

Correlational Influence of Parents' Socio-Demographic Factors and Pupil's School Type on School Readiness Level of Learners In Early Years in Oyo State, Nigeria

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Abstract: *The study investigated the Correlational influence of Parent's socio-demographic factors (Parenting Status, Qualification, and Socio-economic Status) and school type on school readiness level of learners in early years in Oyo Metropolis. Learner's school readiness level is part of the fundamental characteristics of which learners should develop for effective functioning and coping in school. School readiness is globally conceptualized to be affected by various factors which are but not limited to home background, Socio-Economic status, Qualification, parenting status and school location. School readiness is a term which refers to the learners attainment of certain set of proficiencies which is pivotal to successful school entry and preparedness which include but not limited to physical, intellectual, social, moral and emotional skills that are consider germane to the optimal learning and development of learners. These aforementioned factors are desirous of proper attention and if neglected, the optimal competencies required to develop school readiness habit could be largely undermined. Two research questions were answered and Four hypotheses were tested. Correlational survey research design was adopted for the study. The population of the study comprises all parents and pre-primary school teachers in Oyo Metropolis. Multistage sampling technique was adopted for the study. Four local governments were selected in oyo Metropolis. 100 pre-primary school teachers and 100 parents were randomly selected for the study. Two self-designed questionnaires were used to elicit responses from the sampled respondents. The questionnaires were validated and tested for reliability. The study adopted descriptive and inferential statistics for the data analysis. The result of the study among others, revealed that, both parental factors and school type have positive influence on pupils school readiness level (WA=3.0) and (WA=3.0) respectively. There is significant relationship between the influence of school type and parental characteristics on pupils school readiness level ($r = 0.03$; $p < 0.05$). It was concluded that the relationship between parental characteristics and school type not only as agent of socialization but also in facilitating qualitative education to pupils can not be over-emphasized. As relevant as the two factors are considered in assuring pupils valuable education, if these factors are not well managed might have a lasting negative effects on pupils not only in education progress but also on their holistic development, hence, teachers, school administrators, policy makers, parents and all that are concerned directly or indirectly with the education, development and learning of children are expected to harness efforts in extinguishing foreseeable detrimental effects of these factors, hence develop medium through which pupils can significantly benefit from the presence of these factors. It was recommended based on the findings that; teachers should improve on other ways by which they can further make the school ready in receiving children and ensure their safety and security, these would encourage pupil not only to attend school but also learn effectively.*

Keywords: Pupils, School Readiness, Home Factors, School Factors, Attainment

Introduction

Home plays a profound and fundamental role during initial stages of life of learners which includes its socialization capabilities in creating healthy positive and reciprocal relationships between schools, but low family income and level of education, gender and parenting status remain evident limiting factors on school readiness, partly through its influence on many of the observed differences between poor and more affluent families. Hereafter, a child whose educational pursuit has a positive beginning has great chances to obtain beyond the average school performances. Therefore, parents are child's first educators because the child's family (home) has a strong impact on that child. This impact is stronger during the child's early years and continues throughout their school years. Okonkwo cited by Oginni, Awobodu, Alaka and Saibu (2013) stated that there is a consensus among psychologists and educationists that a child's environment can exert considerable influence on his or her intellectual development and readiness. Pupils, schools and home are considered ready when the child's transitions to school, the school transitions to accepting new children into preschool, and the families transition to sending their children to school on time and interacting with each.

Since parents are child's first educator. Adeyemi and Adebajo (2018) asserted that a child's family and home environment has a strong impact on a child. This impact is stronger during the child's early years and continues throughout their school years. They further stressed that parental attitudes and behaviour, especially parents' involvement in home learning activities are crucial to children's achievement and can overcome the influences of other factors. Particularly, a home influences children at the most vital time of life because the children often see the parents, siblings and things in their immediate environment as the most significant.

