



## Preschoolers' care transition and their attitudes to learning in early childhood care centres in Obio/Akpor local government area, Rivers State

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### Abstract

The study examined preschoolers' care transition and their attitudes to learning in early childhood care centres in Obio/Akpor Local Government Area of Rivers State. Four research questions guided the study and four hypotheses were tested at 0.05 level of significance. The study employed correlational research design. The population of the study was 1,480, comprising 1324 preschoolers and 156 teachers. Simple random sampling procedure was used to arrive at a sample size of 300 (250 preschoolers and 50 teachers). The researcher's self-made instruments titled "Preschoolers' Care Transition Questionnaire" (PCTQ) and "Preschoolers' Attitudes to Learning" (PAL) were used for data collection. The reliability coefficients of the instruments were 0.82 for PCTQ and 0.78 for PAL, which were analyzed using Cronbach Alpha. The data gathered were analysed using Pearson product moment correlation coefficient for both the research questions and the hypotheses. The findings revealed that Care Centre's Social Climate relate with Preschoolers' Participation in Learning, Care Centre's Physical Setting relates with Preschoolers' Attendance to the Centre Programmes, Adult Members Support Strategies relate with Preschoolers' Cooperative Attitude to learning; Care Centre's Programmes relates with Preschoolers' Receptive to learning. Social Climate significantly relate with Preschoolers' Participation in learning, Physical Setting significantly relates with Preschoolers' Attendance to the Centre Programmes, Adult Members Support Strategies significantly relate with Preschoolers' Cooperative Attitude to learning, Care Centre's programmes significantly relates with Preschoolers' Receptive to learning. The researchers made the following recommendations: education stakeholders should ensure that care centre is structured to allow for application of instructional methods that will enhance all-round development of preschoolers, workshops and seminars should be organised to keep teachers/caregivers abreast with up-to-date strategies of care centre's management/planning that would warrant preschooler's positive attitude to education. Adult members of the centre community should show adequate support in the education of preschoolers to build their positive attitude to education.

**Keywords:** preschooler, care transition, attitudes, support strategies

### Introduction

Most preschoolers enter care centres with some background experiences. Many of them have acquired the ability to get along with peers, willingness to accept discipline and conform to any standard behaviour, ready to share toys and other possessions, and are self-confident. All these attributes help the preschoolers adapt well in the care centres. However, care centres make new demands on these preschoolers, which may meet sharp resistance from the preschoolers. Some of these demands may include: separation from familiar environment, learning to get along with unfamiliar adults, learn to be independent, learn to do things by themselves, learn to take turns, accept group ownership and cooperative attitude (Rolnick & Grunewald, 2003) [27].

Consequently, these unfamiliar experiences may lead to conflicts between what the preschoolers want and expected, and what is permissible in the new environment. The preschoolers may in turn express some quick emotion through anger, frustration, happiness, fear, which is further expressed by crying, hitting, struggling and snatching (Herr, 2002). Their emotions change very rapidly, without apparent warning as they mix up with other preschoolers but may not necessarily play with them (Herr, 2002) [19].

However, the main emphasis on learning for preschooler's is the preschooler's active participation, as he/she adapt to the informal nature of instruction in preschool education (FGN, 2012). The teacher offers useful suggestions, extend exploration of play materials, present new ideas and new ways of looking at things, and encourage preschoolers' efforts. Thus, teaching-learning process in the centre becomes a creative and active based process, a process of exploration and constant discovery in which emphasis is on the development of the total child. Similarly, a preschooler should be eager to cooperate or join other preschoolers in whatever they are doing and makes many attempts to get others to join him (Obinaju, 2013) [23].

On the other hand, preschoolers exhibit positive or negative attitudes to learning which may be relative to the centre tone/climate. Again, while some preschoolers undertake transition processes smoothly, some others may have difficulties in coping with the challenges associated with it, such challenges may include anxiety, uncertainty and confusion as they struggle to cope with the demands of the new environment and the tasks involved. Preschoolers experience feelings as they make progress in their transitions and express these feelings in their behaviours, their temperaments and resilience. Some preschoolers may oppose the challenges in the new tasks as they try to relate their new experiences to their previous ones. In their previous experiences, some preschoolers were taught to avoid strangers and never to receive items of any sort from them. Conversely, these same preschoolers having these previous experiences are found in the mix of many strangers of both adults and peers, and are bound to work with them as against the instructions that were hitherto given to them by their parents.

