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- (1) The entire manuscript, which includes the title page, abstract, and key words, text, tables, figures and legends, should be typewritten on A4 size paper, double-spaced. Manuscript length should not normally exceed 20 pages.
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- (3) Authors should follow the reference and citation styles as prescribed in the publication manual of the American Psychological Association (APA).
- (4) Each article submitted for consideration must be accompanied with non-refundable reviewer's fee of ₦5, 000 in cash or bank draft.
- (5) Neither the Editors nor the Editorial Board members shall be liable for any article(s) lost in transit.

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From the Editor-in-Chief

The current edition (Volume 20) of the Nigerian Journal of Clinical and Counselling Psychology has thirteen papers. These papers are well sourced and assembled by the Editorial Team of the Journal. This is in tandem with the tradition of the journal. I should stress it from the onset that the Editorial Team received an avalanche of papers more than what could be accommodated by the journal. Papers not accommodated in this edition would be given due consideration in the next edition without compromising its excellence.

In the recent tradition of the journal of given a place to a Guest Editor, the editorial comment is provided by a longstanding Professor of Counselling and Health Psychology, Professor Charles B.U. Uwakwe who teaches in the Department of Guidance and Counselling, University of Ibadan, Nigeria. The Editorial Board welcomes his contribution to this edition.

On behalf of the Editorial Board of NJCCP, I offer my heartfelt thanks to Professor Charles Uwakwe for his editorial comments. Readers will recall that the first Commentating Editor was Prof. S.K. Balogun of the Department of Psychology. Having found this to be of more value to NJCCP and from the comments receive, the Editorial Board would not renege in this good practice.

The articles in this edition are well assembled and of good quality. I thank all the contributors. I should also place it on record that this issue of NJCS, like every edition, is a product of combined efforts of the authors, reviewers, NJCS editors including Dr. Adesoji Awoyemi. I am grateful to the founding Editor, Prof. Helen Nwagwu who continues to send her goodwill. The Editorial Board appreciates this gesture.

Prof. Oyesoji Aremu, cf., jp
Editor-in-Chief

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Teacher Factors as Predictors of Nursery Pupils' Socio-Emotional Skills Development

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Abstract

It is pertinent to note that at the early childhood stage, children need to be sociable and emotionally balanced. Research shows that those children who find it difficult to succeed in school may have socio-emotional problems. This study investigated teacher factors as determinants of nursery two pupils' socio-emotional skills development (teacher factors – gender, job satisfaction, attitude, qualification; school location and learner gender). The study is a survey type which used observational technique. One hundred and ninety-two teachers in 96 public and private nursery schools and their pupils (384) participated. Two instruments; Teachers' Questionnaire (TEQ) and Pupil's Socio-Emotional Skills Scale (PSESS) were used. Multiple Regression was used to analyse the data at $p < 0.05$ level of significance. The six predictor variables jointly contributed significantly towards pupils social skills development $F(6,185) = 3.398$, and emotional development $[F(6,185) = 4.189]$, at $P < .05$. The effects of the relationship on social skill development is shown in the value of the coefficient (R) = .315, $R^2 = .099$ and the Adjusted $R^2 = .070$ indicating that 7% of the total variation in pupil's social skills development was accounted for by combined contribution of the six variables. However, only two variables; teacher's gender [$\beta = .151$, $t_{(185)} = 2.120$, $p < .05$] and teacher's job satisfaction level [$\beta = .233$, $t_{(185)} = 3.027$, $p < .05$] had significant contribution. Emotional skills development had coefficient multiple regression $R = .346$, $R^2 = .120$ and Adjusted $R^2 = .091$. Indicating that 12% of the total variation in pupil's social skills development is attributable to the combined effect of the six indicators. However, only teacher's

job satisfaction level [$\beta = .310$, $t_{(185)} = 4.080$, $p < .05$] contributed significantly to the prediction. The implication of the findings were discussed.