Therefore, home becomes a significant factor for learning, development of children and their readiness to school. Parents' involvement in their children's educational life has been linked with children's readiness in a variety of ways, including higher academic and achievements (Ngussa & Gundula, 2019). This suggests that parents as significant factors in a home positively or negatively influence their children's school readiness through participation or non-participation in learning at the home. According to Ball cited by Adeyemi and Adebajo (2018), children learn most effectively through actions, rather than from instruction and when they are interested. Play and conversation are the main ways by which young children learn, a good stimulating home environment should therefore be provided for the child. The interactions and experiences that children have in the home and family setting provide a framework for how the child will interpret his or her world and give meaning to culturally-framed events. Even the degree to which children are prepared to benefit from later schooling is predicated in part on what transpires before they enter the school door.

Kakia, Popov and Arani (2016) reported that some parents, older or more educated mothers may have a better understanding of how to promote child's school readiness. In addition, parents' educational level has been found to affect their views on child's school readiness (Isaacs, 2012; Isaacs & Magnuson, 2011). Parents serve as the child's first teachers and role models and therefore have a strong influence on their learning. Yet, studies continue to show that many parents are not aware of the importance they play in their child's education and have a limited understanding of their role in their children's learning (Department of Children, Schools and Families, 2017). Pamela (2022) stated that parent involvement refers to the collaboration between the parents and the school to improve children's education experience and academic performance. Countless studies have found that involvement of parents in education is important to a child's success in school. Parent involvement can include discussions after school, helping with homework assignments, engaging in extracurricular activities, keeping abreast of academic progress, imparting parental values, participating in parent meetings, attending school activities, and volunteering in the classroom. In addition to including other family members, reframing parent involvement to family engagement redefines how family members are taking a more active role in kids' education. They are not just passively being present any more (Baker, Wise, Kelley, & Skiba, 2016).

Pamela (2022) cited Halgunseth and Peterson (2009) that the National Association for the Education of Young Children NAEYC defines parent involvement and family engagement as: create and sustain pupil learning activities at home to enhance the child's strength, family and school collaborate through effective communication (Ferlazzo, 2011), ongoing parental participation to build true relationships and shared responsibility, engage families and community by building upon interests and skills (Evans, 2013). The success of children's transition to school is influenced by their individual capabilities, those of their parents and the relationships, resources, and opportunities they experience at home and in early childhood settings before they start full-time school (UNICEF, 2012; Tayler, Cloney & Niklas, 2015; Organization for Economic Co-operation and Development, 2016). Nevertheless, readiness in child occupies a critical position in child learning and development. It is a stage in a child's development when the child can learn easily, effectively and without emotional disturbance. It cannot be defined as a point in development, because growth is a continuous process, but as a condition, or state indicating that the child is ready to learn. Learning is complex; it begins at birth and continues throughout life.

Manual (2012) opine that pupils school readiness is the foundation of equity and quality education. When children and families are prepared for school and schools are prepared for them, children are more likely to enroll in school on time and stay until they complete primary school. He further defined pupils' school readiness in three interlinked dimensions: a) ready children; b) ready schools; and c) ready families. Children, schools and families are considered ready when they have gained the competencies and skills required to interface with the other dimensions and support smooth transitions. The 'ready children' dimension focuses on children's learning and development. It refers to what children should know and be able to do in order to enter school ready and eager to learn, thereby enabling a successful transition to a primary school learning environment (Manual, 2012 citing Lara-Cinisomo & Sandraluz, 2004). Success in school is determined by a range of behaviours and abilities to interrelated across broad domains of development and learning which including physical well-being and motor development; social and emotional development; approaches to learning; language development; cognition and general knowledge; spiritual and moral development; appreciation for diversity and national pride.