By implication, positive attitudes to education preschoolers should adopt in the learning processes in order to acquire the developmental skills needed are: active involvement, sustained effort, observation, curious, problem-solving, tolerant, inventive, creativity, attentive and attendance. Adult members of the centre are meant to ensure that they encourage positive attitudes to learning among preschoolers to match with their growing rate which include; increased body strength and coordination thereby making movement great fun for them. When their physical skills are developed movements become easier, running, jumping, balancing are improved and they enjoy large motor activities as climbing (Obinaju, 2013) <sup>[23]</sup>. Consequently, the aspects of learning in which preschoolers are involved form basic categories of their learning: social, emotional, language, intellectual and physical development; these aspects of learning cover the three domains of human development-affective, cognitive and psychomotor (Herr, 2002) <sup>[19]</sup>.

In the same direction, when care/education centre of the preschooler is organized in such a way that learning is made fun and attractive, positive attitude to learning like being attentive/listening, participating, persistence, being very curious, self-confidence and other good attitudes to learning will develop. Attitude per say, refers to the personal line of action which may be exhibited overly by actual choice (Bizer, Barden & Petty, 2003; Yaro, 20012, & Dukmak, 2013) <sup>[5, 32, 10]</sup>.

Raver, Garner and Smith-Donald (2007) <sup>[26]</sup> defined transition as a passage from one place, stage, style or subject to another over time. However, whether the transition is inter (transition between the preschooler's home and the center) or intra (transition within the center; i.e. moving to new classes, change in lesson periods, circle periods, and other aspects of transition, all efforts should be geared towards achieving the preschooler's positive attitude to learning (Bowman, Donovan & Burn, 2000) <sup>[7]</sup>. Preschoolers and young children in general learn best when they have secure attachments to the important adults in their lives, such as parents, caregivers, caring adults and peers (Bowlby, 1980 & Harris, 1998) <sup>[6, 18]</sup>.

On the other hand, some preschoolers tend to resist transition challenges vehemently by exhibiting attitudes that are not commensurate with positive learning outcome during transition periods. This behaviour may stem from the fact that, adults in the centres who take up the responsibility of children care from parents may not possess all that it takes to give the children positive learning. Again, most care centres may have unconducive environment in terms of the physical make up and poor climate tones of preschoolers' centres. This scenario has led to parents, educators, non-governmental bodies, the society, the government, researchers and other well-meaning Nigerians to wonder if actually care transition helps the preschoolers to develop positive attitudes to learning of some developmental skills, because time lost in childhood cannot be recovered again, since the impact on early formative years play significant role in the development of the child. This is a significant gap that needs to be filled. Hence, this study seeks to find out the relationship between preschoolers' care transition and their positive attitudes to learning in preschoolers' care-education centres.

### **Purpose of the Study**

The study sought to investigate the relationship between preschoolers care transition and the development of positive attitudes to learning in childhood care centres in Obio/Akpor Local Government Area. Specifically, this study ascertained:

The relationship between care centres' social climate and preschoolers' participation in learning.

The relationship between care centres' physical setting and preschoolers' attendance to the Centres' programmes.

The relationship between adult members supports strategies and preschoolers' cooperative attitude to learning.

The relationship between care centres' programmes and preschoolers' receptive to learning.

### **Research Questions**

How does care centres' social climate relate with preschoolers' participation in learning?

What is the relationship between care centres' physical setting and preschoolers' attendance to the centre programmes?

How does adult members supports strategies relate with preschoolers' cooperative attitude to learning?

What is the relationship between care centres' programmes and preschoolers' receptive to learning?

### **Research Hypothesis**

Care centres' social climate does not significantly relate with preschoolers' participation in learning.

