one to two hours only in a week planning English Language lessons (writing lesson notes, preparing teaching aids, additional materials, etc), small proportion of the teachers (81 teachers (16.6%)) of the teachers indicated that they spend between 3-6 hours while a smaller proportion (12(2.5%)) spend 7 hours and above performing this activity. With respect to time spent by the participants teaching English language lessons (letters, writing, phonics, rhymes and reading), 98 teachers (20.2%) indicated that they spent 1 to 2 hours, 159 participants (32.7%) indicated that they spent 3-4 hours, 169 teachers (34.8%) spend 5-6 hours while 60 teachers (12.3%) only spend 7 hours and above. However, with regards to time spent by the teachers marking English Language assignments in these areas (letters, writing, phonics, rhymes and reading) majority of the teachers 267 (54.9%) indicated that they tend to spend between 5-6 hours performing this activity, while 31 of them (6.4%), spend 1-2 hours and 98 others (20.2%) and another 90 (18.5%) spend 3-4 and 5-6 hours respectively performing this activity.

Time Spent Planning English Language Lessons as determinant of Pre-school Teachers' Perceived Instructional Needs

Time spent planning English Language lessons by the teachers' and the teacher's perceived instructional needs formed the unit of analysis. Thus, subjects were grouped into four. Those who spent 1-2 hours teaching literacy skills lesson formed group A, while those who spent 3-4 hours formed group B. Further, those who indicated that they used 5-6 hours teaching English language formed group C while those who spent 7 hours and above formed group D. There were significant group differences on 4 items only. As can be seen from Table 1, a large proportion of the teachers in group A tended to need either little, moderate or much help to 'demonstrate competences in

planning ways to inculcate principles of different literacy skills acquisition (listening, speaking, reading & writing) by performing simple practical exercises' (item 9), 'develop better literacy skills in pupils' (item 19), 'identify teaching methods that would aid better understanding of the subject' (item 24) and 'identifying teaching methods that would aid arouse and sustain the interest of the learners' (item 25).

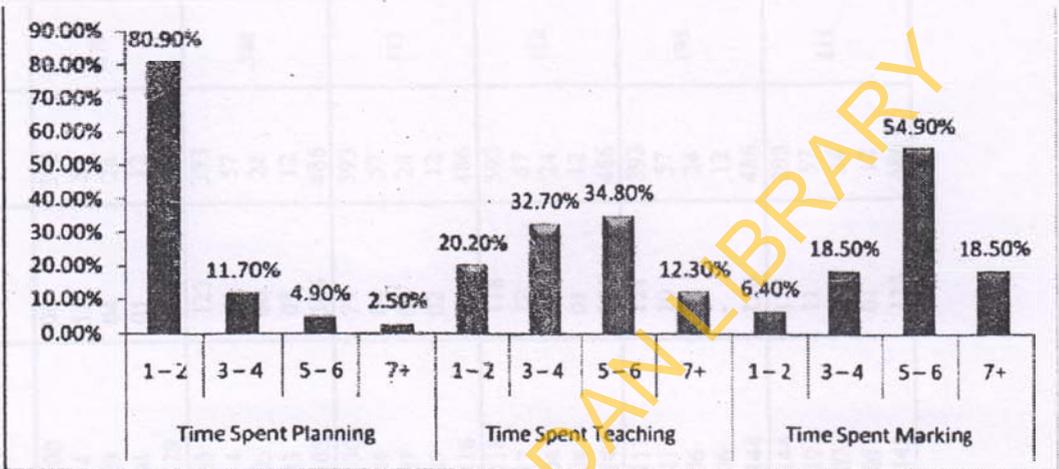


Figure 1: Time spent by the practising Preschool Teachers Planning, Teaching and Marking English language lessons.