Maemba, (2017) viewed child as unique with an individual set of characteristics, and an individual developmental pattern which is influenced by both genetic and environmental conditions. Developmental milestones in all areas of development (physical, cognitive, language, social and emotional) are attained at different rates and times for each child. Pupils' school readiness is when the children are ready for school, families are ready to support their children's learning, and schools are ready for children. The concept of pupils school readiness typically refers to the child's attainment of a certain set of emotional, behavioural, and cognitive skills needed to learn, work, and function successfully in school. Pace, Alper, Burchinal, Golinkoff and Hirsh-Pasek (2019) cited Bodovski and Farkas asserted that school readiness skills include cognitive, social, attentional and self-regulation skills which lay the foundation for future school success. Considerable research has demonstrated a link between kindergarten cognitive skills and later elementary school achievement (Cooper, Moore, Powers, Cleveland & Greenberg, 2014).

Children's readiness for school addresses all children, especially the economically disadvantaged and the vulnerable, including girls, children with disabilities, ethnic minorities and children living in rural areas. Lee, Zhai, Brooks-Gunn, Han, and Waldfogel (2014) citing Head Start viewed school readiness as children possessing the skills, knowledge, and attitudes necessary for success in school and for later learning and life. Physical, cognitive, social, and emotional developments are all essential ingredients of school readiness. The schools readiness dimension focuses on the school factors. It includes practices of foster and support of a smooth transition for children to primary school and beyond, promote learning for all children. Ready schools characteristically create continuity and maintain learning expectations for children between early learning and primary school environments. Other important quality characteristics include the practices schools use to bridge the cultural divide between home and school (Shore & Rima in Noddings, 2015).

Miller and Kehl (2019) affirmed that the child school readiness is the term commonly used to describe individual capabilities of children when they start school. It is a multidimensional concept that includes a child's physical health and wellbeing, social and emotional competence, language and cognitive development, communication skills and general knowledge, as well as attitudes towards learning in the classroom (e.g., interest and engagement) and classroom skills and behaviours (Domitrovich, Moore, Thompson & Casel, 2012). Children, their families, communities, early childhood services, and schools are all involved in preparing children for the transition to school. According to Toadhall (2016), Some of the expected characteristics that should be displayed by a child to show school readiness are; independence in toileting, able to dress themselves, understands expected levels of behaviour, confidence and self-esteem, can take turns and share, can sit still for a short period, can separate from parents/careers, communication and language skills needed to communicate needs and listen to others, can actively learn and creatively and critically think. Some of these characteristics may be difficult for all children to achieve and this shouldn't leave parents (home) concerned that a child isn't school ready. The important thing is that we are aware of these characteristics and can put steps in place to ensure a child is developing the skills. Getting support and identifying any areas of weakness early is critical in ensuring the gaps are narrowed down, and all children are given the opportunity to reach their full potential.

Inequalities in school readiness at the start of full-time school have far-reaching consequences for success at school, with achievement gaps widening over time (Taylor, Zubrick, & Christensen, 2019). Many activities or experiences can be offered to children to help school readiness. Some of these include: encouraging a child to wipe their bottoms, using routine posters can be useful to remind a child of the necessary steps when toileting such as, toilet, wipe, flush, wash hands. Encourage children to take off and put on own jumpers or cardigans; it can be easier and quicker to do this for them but supporting a child to do it themselves will help them to learn the skills needed to be school ready. This can also be done with putting on own shoes and socks.

In many homes and schools, pupils' school readiness is low. The pupils might have been mentally disconnected from schools owing to some discouraging factors in both homes and schools. Pupils whose school readiness is low tend to be disconnected and perform low in school subjects. Home factors like parental involvement, parental socio-economic status, and home environment can make or mar pupils' readiness for school. Similarly, school factors like school location, teachers' competence, and school facilities have great implications on the level of pupils' school readiness. When these factors are not in good shapes, primary school pupils are in greater risk of low school readiness. It is obvious from the above literatures that home and school factors as determinants of pupils school readiness has been recognized by different researchers but none has been carried out in Oyo State. Based on the research gap identify above, the researcher is motivated to carry out a research to investigate the home and school factors as determinants of pupils school readiness in Oyo, Oyo State, Nigeria. Most home involvement in their children's school readiness results to positively outcomes and not every type of parent involvement is associated with good outcomes towards their wards school readiness. There is a mixed or contradictory conclusions regarding home and school factors in pupils' school readiness. To this effect, family income, structure, support networks, engagement in learning, reading with children, school location and teachers competence among others has become imperative that the pupils must be attracted to in other to support their school readiness. For this reason, this finding focuses on the home and school factors as determinants of pupils school readiness in Oyo, Oyo State, Nigeria.