Keywords: Teacher factors, Nursery pupils, Emotional skill development

Introduction

Children become part of a larger social world as they grow older. Bearing this in mind, parents and those working with children should be concerned about their relationship with people around them. This includes relationships with other children and adults in school as well as outside of the school. Each child has peculiar characteristics. Some children could enjoy as well as demand higher levels of social and emotional attention while others demand less. Ability to get on with others may be inherent in certain children while this may be learned by other. This means that it can be practiced and improved upon, especially if those working or interacting with such children should provide the needed opportunities. Researchers (Christopherson and Mortweet, 2002) affirm that children need not be the most popular in their class, but they do need good social skills to adjust favourably. According to them, being sociable and emotionally stable help everyone with resilience (the ability to withstand hard times) indicating that children who are constantly rejected by peers could be lonely and may develop low self esteem. Such children when they grow older are more likely to drop out of school, use drugs and alcohol (Borba, 1999; Christopherson & Mortweet, 2002). In order for these children not to feel dejected or rejected by the society they need to develop some social skills that will make them have a sense of belonging.

Socio-emotional development of children is now recognized as a key issue and consequently has become a key curriculum area in early years curricular in Nigeria and other parts of the world. By socio-emotional skill development here, I mean children basic social and emotional needs, their ability to get along with other children, accept other significant others working with them and obey simple instructions as the school environment demands. It is now widely accepted that whatever cognitive powers we inherit, they cannot be utilised

fully if our social and emotional health needs are not nurtured (Broomley, 2006). The realisation of the child's social and emotional development could enable children to play active part in their world and to form a sound basis for citizenship. The nature of the interactions between child and those working with the child could be a crucial and controlling factor in child's development. In school like settings, children learn about how to be and how to behave, they learn what you think of them, how importance they are, and how to fit into school and larger society. In fact, they learn both the positive and the negative.

The Federal government of Nigeria recognizes the importance of developing these skills before normal school begins hence, the introduction of pre- primary also known as nursery level of education for Nigeria children below school going age. A nursery pupil is one who is between three to five years and who is enrolled in a pre-primary school. The purpose of establishing this level of education according to the government includes to aid the child have a smooth transition from the home to the school, prepare the child for primary level of education, inculcate in the child basic social norms, develop a sense of co-operation and team-spirit, among others in Nigerian children before normal school begins (Federal Republic of Nigeria, 2004). Nigeria's national policy on education reiterates the importance of exposing children to social skills thus emphasizing that Nigerian children should be exposed to acceptable behaviours at the pre-school level. At this level, they are taught how to take turns, share play things commonly owned by all in the class and control their emotions and feelings. Children need to learn how to resolve conflicts, cope effectively with anger, respond assertively in certain contexts and have confidence in social situations. Thus, to achieve this, additional teaching on how to interact socially, ask for help and support assert themselves and manage anxiety and stress will be necessary. However, it could be argued that all children, regardless of their level of development, will clearly benefit from access to such opportunities. If these skills are not learnt in the early years there will naturally be an impact upon a child's overall future development.

Exposing Nigeria children to this level of education is very important when one considers the fact that children at this age level exhibit much emotional outburst which could come in form of temper tantrums, they could be highly agitated, exhibit fear and unreasonable jealousy; as well as curiosity and joy. Positive emotional behaviours at this stage can be learned through association, are imitation of significant others interacting with the child. Between two to five years, children gradually acquire the sense of self, take part in group activities and games (both organised and informal) supervised by the teacher. At this stage, a child may demonstrate some resistant behaviours such as refusing to obey simple instructions, share materials with others or wanting the teacher to give him or her all the attention. Actions and behaviours for which he or she is rebuked may be dropped and not repeated whereas the one he is praised for may be repeated continuously for some time. Thus, the organised learning activities at school is expected to give the child the needed exposure, as the child starts receiving basic training in the art of self-concept, recognising others as well as playing defined roles among his playmates.

Socio-emotional development is a combination of social and emotional development. Social and emotional skills are linked but not the same. The two tend to be joined together due to emotional development occurring within social contexts. Socio-emotional development refers to a child's capacity for self-confidence, trust, and empathy as well as the capacity to develop competencies in language usage and cognitive curiosity (National Council of State Legislators (NCSL, 2005). It is believed that individuals have emotions and each individual need to learn to manage them and develop a fulfilling relationship with others. Emotional skills are about learning to manage and express feelings appropriately while social skills relate to means by which children learn how to relate with people in the environment. A child who is afraid in the classroom or in the school may not concentrate on learning. Further, a child who has not learned how to consider others whom he or she shares the environment with may find it difficult to adapt to a new setting. Thus, for a child to acquire such skills, he or she may need to be taught by older ones who serve as models.