There is no significant relationship between care centres' physical setting and preschoolers' attendance to the centre programmes.

Adult members supports strategies does not significantly relate with preschoolers' cooperative attitude to learning.

There is no significant relationship between care centres' programmes and preschoolers' receptive to learning.

### **Care Centre Social Climate and Preschoolers' Participation in Learning**

When preschoolers feel safe, engaged and respected, they can focus on their learning goals. Learning does not take place when the centres' social atmosphere is in despair. Similarly, when the centre atmosphere is unfriendly and none stimulating, there will be lackadaisical attitude to learning. When the centre community members display confrontational attitude, parents and the preschoolers will lost confidence in such centre programmes. Consistent and responsive care that takes place in warm relationships among members of the centre, supports healthy growth and development of children (Jackman, 2005; Dombro, Jablon & Stetson, 2011) <sup>[21, 91]</sup>.

Similarly, a suitable learning centre's social climate for preschoolers radiates a friendly energy directed at learning (Igbuzor, 2007) <sup>[20]</sup>. Igbuzor explains that social centre climate is the prevailing atmosphere surrounding the care centres, to the level of morale and strength of the sense of belonging, care and goodwill among members. Corroborating the definition by Igbuzor, Edem and Okon, (2008) <sup>[11]</sup> assert that care centre social climate is the outcome of the interactive processes of the social and cultural attitude that characterize the centre which set the tone and dictate direction for learning. The centre's tone/climate influences the adult members, peer groups and other significant members of the centre including the preschoolers, enhances members' effectiveness and predicts their performances. Indeed, the more open the centre social climate is, the more committed and satisfied the members of the center community will be (Igbuzor, 2007; Edem & Okon, 2008) <sup>[20, 11]</sup>.

In view of Malecki and Demaray, (2006) <sup>[22]</sup>; Brand, Felner, Shim, Seitsinger and Bolton, (2008) <sup>[8]</sup> centre's social climate is the manifestation of milieu where all members of the centre; teachers, caregivers, peers, parents and preschoolers exhibit characteristics that influence the learning habit and performance of the preschoolers. On the other hand, care centre's social system represents the formal and informal patterns of operation as well as the relationship among groups. The relationship and civility among the centre members has the potential to influence the preschoolers' achievement of their learning goals. Centre social climate is represented in the centre culture reflected in norms, values and beliefs that characterize the care centre (Stone & Han, 2005) <sup>[28]</sup>. Olajide, (2000) <sup>[25]</sup> revealed that the collaboration among the care centre members improve the preschoolers' academic performance. In support of Olajide's assertion, Edem and Okon (2008) <sup>[11]</sup> opined that when there is supportive and warm relationship, learning becomes productive. Thus, a welcomed social climate of care centre is the main motivator for attendance and source of enjoyment for preschoolers and improves preschoolers' school attendance habit and develops social skill of the preschoolers.

More so, adults, peer groups and other members of the centre community; their collaborations and the centre's physical and social climate play important roles in supporting preschoolers to stabilize as they transit in their new environment. Adults can help preschoolers feel safe and secured and can turn transitions into learning experiences that support their growth and development in all domains. Supporting preschoolers during transition can have far-reaching effects on their physical, social, psychological development and their academic success as well.

### **Care Centre Physical Setting and Preschoolers' Attendance to the Centre**

The physical features of a care centre need to be attractive, endowed with beautiful colours both within the classrooms and the surrounding environments for it to attract and sustain the children's attendance to the centre. Good and beautiful garden that would attract social insects, birds, and other child-friendly creatures that could warrant good environment for preschoolers' play, run around and make learning fun for them, play materials and equipment, adequate space to run around and safe environment that would promote healthy living condition and all-round development-social skills, motor skills, communication skills, problem-solving skills (Obinaju, 2013) <sup>[23]</sup>.