Time spent Teaching English language as discriminant of perceived instructional needs of early childhood teachers

As can be seen from Table 2, a large proportion of pre-school teachers in Group C tended to need either little, moderate or much help to 'guide students to set up and achieve realistic goals in terms of student basic needs' (item 4), 'guide students to set up and achieve realistic goals in terms of students' ability' (item 6), 'determining what to teach in listening, speaking, reading & writing skills), while a good proportion of this group indicated that they do not need any help to perform this activity ' (item 10), 'solicit and utilize student's feedback for the purpose of improving the basic skills in learning literacy skills' (item 15), 'teach these skills so that pupils discover fact themselves' (item 17), 'develop better literacy skills in pupils' (item 19), and 'Overcome difficulties encountered in providing literacy activities (plays, singing, rhymes) within/outside the classroom' (item 23). Further, the table also revealed that pre-school teachers in group B tended to need either little, moderate or much help to 'demonstrating principles of different literacy skills acquisition (listening, speaking, reading and writing) by performing simple practical exercises' (item 9), 'teach basic language skills development

Table 1: Time spent Planning English language assignment as determinant of perceived instructional needs the teachers

S/N	Need Assessment	Subjects' Group/Num of Hours spent	No Help	Little Help	Moderate Help	Much Help	Total	X ²	df	Sig.
1.	Writing objectives in terms of performance	A 1-2 B 3-4 C 5-6 D 7+ TOTAL	125 18 06 05 154	78 14 05 02 99	100 14 09 04 129	90 11 04 01 106	393 57 24 12 486	.870	9	NS
2.	Developing daily lesson plan	A 1-2 B 3-4 C 5-6 D 7+ TOTAL	127 18 07 04 156	63 11 09 02 85	80 14 06 03 103	123 14 06 03 146	393 57 24 12 486	.386	9	NS
3	Developing long range unit of work	A 1-2 B 3-4 C 5-6 D 7+ TOTAL	91 15 03 03 112	93 14 08 02 117	130 24 07 05 116	79 04 06 02 91	393 57 24 12 486	.413	9	NS
4	Guiding pupils to set up and achieve realistic goals in terms of pupil's basic needs	A 1-2 B 3-4 C 5-6 D 7+ TOTAL	68 15 05 05 93	89 13 10 02 114	118 17 04 04 143	118 12 05 01 136	393 57 24 12 486	.112	9	NS
5	Guiding pupils to set up and achieve realistic goals in terms of pupil's interest.	A 1-2 B 3-4 C 5-6 D 7+ TOTAL	73 10 06 04 91	88 16 07 04 115	111 21 06 06 144	121 10 05 - 136	393 57 24 12 486	.195	9	NS
6	Guiding students to set up and achieve realistic goals in terms of pupil's ability.	A 1-2 B 3-4 C 5-6 D 7+ TOTAL	80 13 06 03 100	93 13 05 02 113	144 19 07 05 145	111 11 05 01 128	393 57 24 12 486	.611	9	NS

7	Presenting literacy skills to pre-school pupils	A 1-2	80	90	116	107	393	.125	9	NS
		B 3-4	13	16	19	09	57			
		C 5-6	06	09	06	03	24			
		D 7+	02	-	07	02	12			
		TOTAL	102	115	148	121	486			
8	Making literacy skills meaningful to pre-school pupils	A 1-2	82	77	103	131	393	.184	9	NS
		B 3-4	16	16	10	15	57			
		C 5-6	08	06	07	03	24			
		D 7+	05	02	03	02	12			
		TOTAL	111	101	123	151	486			
9	Demonstrating principles of different literacy skills acquisition (listening, speaking, reading & writing) by performing simple practical exercises	A 1-2	82	70	104	137	393	.051	9	0.05
		B 3-4	14	19	09	15	57			
		C 5-6	08	06	05	05	24			
		D 7+	02	02	06	02	12			
		TOTAL	106	97	124	159	486			
10	Determining what to teach in listening, speaking, reading & writing)	A 1-2	90	83	106	113	393	.581	9	NS
		B 3-4	18	17	13	09	57			
		C 5-6	07	07	04	06	24			
		D 7+	02	08	05	02	12			
		TOTAL	117	110	128	130	486			
11	Identifying teaching aids that would be effective in teaching the skills	A 1-2	84	75	99	135	393	.099	9	NS
		B 3-4	15	18	13	11	57			
		C 5-6	03	06	09	06	24			
		D 7+	02	02	06	02	12			
		TOTAL	104	101	127	154	486			
12	Improvising teaching aids that would be effective in teaching the skills	A 1-2	78	93	106	116	393	.268	9	NS
		B 3-4	13	17	15	12	57			
		C 5-6	04	07	08	05	24			
		D 7+	01	07	03	01	12			
		TOTAL	96	124	132	134	486			
13	Using these materials effectively during instruction	A 1-2	108	69	99	117	393	.399	9	NS
		B 3-4	18	12	17	10	57			
		C 5-6	09	06	03	06	24			
		D 7+	05	02	04	01	12			
		TOTAL	140	89	123	134	486			