Strong socio-emotional development could be a predictor of later academic, social and emotional success.

According to the National Conference of State Legislators (NCSL, 2005) social-emotional development is influenced by three main factors biology, relationships, and environment. To them, biology involves the temperament of a young child and other genetic influences; relationships formed with primary caregivers, family members, and others are the vehicle that drives social-emotional development while environmental factors such as abuse, poverty and community violence all affect social-emotional development. Research has shown that healthy socio-emotional development in young children correlates with healthy cognitive development and therefore creates a strong foundation for future school achievement (National Scientific Council on the Developing Child, 2004) whereas those children, who do not succeed in school, may have emotional difficulties that prevent them from achieving school success (NCSL, 2005). Further, Waltz (2006) study reveals that positive social-emotional growth builds the communication skills necessary for learning throughout a child's life. According to him, some socio-emotional skills that support school readiness are confidence, curiosity, self control, cooperativeness, capacity to communicate and relate with other children. Thus, policy makers should encourage early care and education policies and programs that promote social-emotional development as a domain or indicator of school readiness. These policies and programs will help build pre-school settings capacity for helping young children achieves success in school and in life. To achieve this, teachers who invariably are the implementers of these policies must be well catered for in terms of creating high job satisfaction.

Job satisfaction is how contented an individual is with his or her job. According to Huang (2005), job satisfaction refers to the subjectively and emotionally perceived satisfaction derived from a worker's opinions about his or her job-specific experiences, which could be general or specific, positive or negative. Huang's study revealed that emotions depend on the gap between a person's expected values generated by all aspects of the job (the job itself, job history, job outcomes, job-specific experience, job roles and

workplace) and the actually generated values. To him, the smaller the gap is, the greater the satisfaction. Herzberg (1959) two factors theories reveals that job satisfaction and job dissatisfaction have different causal variables. Variables such as promotion, recognition and respect among others increase satisfaction but do not cause dissatisfaction when absent while variables such as salary, good working condition and good social interaction among others can cause dissatisfaction and yet have no effect on satisfaction. Herzberg called the first variables (recognition, promotion, respect) motivators or satisfiers while the later variables like salary, good working condition he referred to as hygiene maintenance factors. This indicates that the use of monetary incentives and bonus payment for assigned tasks could aid in improving job performance. For instance, pay and promotion play an important role in building a teacher's career and this can lead to job satisfaction which may in turn affect the attitude of teachers in the discharge of their duties.

Attitude could be synonymous to the opinion one holds about a thing. Literature (Thomson, 1998, Aiken, 2002) refer to attitude as a learned predisposition or tendency of an individual to respond positively or negatively to some object, situation or concept. This positive or negative feeling could be of moderate intensity and reasonably stable while sometimes it could be resistant to change. Ezike (2007) gave some recipe which if adopted by the teacher could help to develop positive attitude among pupils towards themselves, other things or people around them. These include developing and providing meaningful and interesting learning activities as well as putting pupils' individual differences into consideration. Eta (1986) explained that teacher's attitude is believed to have some significant effect on the school learning activities because the teachers are not endowed with the same personalities, thus, will naturally exhibit a wide variety of personal and professional attitudes. Day (2004) and Ogunwuyi (2010) observed that teacher's attitude is a predictor of teacher's work performance, absenteeism, burn out and turn over, etc. which is found to exerts important influence on students' achievement and attitude towards schobl.

Teacher attitude focuses on the ability of the teacher to establish a shared environment. A good teacher primarily values teaching as a process lasting his or her entire career, in which he or she shares responsibility for the quality of education with parents and improve competence of pupils in academic and social development. To achieve this, the teacher has to be warm and caring, capable of perceiving unrealized potential in every child and ready to appreciate every improvement a child makes during learning. The expectations of teachers, their sensitivity, priorities and values should contribute to the quality of the learner's experience, bearing in mind that they know the objectives of including this level of education and what the curriculum expects from children who passed through this level. The teacher appears to be in a better position to bring out the best in the learner due to the fact that he or she influences what is said in the classroom, how it is said and how it is valued. However, a teacher's attitude to working with children may also be influenced by his or her gender.