Learning will be effective when all necessary physical care/education centre environments are available and put into practical utilization. In Edem and Okon (2008) <sup>[11]</sup> observed that physical setting of a learning environment influences the learner's learning outcomes. Tanner, (2009) <sup>[29]</sup> confirmed that adequate physical school facilities are panacea for quality education. Edem and Okon listed the following as factors of physical setting of learning centre: centre location, buildings, playground, play materials, furniture, lighting system, space, seats and sitting arrangement. The United State Environmental Protection Agency, (2010) <sup>[31]</sup> stressed that maintaining physical conditions and good environmental quality in learning centres can yield high rate of learning outcome.

An attractive, well planned and well decourated care-education centre could enhance teachers' instructional effectiveness and learners' eagerness to spend longer hours in the centre. While poorly maintained learning centre could cause illness among teachers, preschoolers and other members of the centre community, resulting in higher rates of absenteeism. The care-education centre physical setting can influence the physical well-being of the preschoolers through its physical facilities, well-aired and spacious buildings, good lighting, good ventilation and non-restricting furniture. Uline, (2008) <sup>[30]</sup> confirmed a link between the quality of school physical facilities and students' achievement in English Language and Mathematics.

### **Adult Members' Supports Strategies and Preschoolers' Cooperative Attitude**

Adults play significant role by either supporting the development of children's agency and autonomy in participation through caring, trusting relationships, or by reinforcing 'a sense of dependency (Jackman, 2005) <sup>[21]</sup>. Parent and community involvement in children's educational experiences plays critical roles in shaping children's social development, cultural values, and practices (Jackman, 2005 & Herr, 2002) <sup>[21, 19]</sup>. Similarly, children develop social-emotional skills in the context of their relationships with their primary caregivers, care provider, and within their family and culture.

Again, preschool period is a period when adults fulfill complicated roles that include elements of parental functions. At the preschool age, the preschoolers have moved from being almost entirely dependent on their parents, to being somewhat independent beings in the world. In virtually every aspect of development, their knowledge base and competencies are exploding. Over the course of this period, children learn to imagine, to become more independent, to broaden their skills through play, fantasy, and exploration, and to engage, participate, and cooperate with others, including peers. On the contrary, lack of affection and emotional insecurity in preschooler may result in an explosive temper (Herr, 2002) <sup>[19]</sup>.

Corroborating the above assertion, adults in the centre should minimize preschoolers' distress by providing materials and non-material supports that would ensure adequate encouragement for preschoolers' transition (Gordon & Browne, 2014) <sup>[16]</sup>. Preschoolers' transitions may also be successful when adults in the centre share/discuss ideas and plan activities together. According to Dombro, Jablon and Stetson, (2011) <sup>[9]</sup>, Herr (2002) <sup>[19]</sup> and Kennedy, *et al* (2012) preschoolers on transition become more comfortable with changes when parents/guardians and the staff of the centre collaborate, and stressed that adults support to preschoolers provide scaffolding and opportunities to grow preschoolers' experiences. In addition, adults can assist preschoolers during play by engaging the preschoolers and discussing with them about their play, as a result, the preschoolers learn that adults are invested in them and respect their play decisions.

Correspondingly, the adults are saddled with responsibilities that require certain skills to be able to manage and cope with the different challenges in the center. The responsibilities required by the adults and other members of the centre that may warrant smooth, hedge free transition and preschoolers positive attitude to learning include; teachers' perception of the centre, caring attitude, affections, supportive attitude, friendly, cooperation and good relationship among members. Supportive, trust and respectful relationships are key elements in supporting preschoolers through transitions (Kennedy, Cameron & Green, 2012). On the contrary, adults' threats or peers' threats in whatever form exposes preschoolers to fear and withdrawal from learning activities. The way and manner with which adults respond to preschoolers influence their self-esteem, their confidence, their attendance to lessons, their attention span/persistence and other activities, their curiosity to learn, their interest to learn, their participating/cooperative attitude, listening ability, receptive to learning, their ability to take risk, their ability to deal with problems, anxiety and crises in their lives, and their general attitudes to learning.