14	Teaching basic language skills development in pupils	A 1-2	89	80	108	116	393	.462	9	NS
		B 3-4	13	17	15	12	57			
		C 5-6	06	09	03	06	24			
		D 7+	02	04	03	03	12			
		TOTAL	110	114	129	137	486			
15	Soliciting and utilising student's feedback for the purpose of improving the basic skills in learning literacy skills	A 1-2	74	102	132	85	393	.700	9	NS
		B 3-4	13	16	21	07	57			
		C 5-6	03	10	08	03	24			
		D 7+	02	04	04	02	12			
		TOTAL	92	132	165	97	486			
16	Presenting language skills so that pupils arrive at principles from specific experiences	A 1-2	78	102	121	92	393	.516	9	NS
		B 3-4	12	21	17	07	57			
		C 5-6	05	09	07	03	24			
		D 7+	03	02	05	02	12			
		TOTAL	98	134	150	104	486			
17	Teaching these skills so that pupils discover fact themselves	A 1-2	86	85	111	111	393	.806	9	NS
		B 3-4	17	13	17	10	57			
		C 5-6	06	06	05	07	24			
		D 7+	04	03	03	02	12			
		TOTAL	113	107	136	130	486			
18	Developing in pupil's skills in creative thinking	A 1-2	82	89	121	101	393	.894	9	NS
		B 3-4	13	12	15	17	57			
		C 5-6	06	07	07	04	24			
		D 7+	09	03	05	01	12			
		TOTAL	104	111	148	123	486			
19	Developing better literacy skills in pupils	A 1-2	80	90	112	111	393	.051	9	0.05
		B 3-4	13	13	15	11	57			
		C 5-6	09	09	04	03	24			
		D 7+	06	06	04	01	12			
		TOTAL	118	118	135	126	486			
20	Developing in pupils an understanding of interrelationship that exist between Eng Language and mother tongue	A 1-2	70	94	114	115	393	.226	9	NS
		B 3-4	15	14	16	12	57			
		C 5-6	05	10	04	05	24			
		D 7+	03	02	06	01	12			
		TOTAL	93	120	140	133	486			

21	Developing in pupils an understanding of interrelationship that exist between Eng. Language and other subjects	A 1-2	83	84	123	103	393	.172	9	NS
		B 3-4	14	14	19	10	57			
		C 5-6	08	05	07	04	24			
		D 7+	-	06	05	01	12			
		TOTAL	105	109	154	118	486			
22	Developing in pupils an understanding of interrelationship that exist between Eng. Language and everyday life	A 1-2	30	75	135	103	393	.114	9	NS
		B 3-4	15	15	19	08	57			
		C 5-6	08	08	03	05	24			
		D 7+	03	01	06	02	12			
		TOTAL	106	99	163	118	486			
23	Overcoming difficulties encountered in providing literacy activities (plays, singing, rhymes) within/outside the classroom	A 1-2	85	96	122	90	393	.257	9	NS
		B 3-4	14	12	16	15	57			
		C 5-6	05	09	04	06	24			
		D 7+	06	02	04	-	12			
		TOTAL	110	119	124	111	486			
24	Identifying teaching methods that would aid better understanding of the subject	A 1-2	90	75	95	133	393	.024	9	0.05
		B 3-4	19	10	17	11	57			
		C 5-6	07	08	06	03	24			
		D 7+	01	04	06	01	12			
		TOTAL	117	97	124	148	486			
25	Identifying teaching methods that would aid arouse and sustain the interest of the learners.	A 1-2	80	86	95	132	393	.019	9	0.05
		B 3-4	21	08	18	10	57			
		C 5-6	07	07	04	06	24			
		D 7+	01	03	06	02	12			
		TOTAL	101	104	123	150	486			

*Significant at 0.05

Table 2: Time spent Teaching English language as discriminant of perceived instructional needs of early childhood teachers