The issue of teacher gender's influence in achievement has been the concern of many researchers across different domains (Fenema, 1984; Nicolaidou and Philippou 2003; Sungur and Telkaya, 2004; Akujieze, 2012). For instance, many scholars have shown interest in the study of the relationship between gender and school effectiveness (Awofala, 2002; Osinubi, 2004) and gender and nature of work (Amusan, 2013). Women constitute a high preponderance of the teaching force especially at the primary school level. Krieg (2005) and Amusan (2013) state that regardless of student gender, students taught by women perform better than those taught by men.

A recent UNESCO Education for All report notes that women teachers have a positive effect on both boys and girls achievement (UNESCO, 2005). The gender issues of the teacher and that of the pupils at Pre-primary education level should be addressed by education stakeholders. This is because this level is an amazing and crucial time in human life cycle during which children begin to understand themselves individually as well as acknowledge their sense of self. Children throughout preschool age are full of energy, have joyful love for life, appear to be open, honest, and

creative. Children at this age level enjoy interacting socially. For instance, they play together, help each other, and slowly learn to share, express themselves using words and short sentences and most importantly see themselves as individual people ((Elkind, 1994). They also tend to learn by imitation.

The fact that young children learn best through modeling and practice is not in doubt (Edwards & Schwatz 1973). However, a frequently noted problem is the generalization of such newly inculcated skills to significant environments (Lagreca & Stangrossi, 1980; Berta, Ross & Dragman, 1982). It is to be noted that skills are better developed in children of school age in a conducive environment. Conducive in this sense means cause fear, negative attitude to schooling and fewer children friendly. One that is devoid of any distraction that can make learners learns effectively. Effective learning takes place when learning materials of teaching strategies and learning activities are provided in the classroom. Availability of all these help learners develop learning skills and access resources which can arouse and sustain their interest in school activities. Such conducive environment helps the teacher to teach well and also helps the learner to have a desired change in behaviour. Provision of this type of environment may invariably motivate teachers to work excellently well thereby leading to job satisfaction. Teachers are arguably the most important group of professionals that aid any nation's development. It is, therefore, disturbing to find that many teachers in recent times are dissatisfied with their jobs (Bishay, 1996). The benefits of job satisfaction for both teachers and pupils points to the importance of studying how teachers feel about work.

At times, the Nigerian Union of Teachers (N.U.T) engaged the government in a dialogue relating to better conditions of service and better working environment. Some of these negotiations had ended in statements leading to strike actions that have always paralysed academic activities in schools. Teachers' complain of poor pay packages as well as poor funding of schools which shows that the government is not doing enough in these regards. Studies have shown that good condition of service is one of the factors related to increasing job satisfaction.

Conducive classroom environment may be a function of where a school is located. The differences between schools can be explained by the different structures that surround the each school environment. The location of schools can be termed as rural and urban. The location of the school could influence the level of behavior modification exhibited by pupils. Researchers in Nigeria opined that school location has a significant effect on the academic performance of the pupils. Noting that because of this, parents enroll their children into urban schools on the basis of better performance

For instance, Adepoju (2001) found that learners in urban schools manifest more brilliant performance than their rural counterparts. Also, Ogunleye (2002), Ndukwu (2002) and Odinko (2002) reported a significant difference in the achievement of learners in urban and rural locations. However, Daramola cited in Ogunleye (2002) did not find any significant difference in the attitude of learners in urban and peri-urban schools to schooling. Education stakeholders (parents, teachers and teachers) should help to provide conducive environments that would aid learners inculcate values and positive attitudes to schooling at the Pre-primary level of education in the country irrespective of where the school is located if the objectives of primary education are to be achieved.

The National Policy on Education (Federal Republic of Nigeria (FRN, 2004) stipulates that Pre-primary education also known as early childhood education is education given in an institution to children aged normally 3-5 plus prior to their entering the pre-primary school. It includes creche, the nursery and kindergarten. Since the rest of the education system is built upon it, the pre-primary level could be the key to the success or failure of the whole system. The objectives of setting up pre-primary education includes inculcate social norms, to moral training and the development of sound attitudes), develop a sense of co-operation and team spirit, among others.