Research Questions

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

Research Question One: To what extent does school location influence pupils' school readiness level?

Research Question Two: To what extent does parental factors influence pupils' school readiness level?

Research Hypotheses

HO₁: There is no significant relationship between parental background and school location on pupils school readiness level

HO₂: There is no significant relationship between parenting status and pupils school readiness level

HO₃: There is no significant relationship among various levels of qualification and pupils school readiness level

HO₄: There is no significant difference in the school readiness level of public and private school pupils

Methodology

Correlational survey research design was adopted for the study. The population for the study consist of all pre-primary school teachers and parents in Oyo Metropolis. Multistage sampling technique was adopted for the study. Stage 1: Four local governments were randomly selected in Oyo Metropolis. Stage 2: School type was divided into public and private school using stratified sampling technique. Stage 3: 25 pre-primary schools which comprises 15 private and 10 public schools were randomly selected. Stage 4: Simple random sampling technique was adopted to select 1 pre-primary school teacher from each class selected, hence, 100 pre-primary school teacher participated in the study. Also, simple random sampling technique was adopted to select 25 parents each from the selected four local governments, hence, 100 parents participated in the study.

The following research instruments were used in the study;

- i) Influence of parental characteristics on pupils school readiness level questionnaire (IPCPRLQ): This is a self-designed questionnaire which has two sections. While section A of the questionnaire reveals the demographic characteristics of the respondents, section B contains 10 items measuring the respondents' opinion on the Influence of parental characteristics on pupils school readiness level. The questionnaire was rated on a 4 point scale of SA, A, D, SD. The instrument was validated and cronbach alpha reliability technique was used to test its reliability and (0.78) was calculated.
- ii) Influence of School type on pupils school readiness level questionnaire (ISTYPSCLQ): This is a self-designed questionnaire which has two sections, section A of the questionnaire reveals the demographic characteristics of the respondents, section B contains 10 items measuring the respondents' opinion on the Influence of school type on pupils school readiness level. The questionnaire was rated on a 4 point scale of SA, A, D, SD. The instrument was validated and cronbach alpha reliability technique was used to test its reliability and (0.80) was calculated.

while that of influence of school factors on pupils school readiness was calculated to be

Data Analysis: Inferential Statistics of (Pearson Product Moment Correlation, ANOVA and T-test were used to test the hypotheses while descriptive statistics of mean, standard deviation, simple percentage and frequency count were used to answer the research questions.

RESULTS AND DISCUSSION

Research Questions

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

Research Question Two: To what extent does parental factors influence pupils' school readiness level?

Research Hypotheses

HO₁: There is no significant relationship between parental background and school location on pupils school readiness level

HO₂: There is no significant relationship between parenting status and pupils school readiness level

HO₃: There is no significant relationship among various levels of qualification and pupils school readiness level

HO₄: There is no significant difference in the school readiness level of public and private school pupils

Research Question One: To what extent does school location influence pupils' school readiness level?

Table Showing the extent to which school type influence pupils' school readiness level