S/N	Need Assessment	Subjects' Group	No Help	Little Help	Moderate Help	Much Help	Total	X ²	df	Sig.
	Do you as a pre-school teacher need or desire help in carrying out following instructional activities	Number of Hours Spent								
1.	Writing objectives in terms of performance	A 1-2 B 3-4 C 5-6 D 7+ TOTAL	32 58 243 21 154	17 33 37 12 99	20 36 52 19 127	29 32 37 8 106	98 159 169 60 486	.159	9	NS
2.	Developing daily lesson plan	A 1-2 B 3-4 C 5-6 D 7+ TOTAL	29 54 51 22 156	11 36 27 11 85	22 25 41 11 99	36 44 50 16 146	98 159 169 60 486	.271	9	NS
3.	Developing long range unit of work	A 1-2 B 3-4 C 5-6 D 7+ TOTAL	24 46 26 16 112	21 37 42 17 117	28 51 67 20 166	25 25 34 7 91	98 159 169 60 486	.078	9	NS
4.	Guiding pupils to set up and achieve realistic goals in terms of pupil's basic needs	A 1-2 B 3-4 C 5-6 D 7+ TOTAL	19 32 21 21 93	18 40 46 10 114	28 40 56 19 143	33 47 46 10 138	98 159 169 60 486	.011	9	0.05
5.	Guiding pupils to set up and achieve realistic goals in terms of pupil's interest.	A 1-2 B 3-4 C 5-6 D 7+ TOTAL	18 34 27 12 91	22 38 38 17 115	28 45 48 23 144	30 42 58 8 136	98 159 169 60 486	...319	9	NS

6	Guiding students to set up and achieve realistic goals in terms of pupil's ability.	A 1-2	16	19	31	32	98	.033	9	0.05
		B 3-4	39	39	41	40	159			
		C 5-6	24	43	56	46	169			
		D 7*	21	12	17	10	60			
		TOTAL	100	113	145	128	486			
7	Presenting literacy skills to pre-school pupils	A 1-2	20	26	25	27	98	.235	9	NS
		B 3-4	33	43	42	41	159			
		C 5-6	31	35	59	44	169			
		D 7*	18	11	22	19	60			
		TOTAL	102	115	148	121	486			
8	Making literacy skills meaningful to pre-school pupils	A 1-2	86	55	63	63	98	.412	9	NS
		B 3-4	31	24	25	18	159			
		C 5-6	28	16	25	21	169			
		D 7*	9	4	14	4	60			
		TOTAL	154	99	127	106	486			
9	Demonstrating principles of different literacy skills acquisition (listening, speaking, reading & writing) by performing simple practical exercises	A 1-2	20	16	25	37	98	.025	9	0.05
		B 3-4	37	33	46	43	159			
		C 5-6	32	33	34	70	169			
		D 7*	17	15	19	9	60			
		TOTAL	106	97	124	159	486			
10	Determining what to teach in listening, speaking, reading & writing)	A 1-2	17	24	31	26	98	.001	9	0.005
		B 3-4	66	34	36	23	159			
		C 5-6	74	38	48	19	169			
		D 7*	10	16	18	16	60			
		TOTAL	167	112	133	74	486			
11	Identifying teaching aids that would be effective in teaching the skills	A 1-2	23	18	23	34	98	.231	9	NS
		B 3-4	41	35	40	43	159			
		C 5-6	31	32	43	63	169			
		D 7*	9	16	21	14	60			
		TOTAL	104	101	127	154	486			
12	Improvising teaching aids that would be effective in teaching the skills	A 1-2	20	22	22	34	98	.092	9	NS
		B 3-4	34	45	46	34	159			
		C 5-6	30	37	45	57	169			
		D 7*	12	20	19	9	60			
		TOTAL	96	124	132	134	486			

13	Using these materials effectively during instruction	A 1-2 B 3-4 C 5-6 D 7* TOTAL	24 55 43 18 140	15 28 30 16 89	26 38 44 15 123	33 38 52 11 134	98 159 169 60 486	.288	9	NS
14	Teaching basic language skills development in pupils	A 1-2 B 3-4 C 5-6 D 7* TOTAL	16 40 35 19 110	18 41 32 19 110	24 47 47 11 129	40 31 55 11 137	98 159 169 60 486	.003	9	0.05
15	Soliciting and utilising student's feedback for the purpose of improving the basic skills in learning literacy skills	A 1-2 B 3-4 C 5-6 D 7* TOTAL	17 33 29 13 98	23 48 42 19 132	27 56 60 22 165	31 22 38 6 97	98 159 169 60 486	.042	9	0.05
16	Presenting language skills so that pupils arrive at principles from specific experiences	A 1-2 B 3-4 C 5-6 D 7* TOTAL	18 33 30 17 98	26 46 46 16 134	23 57 53 17 150	31 23 40 10 104	98 159 169 60 486	.081	9	NS
17	Teaching these skills so that pupils discover fact themselves	A 1-2 B 3-4 C 5-6 D 7* TOTAL	19 37 36 21 113	18 36 37 16 107	22 51 51 12 136	39 35 45 11 130	98 159 169 60 486	.030	9	0.05
18	Developing in pupil's skills in creative thinking	A 1-2 B 3-4 C 5-6 D 7* TOTAL	17 39 32 16 104	16 33 44 18 111	32 53 47 16 148	33 34 46 10 123	98 159 169 60 486	.125	9	NS
19	Developing better literacy skills in pupils	A 1-2 B 3-4 C 5-6 D 7* TOTAL	22 39 31 15 107	15 36 48 19 118	20 46 50 19 135	41 38 40 7 126	98 159 169 60 486	.003	9	0.05