All these are geared towards training the child to adopt easily in normal school and any other environment the child may find him or herself. It is against this background that the researchers investigated the extent to which school factors

such as teacher job satisfaction, teacher attitude towards teaching, learner and teacher gender, school location, and teacher qualification, could predict nursery school pupils' socio-emotional skills development in Rivers state. The study provided answers to the following questions:

1. To what extent would the six school variables (teacher attitude, teacher job satisfaction, teacher gender, educational qualification, school location, and pupil's gender) jointly predict social skills development of the Nigerian child at the end of pre-primary level of education in Rivers state?
2. What is the relative contribution of each variable to the prediction?
3. To what extent would the six predictor variables jointly predict emotional skills development of the Nigerian child at the end of pre-primary level of education in Rivers state?
4. What is the relative contribution of each variable to the prediction?

Methodology

Design

The study is of survey design which used observational technique to generate the needed data. Observational technique was considered most appropriate because to generate authentic information on the area of concern, will require the researcher to be present in the environment and witness such behaviour being exhibited. Thus, the children were observed by the researchers in the nursery school environments to make a rating of their social and emotional skills behaviour using systematic observation instrument.

Population and Sample

The population comprised pre-primary pupils aged 4- 5 years who are in the second year of nursery education and their teachers in Port Harcourt, River State. The choice of this group of pupils was informed by the fact that they are about to enter formal schooling and one of the objectives of nursery

education is to prepare Nigeria children to adapt easily (socially and emotionally) at the primary level of education. Multi-stage sampling technique was used to select the sample. First, the schools were clustered along three educational zones. From each educational zone, two local government areas (LGAs) were randomly selected; making a total of six LGAs. Purposive sampling technique was used to select 96 schools (48 public and 48 private) in urban and rural locations. For a school to qualify, it must have more than two nursery classes. From each school selected, two nursery 2 classes were randomly selected. In each participating class, four children (two boys and two girls) and their teachers were used. In all, 192 pre-school teachers and 768 children (384 males and 384 females) were used. The mean ages of the respondents were 33.3, S.D = 3.4 for the teachers and 4.8, S.D of 0.6 for the children.

Instrumentation

Two instruments developed by the researchers were used to collect data: Teachers' Questionnaire (TEQ) and Pupils Socio-Emotional Skills Scales (PSESS).

Teachers' Questionnaire (TEQ)

The Teachers' Questionnaire was designed to seek information on the demographic data of the teachers, their job satisfaction and their attitude towards teaching. The instrument was divided into three sections namely A, B and C. Section A consists of demographic information which includes name of school, location of school, qualification and gender. Section B consisted of items measuring teacher job satisfaction and C teacher attitude to their profession. Section B was made up of items which measured pre-primary school teachers job satisfaction. It had 25 items. Such items include 'Teaching job has enough job security' (item 5); 'Teachers are not respected in the society' (item 11); 'Teachers salaries are not paid regularly' (item 21) 'Teachers promotions are delayed' (item 24), among others. Further, the section C of the instrument solicited information on the pre-school teachers' attitude to working with children at this level of education.

Pupil Social and Emotional Skill Development Scale (PSES DS).

This scale was constructed by the researchers. It sought information on the social and emotional skills children at this level of development should exhibit in school environment as reflected in the curriculum. The instrument is a category system which has the expected behaviours listed and categorized as either social or emotional. This scale was used by the researchers to observe and record the presence or absence of the predetermined behaviours during the observation sessions. In this system, the researcher becomes the observer and a recorder rather than evaluator of events and it makes recording immediate, direct and simple a process as possible. It has three sections; A, B and C.

Section A collected information on the demographic data of each child: name, gender, class, school; while section B solicited information on the social skills expected of the child to exhibit. It consists of 20 items. Such expected skills include 'child is able to work with others'(item 15); 'child is able to share learning materials with others'(item 17); 'child responds to teacher question'(item 4), 'child choose what he wants to do' (item 8); 'child has positive attitude towards learning'(item 10); 'child is able to share toys provided for the class members with others' and play with others (social - items 3 and 5). among others. Section C generated information on the emotional skill development. It has 20 items; which includes 'child has self confidence' (item 9); 'child is able to care about others' (item 8); child is able to respect others feelings'(item 7); 'child is able to take turns (item 5) among others.