S/N	Items	SA	A	D	SD	Mean	SD
1.	Availability of appropriate play materials in is predominant in Private schools	70 (70)	19 (19)	5 (5)	6 (6)	3.23	0.72
2.	School environment should be safe and secure irrespective of the type of school	30 (30)	32 (32)	30 (30)	8 (8)	3.21	0.66
3.	Positive and stimulating school environment is often seen at private schools	90 (90)	1 (1)	8 (8)	1 (1)	2.89	0.83
4.	Water and sanitation facilities are necessarily in both public and private schools	26 (26)	30 (30)	44 (44)	-	3.11	0.72
5.	Receptive and welcoming teachers are much in public schools	96 (96)	0 (0)	4 (4)	0 (0)	2.95	0.83
6.	Schools located in conducive environment often get better enrollment of pupils	24 (24)	50 (50)	10 (10)	16 (16)	2.85	0.98
7.	School readiness level is encouraged when teachers consider pupils interest during classroom activities	28 (28)	70 (70)	0 (0)	2 (2)	2.89	0.94
8.	Pupils consideration on individual differences is fundamentally attached to their school type	26 (26)	53 (53)	16 (16)	5 (5)	3.01	0.72
9.	Teachers must use appropriate teaching methods to encourage pupils interest in schooling	34 (34)	43 (43)	16 (16)	10 (10)	3.09	0.79
10.	Availability of age appropriate learning and play materials is necessary in ensuring pupils readiness for school	96 (96)	4 (4)	0 (0)	0 (0)	2.70	0.94
Weighted Average Mean= 3.0 (75%)							

The table above reveals that the extent to which school type influence pupils' school readiness level is positive (WA=3.0). The detailed explanation is as follows; Majority of the teachers agree that Availability of appropriate play materials in is predominant in Private schools (3.23), also that School environment should be safe and secure irrespective of the type of school (3.21), Positive and stimulating school environment is often seen at private schools (3.11), also that Water and sanitation facilities are necessarily in both public and private schools (3.11), Receptive and welcoming teachers are much in public schools (3.09), also that, Schools located in conducive environment often get better enrollment of pupils (3.01), also respondents agree that School readiness level is encouraged when teachers consider pupils interest during classroom activities (2.95), also that, Pupils consideration on individual differences is (3.01), also that Teachers must use appropriate teaching methods to encourage pupils interest in schooling (3.09), The school must respect cultural differences and consider such in planning school activities (2.89), also that, Availability of age appropriate learning and play materials is necessary in ensuring pupils readiness for school (2.70).

Research Question Two: To what extent does parental characteristics influence pupils' school readiness level?

Table Showing the extent to which parental characteristics Influence Pupils' School Readiness Level

S/N	Items	SA	A	D	SD	Mean	SD
1.	Home locale significantly influence the pupils school readiness	70 (70)	19 (19)	5 (5)	6 (6)	3.29	0.76
2.	Level of parents involvement in pupils education does not always affect pupils school readiness	30 (30)	32 (32)	30 (30)	8 (8)	3.27	0.73
3.	Parents socio-economic status sometimes determine pupils school readiness	90 (90)	1 (1)	8 (8)	1 (1)	2.89	0.78

4.	Number of siblings in a family that the parents cater for has negative influence on school readiness	26 (26)	30 (30)	44 (44)	–	3.21	0.89
5.	Parents education attainment has significant influence on parents choice of pupil’s school	96 (96)	0 (0)	4 (4)	0 (0)	2.79	0.92
6.	Provision of learning aids at home is a significant process of getting pupils really for school	24 (24)	50 (50)	10 (10)	16 (16)	2.98	0.88
7.	Parents are expected to always monitor the pupils progress in school	28 (28)	70 (70)	0 (0)	2 (2)	2.69	0.95
8.	Provision of uniform, bag, books and other materials by parental encourage pupils to be ready for school	26 (26)	53 (53)	16 (16)	5 (5)	2.89	0.84
9.	Inculcating societal norms, culturally acceptable practices, health and moral habits are essential in pupils school readiness	34 (34)	43 (43)	16 (16)	10 (10)	3.16	0.76
10.	Pupils with single parents does not have equal parental educational involvement with pupils with no or with two parents	96 (96)	4 (4)	0 (0)	0 (0)	3.03	0.81

Weighted Average Mean= 3.0 (74.9%)

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

HYPOTHESES TESTING

HO₁: There is no significant relationship between parental characteristics and school location on pupils school readiness level

PPMC Showing the Relationship between the influence of Parental characteristics and School Type on Pupils School Readiness Level

Variable	N	Mean	Std.d	R	Sig.	Remark
School Type	100	15.17	3.22	0.03	0.01	Significant
Parental Characteristics	100	10.400	5.49			

Result on the table above revealed that there is significant relationship between the influence of school type and parental characteristics on pupils school readiness level (r = 0.03; p<0.05). This implies that both school type and parental characteristics have significant positive influence on pupils school readiness level.