### **Care Centre Programmes and Preschoolers' Receptive to Learning**

Contemporary Childhood Centre philosophy takes a holistic approach, recognizing that all aspects of care are integral to the curriculum and pedagogy, and present teaching and learning opportunities (Herr, 2002; Obinaju, 2013 & Awopegba *et al.*, 2013) <sup>[19, 23, 3]</sup>. The curriculum should encourage preschoolers in the centre to be actively involved in the learning process, to experience a variety of developmentally appropriate activities and materials, and to pursue their own interests in the context of life in the centre (Awopegba *et al.*, 2013) <sup>[3]</sup>. In addition, the curriculum documents and legislated regulatory frameworks assert the rights of a child to be an active participant in their care and learning experiences and present the centre programmes as collaboration between educators, families and the child (Odigie, 2003 & Friend, *et al.*, 1996) <sup>[24, 15]</sup>. Sleep and rest are also incorporated in the care/education programmes not only to support behavioural regulation, learning by providing rest, recuperation during the busy day activities but one that directly affords learning opportunity (Jackman, 2005 & USEPA, 2010) <sup>[21]</sup>.

In the same vein, USEPA, (2010) opined that children who are securely attached in childhood programmes tend to have good self-esteem, strong romantic relationships, and the ability to self-disclose to others. They also tend to be more independent, perform better in school, have successful social relationships, and experience less depression and anxiety.

### **Method**

Correlational research design was adopted for the study. The sample size of 300, comprising 250 preschoolers and 50 preschoolers' teachers which represented the population of 1480 (19% of 1324 preschoolers and 32% of 156 teachers) in 2019/2020 academic session in the 52 Early Childhood Education Centres in Obio/Akpor Local Government Area, River State. (Source: Universal Basic Education Commission 2019/2020 Academic Session). The sample size was drawn using simple random sampling procedure via balloting. Two instruments were used for data collection; a questionnaire titled "Preschoolers' Care Transition Questionnaire" (PCTQ) and a Rating Scale titled "Preschoolers' Attitudes to Learning" (PAL) to measure the preschoolers' learning attitudes. The instruments were constructed by the researcher and were validated by three experts in the field of Early Childhood and Primary Education, Faculty of Education, Ignatius Ajuru University of Education Port Harcourt. A pilot study was conducted in Care/Education Centers in Port Harcourt Local Government Area, Rivers State.

The data obtained from the analysis of PCTQ using Cronbach Alpha yielded reliability coefficients of 0.78, 0.82, 0.85 and 0.76, for sections A, B, C, D respectively and an overall reliability coefficient of 0.82. While the data collected for PAL was analysed using Cronbach Alpha yielded reliability coefficients of 0.86, 0.76, 0.83 and 0.72 with an overall reliability coefficient of 0.78.

The researchers personally administered 300 copies of PCTQ and PAL to the respondents with the help of 5 research assistants who were adequately briefed on the method of administration and collection. The exercise lasted for one week which ensured high response rate. However, out of 300 copies distributed, 291 were correctly filled and returned which was used for data analysis. Pearson product moment correlation coefficient was used to answer the research questions and in testing the hypotheses at 0.05 level of significance. In testing the hypotheses, any hypothesis with p-value lesser than 0.05 ( $p < 0.05$ ) was rejected while a hypothesis with p-value greater than 0.05 was accepted.

## Results

**Research Question 1:** How does care centre social climate relate with preschoolers' participation in learning?

**Table 1:** Summary of Relationship Test between care centre social climate and preschoolers' participation in learning

Variables	$\sum X$	$\sum X^2$	$\sum XY$	$r_{cal}$
Care centre social climate	838	2518	4012	0.68
Preschoolers' participation	1443	7011		

The result from Table 1 shows the summary of the Pearson Product Moment Correlation (PPMC) of the relationship between care centre social climate and preschoolers' participation in learning. The result of the analysis shows an r-value of 0.68. This indicates that care centre social climate has a positive moderate correlation to preschoolers' participation in learning.

**Research Question 2:** What is the relationship between care centre physical setting and preschoolers' attendance to care centre programmes?