Validity and Reliability of the Instruments

Establishment of the validity and reliability of the instrument was carried out in three stages. The first stage was determining the validity which was carried out by experts in questionnaire construction practicing pre-primary teachers and psychologists. They checked whether the instruments measure what they suppose to measure and if they are age appropriate considering what the curriculum stipulates. The second stage was to establish the reliability of the instrument. Since reliability is the measure of consistency. In this wise,

the researchers were concerned about the consistency of the recording as well as stability of the behaviours being recorded. Thus, to establish the reliability of the instrument (PSESS), inter observer reliability was used. A sample of thirty pupils who were not part of the study were observed. The reliability coefficient was 0.79 for TEQ using Cronbach's Alpha and 0.81 for PSESS using Scott pie.

Data Collection and Analysis

The researchers trained four research assistants on the technicalities of how to use the instruments to collect the needed information. The researchers distributed the instruments to the class teachers of the children selected. In each class selected, the researchers randomly picked 4 children (2 boys and 2 girls). Each pupil's questionnaire was used by the researchers. These children were observed during teaching and learning activities in the classroom as well as outside during play by the researchers using PSESD. For each child selected, the researchers recorded the behaviours they exhibited using the instruments. The recording for each child lasted for 20 minutes. Thus in each class, the observer spent 80 minutes. The data collected were analysed using multiple regression at $p < 0.05$ level of significance.

Result

The results are organized as follows. Multiple regression analysis was used to calculate the contributions of the six factors in predicting children's social skill development. Further, information on the contribution of each variable to the prediction was also ascertained. After, this was also determined for the emotional development. The information was generated based on teacher response to each child's questionnaire.

Table 1 shows that the use of six school variables (teacher attitude, teacher job satisfaction, teacher educational qualification, teacher and pupil gender and school location) to predict social skill development of pre-school children at the end of pre-school level of education yielded a coefficient of multiple regression (R), of 0.315; adjusted and multiple regression (R^2) of 0.099. The Table

also shows that the analysis of variance of the multiple regression data yielded an F- ratio of = 3.398, (significant at 0.05level).

Table 1: Regression Analysis on Pre-primary children's Social skill development

ANOVA					
Model	Sum of square	df	Mean square	F-ratio	Sig.
Regression	1195.31	6	119.22	3.398	.003
Residual	10844.56	185	58.62		
Total	12039.87	191			

Model Summary	
R	= .315
R ²	= 0.099
Adjusted R ²	= 0.070
Std Error of Estimate	= 7.656

Table 2 shows for each independent error variable, the standardized regression weight (B), the standard error of estimate (SeB), the F-ratio and the level at which the T-ratio is significant. As indicated in the Table, the F-ratio associated with only variable 1 (teacher gender ($\beta = .151$, $t = 2.120$) and variable 5 (teacher attitude [$\beta = .233$, $t = 3.027$]) were significant at 0.05 level.

Table 3: Relative Contribution of the Independent Variables to the Prediction

Model	Unstandardized Coefficients		Standard coefficients	T-ratio	Sig.
	B	Std. error	Beta		
Constant	22.721	7.524		3.020	.003
Teacher's Gender	2.392	1.128	.151	2.120	.035*
Teacher's Qualification	.367	.794	.033	.462	.644
Location	-.870	1.142	-.055	-.762	.447
Teacher's job satisfaction	.186	.062	.233	3.027	.003*
Teacher's Attitude	.083	.098	.065	.843	.400
Pupil's Gender	-.202	1.115	-.013	-.181	.857

* Significant at $p < 0.05$

Table 3 shows that the use of six school variables (teacher attitude, teacher job satisfaction, teacher educational qualification, teacher and pupil gender and school location) to predict emotional skill development of pre-school children at the end of pre-school level of education yielded a coefficient of multiple regression (R) of 0.346; and multiple regression (R^2) of 0.120 and Adjusted R Square = .091. This implies that 12% of the total variation in pupil's social skills development is attributable to the combined contribution of the six indicators. The Table also shows that the analysis of variance of the multiple regression data yielded an F-ratio of = 4.189, (significant at 0.05level).