HO₂: There is no significant relationship between parenting status and pupils school readiness level

ANOVA showing the Relationship between Parenting Status and Pupils school Readiness Level

Variables	N	Mean	Standard Deviation	Df	F	Sig.	Remark
Father Only	9	28.3	3.51	4,95	0.45	0.62	Not significant
Mother Only	24	22.10	3.90				
Both Parents	49	21.07	2.30				
Guardian	14	23.00	2.08				

Others	4	20.00	2.00				
Total	100	21.93	3.47				

The table above shows that there is no significant relationship between parenting status and pupils school readiness level ($F_{(4,95)} = 0.45$; $P > 0.05$). Therefore, hypothesis 2 will not be rejected.

HO₃: There is no significant relationship among various levels of qualification and pupils school readiness level

ANOVA showing the Relationship between Parents qualification and Pupils school Readiness Level

Variables	N	Mean	Standard Deviation	Df	F	Sig.	Remark
Primary school certificate	13	27.3	3.61	4,95	0.45	0.51	Not significant
SSCE	24	21.10	3.80				
First degree/Equivalent	49	20.07	2.20				
Postgraduate	14	22.00	2.00				
Total	100	21.93	3.47				

The table above shows that there is no significant relationship between parents qualification and pupils school readiness level ($F_{(4,95)} = 0.45$; $P > 0.05$). Therefore, hypothesis 3 will not be rejected.

HO₄: There is no significant difference in the school readiness level of public and private school pupils

T-test showing the difference in the school readiness level of public and private school pupils

Variables	N	Mean	Standard Deviation	Df	T	Sig.	Remark
Public	40	21.35	2.67	98	0.32	0.97	Not Significant
Private	60	21.92	3.77				

The table above revealed that there is no significant difference in the school readiness level of public and private school pupils ($t = 0.32$; $df = 98$; $p > 0.05$). Therefore, hypothesis 4 is not rejected.

DISCUSSION OF FINDINGS

Influence of School Type and Parental Characteristics on Pupils' School Readiness Level

The finding of the study revealed that the extent to which school type influence pupils school readiness is High. This findings implies that teachers were able to understand the influence of school factors irrespective of their teaching experience and level of education attained, this might be as a result if the fact that, a higher percentage of the teachers are NCE holder and majority are specialist in ECE, hence they have requisite knowledge during their pre-service teacher training course. Also, a larger percentage of the teachers and parents are teachers who are practicing, hence, their positive opinion might be as a result of field experience and many might have attended workshops, conferences and seminars on capacity building. The evidence from UNICEF (2012) has indicated that school readiness is considered a powerful framework for improving equity in access to education and in learning outcomes, especially for marginalized children. Children living in the poorest households are less likely to receive support related to early learning at home and are up to ten times less likely to attend early childhood education programmes (UNICEF, 2012). In line with the above, researches have shown the significance of school readiness and its benefits to children, families, schools and society (ARAC, February 2007; UNICEF, 2012; Duncan et al., 2007; McCuaig, Bertrand and Shanker, 2012). The Australian Research Alliance for Children and Youth (2007) reported that children who enter school not yet ready to learn are more likely to go through difficult experiences in their developmental trajectories and have poor employment records in adulthood.

Contrary to the findings of the study which revealed no significant relative and composite contribution of parents education attainment and socio-economic status, the Canadian study by McCuaig, Bertrand and Shanker (2012) stated that pupils from vulnerable families often have less access to school readiness programmes. This study has further proved that children entering school unready are more likely to repeat a grade, require special education services, drop out before graduation, and in adulthood

have higher crime rates, be unemployed and less healthy. Thus, the importance of such improvement in equity implies that school readiness targets to close the learning gap, achieve lifelong learning and reach full developmental potential among young children.