**Table 2:** Summary of Relationship Test between care centre physical setting and preschoolers' attendance to care centre programmes

Variables	$\sum X$	$\sum X^2$	$\sum XY$	$r_{cal}$
Care centre physical setting	721	1819	3415	0.94
Preschoolers' attendance to care centre programmes	1425	6891		

The result from Table 2 shows the summary of the Pearson Product Moment Correlation (PPMC) of the relationship between care centre physical setting and preschoolers' attendance to care centre programmes. The result of the analysis shows an r-value of 0.94, indicating a high positive correlation to preschoolers' attendance to care centre programmes.

**Research Question 3:** How does adult member support strategies relate with preschoolers' cooperative attitude to lesson?

**Table 3:** Summary of Relationship Test between adult member support strategies and preschoolers' cooperative attitude to lesson

Variables	$\sum X$	$\sum X^2$	$\sum XY$	$r_{cal}$
Adult member support strategies	724	1820	2387	0.61
Preschoolers' cooperative attitude to lesson	1013	3543		

The result from Table 3 shows the summary of the Pearson Product Moment Correlation (PPMC) of the relationship between adult member support strategies and preschoolers' cooperative attitude to lesson. The result of the analysis shows an r-value of 0.61. This indicates that adult member support strategies has a positive moderate correlation to preschoolers' cooperative attitude to lesson.

**Research Question 4:** What is the relationship between care centre programmes and preschoolers' receptive to learning?

**Table 4:** Summary of Relationship Test between care centre programmes and preschoolers' receptive to learning

Variables	$\frac{\sum X}{\sum Y}$	$\frac{\sum X^2}{\sum Y^2}$	$\sum XY$	$r_{cal}$
Care centre programmes	709	1745	3133	0.55
Preschoolers' receptive to learning	1321	5889		

The result from Table 4 shows the summary of the Pearson Product Moment Correlation (PPMC) of the relationship between care centre programmes and preschoolers' receptive to learning. The result of the analysis shows an r-value of 0.55. This indicates that care centre programmes have a moderate positive correlation to preschoolers' receptive to learning.

#### Testing of null hypotheses

**Null hypothesis 1:** Care centre social climate does not significantly relate with preschoolers' participation in learning.

**Table 5:** Summary of PPMC Significant Relationship Test between care centre social climate and preschoolers' participation in learning.

Variables	$\frac{\sum X}{\sum Y}$	$\frac{\sum X^2}{\sum Y^2}$	$\sum XY$	$r_{cal}$	Df	$r_{crit}$	Decision
Care centre social climate	838	2518	4012	0.68	298	0.139	Reject Null Hypothesis
Preschoolers' participation	1443	7011					

Significant @.05 alpha level

The result from Table 5 shows that at 298 degree of freedom and .05 alpha level, the critical r value from tables is 0.139. Since the  $r_{cal}$  is greater than the  $r_{crit}$ , the null hypothesis is rejected. Thus, care centre social climate does significantly relate with preschoolers' participation in learning.

**Null hypothesis 2:** There is no significant relationship between care centre physical setting and preschoolers' attendance to care centre programmes.

**Table 6:** Summary of PPMC Significant Relationship Test between care centre physical setting and preschoolers' attendance to care centre programmes

Variables	$\frac{\sum X}{\sum Y}$	$\frac{\sum X^2}{\sum Y^2}$	$\sum XY$	$r_{cal}$	Df	$r_{crit}$	Decision
Care centre physical setting	721	1819	3415	0.94	298	0.139	Reject Null Hypothesis
Preschoolers' attendance to care centre programmes	1425	6891					

Significant @.05 alpha level

The result in table 6 show that at 298 degree of freedom and .05 alpha level, the critical r value from tables is 0.139. Since the  $r_{cal}$  is greater than the  $r_{crit}$ , the null hypothesis is rejected. Thus, there is a significant relationship between care centre physical setting and preschoolers' attendance to care centre programmes.

**Null hypothesis 3:** Adult members support strategies does not significantly relate with preschoolers' cooperative attitude to lesson.

**Table 7:** Summary of PPMC Significant Relationship Test between Adult members support strategies and preschoolers' cooperative attitude to lesson.