Table 3: Regression Analysis of pre-school children emotional development at the end of pre-school level of education.

ANOVA					
Model	Sum of square	df	Mean square	F	Sig.
Regression	1376.775	6	229.463	4.189	.001
Residual	10134.553	185	54.781		
Total	115711.328	191			
MODEL SUMMARY					
R = 0.346					
$R^2 = 0.120$					
Adjusted R square = 0.091					
Std. Error of the Estimate = 7.401					

Table 4 shows for each independent error variable, the standardized regression weight (B), the standard error of estimate (SeB), the T-ratio and the level at which the T-ratio is significant. As indicated in the Table, the T-ratio associated with only variable 5 (teacher job satisfaction [$\beta = .310$, $t = 4.080$]) was significant at 0.05 level.

Table 4: Relative Contribution of the Independent variables to the Prediction

Model	Unstandardized Coefficients		Standard coefficients		Sig.
	B	Std. error	Beta	t	Sig.
Constant	26.541	7.274		3.649	.000
Teacher's Gender	-.615	1.091	-.040	-.564	.573
Teacher's Qualification	1.035	.768	.094	1.349	.179
Location	-.213	1.104	-.014	-.193	.847
Teacher's job satisfaction	.243	.060	.310	4.080	.000*
Teacher's Attitude	.079	.095	.064	.838	.403
Pupil's Gender	-.017	1.078	-.001	-.016	.987

Discussion of findings

This prospective survey study examined predictors of children's socio-emotional skill development at the pre-primary level of education. Many researchers have looked into issues concerning children's social and emotional skills developments. The objective of this study was to evaluate the extent to which these six factors when taken together as well as individually could predict children's socio-emotional development before normal schooling (primary) begins. This is bearing in mind that one of the objectives of setting up pre-school institution is to help develop such skills for formal school readiness.

The results of the present study revealed that the six school variables when taken together seem to be effective in predicting children's socio-emotional skill at the pre-primary level. The observed F-ratio was significant at the 0.05 level – an indication that the effectiveness of a combination of the independent variables in predicting pre-school socio-emotional skills development could not have occurred by chance. The magnitude of the relationship between the pre-school children's socio-emotional skills and a combination of the independent variables was reflected in the values of coefficient of multiple regression (0.315) and multiple R^2

(0.099) for social skill development and of multiple regression (0.346) and multiple R^2 (0.120) for emotional skill development as shown in Tables 1 and 3. It may, thus, be said that about 10% and 12% of the total variability in pre-school children's social and emotional skills development, is accounted for by a linear combination of the six variables.

As for the extent to which each of the six independent variables contributed to the prediction, the value of the T -ratio associated with respective variables, as shown in Tables 2 and 4 indicated that for social skill development only variable 1 (teacher gender) and variable 4 (teacher job satisfaction) while for emotional skill development, only variable 4 (teacher job satisfaction) each contributed significantly to the children's social and emotional development respectively. The values of standardized regression weights associated with these variables (see Tables 2 and 4) indicated that for social development, variable 1 (teacher gender) was the most potent contributor of the prediction followed by variable 4 (teacher job satisfaction).

The finding of the study shows that the pupils' social skills have a significant relationship with teachers' job satisfaction level. This corroborates the work Herberg, 1959; Huang, 2005 and Ladd, 2009 which says that teachers' job satisfaction is a predictor of teachers' work performance which is found to exert important influence on learners' achievement and attitude towards school. Teachers' job satisfaction has been used to encourage teachers as well as learners themselves to increase learners' academic performance. Job satisfaction is how contented an individual is with his or her job, the pleasurable emotional feelings individuals have about their jobs, and the different cognitive job satisfaction such as pay, pension arrangements of the establishment. The implications of the provisions of these incentives are the revelation of the results of this study. When teachers are duly remunerated, they are likely to perform or carry out their specific job roles and duties effectively, thus, aiding learners to attain the objectives of exposing them to such learning activities. When teachers are satisfied with their jobs, they are likely to become more committed in their jobs which in turn promote sustainable development of learners across all levels of education.