Table 3: Time spent Marking English language instruction as discriminant of perceived educational needs of early childhood teachers

20	Developing in pupils an understanding of interrelationship that exist between Eng. Language and mother tongue	A 1-2 B 3-4 C 5-6 D 7+ TOTAL	18 36 28 11 93	17 39 46 18 120	23 43 51 23 140	40 41 44 8 133	98 159 169 60 486	.024	9	NS
21	Developing in pupils an understanding of interrelationship that exist between Eng. Language and other subjects	A 1-2 B 3-4 C 5-6 D 7+ TOTAL	16 43 34 12 105	24 41 28 16 109	23 49 58 24 154	35 26 49 8 118	98 159 169 60 486	.003	9	0.05
22	Developing in pupils an understanding of interrelationship that exist between Eng. Language and everyday life	A 1-2 B 3-4 C 5-6 D 7+ TOTAL	15 38 36 17 106	20 35 33 11 99	30 60 53 20 163	33 26 47 12 118	98 159 169 60 486	.118	9	NS
23	Overcoming difficulties encountered in providing literacy activities (plays, singing, rhymes) within/outside the classroom	A 1-2 B 3-4 C 5-6 D 7+ TOTAL	23 35 34 18 110	17 47 40 15 119	25 46 54 21 146	33 31 41 6 111	98 159 169 60 486	.042	9	0.05
24	Identifying teaching methods that would aid better understanding of the subject	A 1-2 B 3-4 C 5-6 D 7+ TOTAL	20 43 37 17 117	18 31 37 11 97	19 49 37 19 124	41 36 58 13 148	98 159 169 60 486	.047	9	0.05
25	Identifying teaching methods that would aid arouse and sustain the interest of the learners.	A 1-2 B 3-4 C 5-6 D 7+ TOTAL	20 40 32 17 109	19 37 38 10 104	19 42 42 20 123	40 40 57 13 150	98 159 169 60 486	.137	9	NS

*Significant at 0.05

Table 3: Time spent Marking English language instruction as discriminant of perceived instructional needs of early childhood teachers

S/N	Need Assessment	Subjects' Group	No Help	Little Help	Moderate Help	Much Help	Total	X ²	df	Sig.
	Do you as a pre-school teacher need or desire help in carrying out following instructional activities	Number of Hours Spent								
1.	Writing objectives in terms of performance	A 1-2 B 3-4 C 5-6 D 7+ TOTAL	86 31 28 9 154	55 24 16 4 99	63 25 25 14 127	63 18 21 4 106	267 98 90 31 486	.412	9	NS
2.	Developing daily lesson plan	A 1-2 B 3-4 C 5-6 D 7+ TOTAL	84 32 30 10 156	47 22 9 7 85	55 22 15 7 99	81 22 36 7 146	267 98 90 31 486	.266	9	NS
3.	Developing long range unit of work	A 1-2 B 3-4 C 5-6 D 7+ TOTAL	57 28 21 6 112	70 23 17 7 117	88 33 31 14 166	52 14 21 4 91	267 98 90 31 486	.607	9	NS
4.	Guiding pupils to set up and achieve realistic goals in terms of pupil's basic needs	A 1-2 B 3-4 C 5-6 D 7+ TOTAL	49 16 18 10 93	64 24 20 6 114	73 34 27 9 143	81 24 25 6 136	267 98 90 31 486	.660	9	NS
5.	Guiding pupils to set up and achieve realistic goals in terms of pupil's interest.	A 1-2 B 3-4 C 5-6 D 7+ TOTAL	56 11 20 4 91	59 29 15 12 115	79 31 25 9 144	73 27 30 6 136	267 98 90 31 486	.145	9	NS
6.	Guiding students to set up and achieve realistic goals in terms of pupil's ability.	A 1-2 B 3-4 C 5-6 D 7+ TOTAL	55 21 17 7 100	58 28 20 7 113	84 28 23 10 145	70 21 30 7 128	267 98 90 31 486	.801	9	NS