Variables	$\frac{\sum X}{\sum Y}$	$\frac{\sum X^2}{\sum Y^2}$	$\sum XY$	$r_{cal}$	Df	$r_{crit}$	Decision
Adult member support strategies	724	1820	2387	0.61	298	0.139	Reject Null Hypothesis
Preschoolers' cooperative attitude to lesson	1013	3543					

Summary of result in Table 7 reveals that at 298 degree of freedom and .05 alpha level, the critical r value from tables is 0.139, while the calculated r value is 0.56. Since the  $r_{cal}$  is greater than the  $r_{crit}$ , the null hypothesis is rejected. Thus, adult members support strategies does significantly relate with preschoolers' cooperative attitude to lesson.

**Null hypothesis 4:** There is no significant relationship between care centre programmes and preschoolers' receptive to learning.

**Table 8:** Summary of PPMC Significant Relationship Test between care centre programmes and preschoolers' receptive to learning.

Variables	$\sum X$ $\sum Y$	$\sum X^2$ $\sum Y^2$	$\sum XY$	$r_{cal}$	Df	$r_{crit}$	Decision
Care Centre Programmes	709	1745	3133	0.55	298	0.139	Reject Null Hypothesis
Preschoolers' receptive to learning	1321	5889					

Summary of result in Table 8 reveals that at 298 degree of freedom and .05 alpha level, the critical r value from tables is 0.139, while the calculated r value is 0.55. Since the  $r_{cal}$  is greater than the  $r_{crit}$ , the null hypothesis is rejected. Thus, there is a significant relationship between care centre programmes and preschoolers' receptive to learning.

### Discussion

The finding of the study revealed that Care/Education centre social climate does significantly relate with preschoolers' participation in learning. The finding of the study supports the views of Recchia and Fincham (2019) who stated that when the centre atmosphere is unfriendly and non-stimulating, there would be lackadaisical attitude to learning. It is also in line with the views of Igbuzor (2007) <sup>[20]</sup> who asserted that a suitable learning centre social climate for preschoolers radiates a friendly energy directed at learning. The finding further revealed a significant relationship between care centre physical setting and preschoolers' attendance to care centre programmes, which is in agreement with the views of Edem and Okon (2008) <sup>[11]</sup> who stated that physical setting of a learning environment influences the learner's learning outcome, and also supported by Tanner (2009) <sup>[29]</sup> who confirms that adequate physical school facilities are a panacea for quality education.

The finding revealed that adult members support strategies significantly relate with preschoolers' cooperative attitude to lesson. This finding agrees with the views of Stone and Han (2005) <sup>[28]</sup>, Malecki and Demaray (2006) <sup>[22]</sup>, who argued that when adult members of the school community and parents participate at school and actively support and encourage learning at home, their children are more successful at all levels of education regardless of the parents' educational background or social class. Again, a significant relationship exist between care centre programmes and preschoolers' receptive to learning, this is supported by the assertion that early childhood education and care is conceptualized as a holistic view integrating both education and care. USEPA, (2010) opined that children who are securely attached in childhood programmes tend to have good self-esteem, strong romantic relationships, and the ability to self-disclose to others. They also tend to be more independent, perform better in school, have successful social relationships, and experience less depression and anxiety.

### Conclusion

Preschoolers' care transition plays significant roles in the development of positive attitude to learning in preschoolers in the classroom. The application of care transition among preschoolers contributes immensely in the preschoolers' exhibition and demonstration of social skills and the right learning attitude. Preschoolers' care transition such as care centre social climate, care centre physical setting, adult members support strategies and care centre programmes enhance the development of positive attitude to learning.

### Recommendations

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

1. Education stakeholders should ensure that care centre is structured to allow for application of instructional methods that will enhance all-round development of preschoolers.
2. Workshops and seminars should be organised to keep teachers/caregivers abreast with up-to-date strategies of care/education centre's management that would warrant preschooler's positive attitude to education.
3. Parents and other adults in the centre community should show adequate support in the education of preschoolers to build their positive attitudes to education.

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