In addition, Family background continues to effect on overall development of children and especially in terms of school readiness it is a very major factor. Maternal education and involvement greatly contribute in pupils academic learning and achievements. Home environment which is supportive to pupils growth and fulfilling his/her developmental needs can be provided by more educated and concerned parents. Though poverty is a major obstacle in providing stimulatory materials and equipment, maternal education can compensate this by utilizing available resources in meaningful way and by having rich interaction with them.

Also, pupils from different socio cultural background vary in their readiness levels for a standard based mathematics curriculum as well as children from low income families face little trouble in following mathematical instruction¹⁰. A sample of 244 children with average age of 61 months and their parents from metropolis area were surveyed by Lee, Murray and Fox¹¹, to investigate pupils mathematics readiness associated with demographic information (family income, race/ethnicity and gender) and preschool experiences. Results of the study showed that children from higher family incomes belonging to white ethnic groups and children who had preschool experiences scored higher on mathematics readiness as compared to their low income African American, Hispanic and Asian children and those who did not attend preschools.

Furthermore, maternal education is found to be a strong correlate of pupils language, cognitive and academic development. Increase in mother's education was linked to young pupils expressive and receptive language skills. Increased educational levels are associated with improved home environments, mother's responsiveness and provision of learning materials. A sample of 431 kindergarten students with mean age of 5 years were studied to find the answers of, „How are parents involved in pupils learning and what is the relationship between their involvement and pupils readiness for school. It was observed that parents had a higher level of home based involvement than school based involvement during early years. Parental qualification was highly correlated with overall readiness for school. Parent instruction, language and cognitive activities and homework involvement were significant predictors of overall readiness for school; whereas home based involvement predicted more readiness for school than school based involvement. Parental involvement is emphasized in this study for pupils readiness for school¹². Women education is an unexplored wealth. From this it is crystal clear that amongst all family background variables especially mother's education is a key to achieve maximum readiness in preschool children. It also throws a light on the aspect that maximum cognitive development is also possible when mothers are educationally equipped for upbringing their children. Though socioeconomic background places among top of the influencing factors family literacy intervention may prove to be effective to avoid long term impacts on overall literacy specially for economically disadvantaged group.

Also, Qualified and properly trained teacher is a key to success in any circumstances. Landry²⁹ studied on, Enhancing Early Literacy Skills for Preschool Children for 2 years. Twenty Head Start sites along with 750 teachers were included in the research with 370 classrooms. On teacher intervention greater gains were found for children in target classrooms than control groups for all skills such as vocabulary, language, early literacy and cognitive readiness but particularly for language skills in second year and this varied by program site. The presence of a research based early literacy curriculum, higher levels of teacher education and full day verses half day programs were significant moderators of intervention effect. School readiness typically focuses on a couple of years prior to primary school entry, families prepare their children for school right from birth (Brazelton and Greenspan, 2000). The care provided for development through antenatal visits, breastfeeding and early stimulation behaviours for newborns and infants are early indicators of parenting practices that promote the learning and development of children (UNICEF, 2012 citing WHO 1999). UNICEF further cited Brooks-Gunn, Britto and Brady (1999) Poverty, a strong co-factor of parenting practices, is discussed in its relationship to school readiness. Poverty's effect on a young child's development is strongest during the earliest years and when impoverished conditions persist. Some evaluations suggest that at school entry, children from disadvantaged backgrounds could already be years behind their more economically advantaged peers. But such effects on school readiness are mediated through several factors, including the home environment. Given the strong influence of the home on young children's learning and development, a breakdown in the abilities of low-income families to modify the effects of poverty may inhibit school readiness. Children may not receive the stimulation they need or learn the social skills that prepare them for school (UNICEF, 2009). Problems may appear when consistent daily routines, supervision and care for siblings are absent (Hyman 2006).

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