Many teachers are not keeping their jobs because they are not satisfied due to the salaries and allowances given to them. Experience has shown that many times, they are paid late, other times; they are not paid for a long period, which made so many competent and qualified teachers to leave teaching profession in a bid to look for greener pasture leaving this level in the hand of incompetent and untrained ones (Odinko, Williams and Donn, 2009). In Nigeria, teachers expect regular pay, incentives, benefits, and rewards. This is being controlled by the government wage law and regulation. However, the government willingness to pay and other prevalent circumstances facing the government appears to prevent the government from paying the workers as at when due.

There is mounting evidence to suggest that the seeming relationship between learner demographics and teacher turnover is driven not by teachers' responses to their students, but by the conditions in which they must teach and their learners are obliged to learn (Ladd, 2009). Job satisfaction can be evaluated according to a worker's expectations, value and reward and can be established by differentiating between the person's expectations and the personal fulfillment that he or she gets out of a job. The more the teacher is satisfied with his or her job the more active and creative he becomes while teaching.

The result above shows that emotional skills is related with teachers' job satisfaction that will lead to the development of the child towards enhanced and effective learning outcome. Emotional skills are about learning to manage and express one's feelings appropriately with people in a shared environment. A child who is afraid in the classroom or in the school or bringing fears from home may not concentrate on the learning activities. Further, a child who has not learned how to consider others whom he/she share the environment may find it difficult adjusting to a new setting. Thus, for a child to acquire such skills, significant adults example teachers who serve as models should aid the children inculcate this skill.

The result on social skill development supports the work of Raver (2002) which stipulates that there is a strong link between young children's socio-emotional competence

and their chances of early school success. Therefore, care givers need to develop warm, trusting, relationships with children in early childhood settings. These relationships provide the child with an internal working model of positive social relationships (Denham and Weissberg, 2004). Social interactions in everyday's life and relationships are based mainly on social and emotional intelligence - their improvement can prevent existence of many conflicts (Vavrova, 2009). Establishing a positive, supportive climate where children feel safe to express emotions, take risks and seek help should be ultimate goal of a caring teacher. In addition, teachers should be emotionally responsive, make clear expectations and let the children know that the teachers expect them to considerate to others (Schonert-Reichl, Smith & Ziadman-Zait, 2002).

With respect to gender, the result emanating from this study is not in line with the finding of Okoruwa (1999) and Bilesanmi (1999) whose study results revealed that male teachers were more effective than their female counterparts. The government and relevant educational agencies should try to create an atmosphere for male teachers to be satisfied with their jobs so that they can discharge their duties as expected. Teachers should create learning activities that can stimulate socialization among learners and display behaviours that encourage socialization such that children can emulate them. In view of the importance of teacher and pupil factors to academic progress, teachers should realize the importance of socio-emotional skills in the development of the pupils at the pre-primary level of education and to the society in general.

Further, teachers should make sure all the children have a place in the group. Having their photographs included on a welcome poster instantly gives the children a place in the group. Provide a welcome in different languages; give yourself time to prepare the classroom in advance of the children arriving so that you can focus your attention on the children and also endeavour to plan for each day in advance so that you can make sure you are fresh and ready for the day. Government and employers of labour should see to how teachers will be satisfied with the teaching job as well as making teaching more interesting to both teachers and learners. Also, government should support and promote the

inclusion of such development (socio-emotional skills) as an indicator of school readiness and high quality early care and education.

Conclusion

Children need to feel valued by those interacting with them and safe and secure with the adults and children around them. They need a sense of belonging, to feel they have a place in the group and that they are important. They need to know they can trust the adults to take care of them in every aspect of their being. Adults are very powerful in this situation and the atmosphere we establish will set the framework for how the children behave towards one another and develop an understanding of what is acceptable and what is not. These can be achieved if only the teachers are satisfied with their job. Policy makers should endeavor to give positive reinforcement to teachers so as to boost their job satisfaction which can lead to better job performance. Such incentives may include prompt payment of salaries, sponsoring teachers to attend workshops and seminars where they can be offered training and practice on how to help children learn in a social way.

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