7	Presenting literacy skills to pre-school pupils	A 1-2	53	74	75	65	267	.220	9	NS
		B 3-4	20	19	33	26	98			
		C 5-6	21	19	25	25	90			
		D 7*	8	3	15	5	31			
		TOTAL	102	115	148	121	486			
8	Making literacy skills meaningful to pre-school pupils	A 1-2	56	58	66	87	267	.329	9	NS
		B 3-4	28	24	20	26	98			
		C 5-6	17	15	30	28	90			
		D 7*	10	4	7	10	31			
		TOTAL	111	101	123	151	486			
9	Demonstrating principles of different literacy skills acquisition (listening, speaking, reading & writing) by performing simple practical exercises	A 1-2	61	51	67	88	267	.820	9	NS
		B 3-4	19	22	28	29	98			
		C 5-6	21	16	19	34	90			
		D 7*	5	8	10	8	31			
		TOTAL	106	97	124	159	486			
10	Determining what to teach in listening, speaking, reading & writing)	A 1-2	51	69	86	61	267	.546	9	NS
		B 3-4	19	32	36	11	98			
		C 5-6	17	23	30	20	90			
		D 7*	5	8	13	5	31			
		TOTAL	92	132	165	97	486			
11	Identifying teaching aids that would be effective in teaching the skills	A 1-2	58	51	67	91	267	.135	9	NS
		B 3-4	23	29	25	21	98			
		C 5-6	19	14	23	34	90			
		D 7*	4	7	12	8	31			
		TOTAL	104	101	127	154	486			
12	Improvising teaching aids that would be effective in teaching the skills	A 1-2	54	66	78	69	267	.793	9	NS
		B 3-4	21	26	27	24	98			
		C 5-6	16	22	20	32	90			
		D 7*	5	10	7	9	31			
		TOTAL	96	124	132	134	486			
13	Using these materials effectively during instruction	A 1-2	76	51	63	77	267	.258	9	NS
		B 3-4	31	20	29	18	98			
		C 5-6	26	10	22	32	90			
		D 7*	7	8	9	7	31			
		TOTAL	140	89	123	134	486			
14	Teaching basic language skills development in pupils	A 1-2	60	54	72	81	267	.300	9	NS
		B 3-4	22	31	25	20	98			
		C 5-6	22	15	26	27	90			
		D 7*	6	10	6	9	31			
		TOTAL	110	110	129	137	486			

15	Soliciting and utilising student's feedback for the purpose of improving the basic skills in learning literacy skills	A 1-2 B 3-4 C 5-6 D 7+ TOTAL	66 26 20 5 117	56 31 15 8 110	76 24 19 9 128	69 17 36 8 130	267 98 90 31 486	.001	9	0.05
16	Presenting language skills so that pupils arrive at principles from specific experiences	A 1-2 B 3-4 C 5-6 D 7+ TOTAL	49 19 21 9 98	78 29 22 5 134	84 30 23 13 150	56 20 24 4 104	267 98 90 31 486	.467	9	NS
17	Teaching these skills so that pupils discover fact themselves	A 1-2 B 3-4 C 5-6 D 7+ TOTAL	64 24 17 8 113	59 22 17 9 107	67 33 29 7 130	77 19 27 7 130	267 98 90 31 486	.548	9	NS
18	Developing in pupil's skills in creative thinking	A 1-2 B 3-4 C 5-6 D 7+ TOTAL	60 21 15 8 104	54 28 21 8 111	84 28 28 8 148	69 21 26 7 123	267 98 90 31 486	.807	9	NS
19	Developing better literacy skills in pupils	A 1-2 B 3-4 C 5-6 D 7+ TOTAL	62 21 21 3 107	54 30 21 13 118	76 26 24 9 135	75 21 24 6 126	267 98 90 31 486	.226	9	NS
20	Developing in pupils an understanding of interrelationship that exist between Eng. Language and mother tongue	A 1-2 B 3-4 C 5-6 D 7+ TOTAL	51 25 11 6 93	62 26 25 7 120	80 21 27 12 140	74 26 27 6 133	267 98 90 31 486	.422	9	NS
21	Developing in pupils an understanding of interrelationship that exist between Eng. Language and other subjects	A 1-2 B 3-4 C 5-6 D 7+ TOTAL	58 26 18 3 105	61 22 14 12 109	84 24 33 13 154	64 26 25 3 118	267 98 90 31 486	.077	9	NS

22	Developing in pupils an understanding of interrelationship that exist between Eng. Language and everyday life	A 1-2	65	55	84	63	267	.473	9	NS
		B 3-4	17	24	31	26	98			
		C 5-6	17	12	38	23	90			
		D 7*	7	8	10	6	31			
		TOTAL	106	99	163	118	486			
23	Overcoming difficulties encountered in providing literacy activities (plays, singing, rhymes) within/outside the classroom	A 1-2	58	61	83	65	267	.222	9	NS
		B 3-4	26	27	22	23	98			
		C 5-6	18	23	27	22	90			
		D 7*	8	8	14	1	31			
		TOTAL	110	119	146	111	486			
24	Identifying teaching methods that would aid better understanding of the subject	A 1-2	68	49	62	88	267	.011	9	0.05
		B 3-4	24	21	37	16	98			
		C 5-6	18	18	17	37	90			
		D 7*	7	9	8	7	31			
		TOTAL	117	97	124	148	486			
25	Identifying teaching methods that would aid arouse and sustain the interest of the learners.	A 1-2	61	57	66	83	267	.073	9	NS
		B 3-4	23	25	27	23	98			
		C 5-6	17	17	17	39	90			
		D 7*	8	5	13	5	31			
		TOTAL	109	104	123	150	486			

*Significant at 0.05

in pupils' (item 14), 'present language skills so that pupils arrive at principles from specific experiences' (item 16) and 'develop in pupils an understanding of inter relationship that exist between English Language and other subjects' (item 21).

Table 3 reveals that there were significant differences in 2 (15 and 24) items only. Table 3 showed that a larger proportion of pre-school teachers in group A showed the tendencies that they needed either little, moderate or much help to 'solicit and utilize student's feedback for the purpose of improving the basic skills in learning literacy skills' (item 15) and 'identifying teaching methods that would aid better understanding of the subject' (item 24).

The composite effect of the independent variables on the dependent variable

Table 4: The composite effect of the independent variables on the dependent variable

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	5287.025	4	1321.756	2.900	.022
Residual	219262.18	481	455.847		
Total	224549.20	485			

R = .153
 $R^2 = .023$
 Adj $R^2 = .015$

The Table reveals that the joint effect of independent variables (class size, Time spent Planning English language, Time spent Teaching English language, and Time spent marking English language) on needs assessment was significant $f(4,481) = 2.900$; $R = .153$, $R^2 = .024$, $Adj. R^2 = .015$; $p < .05$). This indicates that about 15% of the total variation was accounted for by the independent variables.

The Relative Effect of the Independent Variables on the Dependent Variable

Table 5: The relative contribution of the independent variables to the prediction

Model	Unstandardized Coefficient		Standardized Coefficient	T	Sig.
	B	Std. Error			
(Constant)	64.083	3.665		17.485	.000
Class Size	.191	.089	.097	2.145	.032
Time spent marking English language	.602	.549	.054	-2.051	.043
Time spent teaching English language	-1.503	.753	-.096	1.097	.273
Time spent planning Eng. Lang. lesson	-.850	.552	-.075	-1.539	.124

Table 5, shows that the relative contribution of each of the independent variables on the dependent: class size ($\beta = .097, P < .05$); Time spent marking English language lessons ($\beta = .054, P > .05$); Time spent teaching English language lessons ($\beta = -.096, P > .05$); ($\beta = .097, P > .05$); Time spent planning English language lessons ($\beta = -.075, P > .05$) respectively. The result, thus, shows that class size and time spent marking were the only variables that have significant effect on teachers perceived needs while others were not.

Discussion and Conclusion

This study examined 'Time on Teaching Tasks' as determinants of perceived instructional needs of practising early childhood teachers in English language instruction in South Western states of Nigeria. The results obtained revealed that statistically significant group differences based on time spent on literacy skills instructions (planning English language instructions, teaching English language, and marking English language assignments) were observed on eleven need items (4, 6, 9, 10, 14, 15, 17, 19, 21, 23, 24 and 25) respectively. The results provides ample evidence that 'time on teaching tasks' is a good determinant of the perceived instructional needs of the teachers who participated in the study. In particular, the amount of time spent marking pupils' English language assignments tends to be more powerful determinant of teachers' perceived needs than the amount of time spent teaching or planning instructions.

One possible explanation of this discernible pattern concerns instructional feedback. Assessment of students learning through class assignments provide diagnostic feedback on the impact of instruction on students and serves as concise and manageable informal procedures for reporting students progress

to parents, teachers and students (Wallace and Larsen, 1978). Further, it aids record keeping for learners' continuous assessment which in turn reveals to the teacher level of attainment by learners of the instructional objectives. With the information on the learners performance in that particular course of instruction, it reveals to the teacher percentage of the learner who have attained mastery. Thus, an effective teacher who spends more time regularly marking students' assignments may have more likelihood to diagnose pupils' learning problems which he or she can integrate into subsequent planning and instruction. This procedure according to Bateman (1965) points the way to remedial or preventive planning and presentation of instructions that could enable students overcome their peculiar learning difficulties.

Another, possible explanation, that the amount of time spent marking was a function of the class size. The result showed that the average class size per teacher was 38 children against the recommended number of pupils 25 per teacher by the government (FGN, 2004). The implication of this result is that the teachers may not have the opportunity of interacting with all the pupils individually and may not know his or her pupils peculiar needs. One of the reasons why the National Association for the Education of Young Children in the US recommends the regulation of adult-child ratio is the assumption that teachers with too many children are unable to have sensitive, responsive interaction with the children in their care (NAEYC, 1998). On logical grounds also, Blatchford, Moriarty, Edmonds and Martin (2002) argue that it is likely that the greater the number of children in class, the more time teachers will spend on procedural and domestic matters such as taking the registers, dealing with domestic matters such as toileting, accidents, and conversely the less time teachers will spend on instruction and interacting with individual children. They also argued that teachers could be more sensitive and responsive in their interactions with children when there are fewer children per adult.

The implication is that teachers who consistently mark students' assignments and integrates diagnostic feedback with learning are more likely to perceive less needs for improved classroom instruction and planning. In support of this view, a larger proportion of the pre-school teachers (involved in this study) who spent more time marking pupils' assignments (class and take home) in contrast to their counterparts, who spent a lesser time marking assignments tended to need little or no help for most of the instructional activities.

In conclusion, this study has revealed that:

1. 'time on teaching task' was a determinant factor of some practising preschool teachers perceived instructional needs in South west Nigeria;

2. the amount of time spent marking preschool children's English language assignments tended to be a more powerful determinant of the perceived instructional needs of preschool teachers than the amount of time spent teaching and planning respectively;
3. the number of children in a teacher's class also was a determinant factor of the amount of time spent marking pupils' English language assignments.
4. there were indications that practising preschool teachers need help in carrying out some teaching-learning activities that could help promote better classroom practices.

Based on these findings, the following educational implications could be deduced. First, that there is need to encourage practising preschool teachers to constantly mark pupils assignments since this practice could help them diagnose pupils with learning difficulties, ascertain how much of the outlined objectives has been achieved, and integrate the feedback as remedial measure early enough. The experiences derived while performing such activities could help in improving teacher's classroom effective management as well as alleviate teacher's effective teaching needs. Secondly, in-service training programmes could be recommended for practising preschool teacher to help those who need help for improved classroom instruction on the basis of time spent 'planning English language instruction, teaching English language lessons and marking English language assignments. Also, the organisers of such training programmes should structure the curriculum to include such issues as how to plan English language instruction as well as effective teaching of English language at the preschool level.

Further, before the commencement of the programme, needs assessment of each participant should be identified as this could help the organisers in assigning participants to specific activities and instruction with ultimate goal of alleviating their needs. Lastly, the government should try as much as possible to reduce the number of children put in a teacher's care to a manageable size to enable the teachers perform their duties more effectively. Approached this way, practising preschool teachers would be better equipped to prepare preschool children for primary and other subsequent levels of education bearing in mind that literacy skills would be encountered in all other endeavours of learning.

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