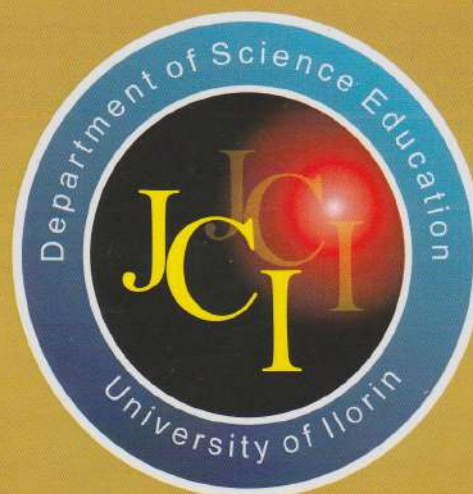


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DEPARTMENT OF SCIENCE EDUCATION
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FOREWORD

This special edition of the Journal of Curriculum and Instruction (JCI) is a profound initiative of the Department of Science Education, University of Ilorin to honour me in recognition of my outstanding contributions to teaching, research and community development over the last four decades of service to the University. As I write this foreword, it again gives me great delight and pleasure to realize that my journey as an academic is winding up to a desired and fulfilled end, and this is by reason of mandatory retirement age of 70 years. I am particularly grateful to God, whose support, sustenance, unquantifiable help and mercies has brought me this far in all my academic journeys from the position of a graduate assistant to a full-fledged professor of science education.

This edition of JCI draw articles from several topical issues in science education, some of which align with my research interest. Other article(s) on entrepreneurship education, teachers' assessment preference in the wake of geometrical increase of students at school and sustainable development goals are quite relevant to science education, and broadly to teacher education. While the results of these studies are largely quantitative, further research that uses qualitative methods (e.g., case study, ethnography, grounded theory) to collect other sources of data will support robust data interpretation that can be translated into meaningful educational policy decisions and curriculum innovations for classroom practice.

As I read through the articles and reflected on the experiences I have garnered in writings and getting published, I fondly realize that academic writing is a craft, and like any other craft, it must be learned. It is on this note that I would like to commend and encourage contributors to this edition of JCI and other academics to keep making writing a top priority in their daily routine. By this means, writing skills are honed towards an academic writing that is clear, concise and pleasing to your readers.

Again, let me appreciate all the authors who have contributed to this special edition of Journal of Curriculum and Instruction. Their willingness and commitment to academic writings made it possible to achieve this selection of pieces of research for this special issue. Warm thanks to the reviewers of the articles who provided valuable comments and suggestions. Special thanks also go to the Head of Department and Editor-in-Chief, Dr. Ganiyu Bello, the Managing Editor, Prof. Esther Ore Omosowo who coordinated and ensured this special issue becomes a reality. Finally, I thank the entire Editorial Board for putting all the articles together as a special issue in my honour.

I recommend this journal to all teaching practitioners, science and teacher educators for teaching, learning and research purposes as the results of research presented herein can inform classroom practice and future research.

Professor Adekunle Solomon Olorundare

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Note for Contributors

The Department of Science Education, University of Ilorin, Nigeria, journal titled Journal of Curriculum and Instruction publish papers that report results of research, as well as descriptive, interpretative and persuasive articles related to curriculum and instruction which includes:

- a) Curriculum theory and practice;
- b) Instructional theory and practice;
- c) Educational technology and
- d) Subject methodology.

The journal is published biannually, which constitute two annual issue in one volume.

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2. Each article should be prepared by an abstract of not more than 200 words.
3. The title of the paper, the author's name and address, should accompany each article on a separate page for proper identification and recognition.
4. Footnotes are not acceptable except on the front page where they may be used to identify the author(s) or the article.
5. The editorial board of the Journal of Curriculum and Instruction adopts the APA format 6th edition, as a guide for preparing a journal article.
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Journal Articles

Ajayi-Dopemu, Y. (1985). Effect of visual illustration on students learning. Africa Journal Research in Education, 1(1). 126-130.

Thesis

Oni, E. B. (1985). Proposing a learning resources centre: A model for secondary schools in Kwara State. Unpublished PhD thesis. University of Ilorin, Ilorin, Nigeria.

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Editorial

The idea of having a special edition of the Journal of Curriculum and Instruction, JCI in honour of Professor Adekunle Solomon OLORUNDARE is again a great pleasure for the entire members of the Editorial Board and by extension, Department of Science Education. The last two editions were equally dedicated to the duo of Professors Michael Olubusuyi FAJEMIDAGBA and Isaac Olakanmi ABIMBOLA. The trio together can be regarded as founding fathers of then Department of Curriculum Studies and Educational Technology (CSET). They have in their own ways provided enabling environment to make learning, mentoring and grooming of young scholars in the Department today an easy task. The last 40 years of their services to the University will remain ever green with memories difficult to ignore.

Prof. Olorundare, besides being a successful Chemistry Educator, led a unique area in the field of education: Curriculum Development. His contributions and achievement in training curriculum experts/developers across the length and breadth of this nation cannot be underestimated. His picture in the heart of many is that of a father who had mentored and ever willing to assist as many as he could. His simplicity, sense of purpose, integrity and large disposition to accommodate all shades of opinions are few of what we will all missed about this humility personified scholar. The enigma called Olorundare can be very unassuming in relationship with peers and younger ones.

This edition, volume 12 number 1 (2019) is therefore dedicated to Prof. Olorundare in recognition of his worthy contributions to the fields of Education and Chemistry. Articles published in this edition specifically elucidates on teachers' awareness of sustainable development goals, effective management and delivery of entrepreneurship curriculum in Nigeria. An attempt was also made to expand justifications for understanding the relationship between learners' cognitive styles and performance in Chemistry while the study on mathematics revealed the efficacy of laboratory instructional strategy on enhancing pupils' attitude and retention ability in the classroom. Submissions on institutional policy implementation and adoption of Learning Management System (LMS) in Nigerian universities as well as Preferences for Test Type by Teachers of Chemistry in Ilorin, Nigeria were advanced. This edition is therefore a must read for stakeholders in various domains of education. The excellent job done by editorial board in making the articles readable for the knowledge and pleasure of readers is equally commendable. I urge you all to enjoy your reading.

Esther O. Omosewo, PhD
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ASSESSMENT OF PRIMARY EDUCATION PRE-SERVICE TEACHERS' PERCEPTION TOWARDS CLASSROOM QUALITY AND CHILD ACADEMIC SKILLS IN ILORIN, NIGERIA

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Abstract

Classroom quality is a cardinal feature of the total education. It has the potential to improve young children's early academic skills and learning-related behaviors. Specifically, this study sought to assess the perception of pre-service teachers of primary education towards classroom quality and child academic skills in Ilorin, Nigeria. The study generated one research question and three hypotheses using descriptive survey research design. The target population for the study consisted of all pre-service teachers of primary education in public tertiary institutions in Ilorin, Nigeria. A purposive sample size of one hundred and ninety-five (195) pre-service teachers were drawn from the three tertiary institutions in Ilorin. Questionnaire developed by the researchers titled "Perception on Classroom Quality and Academic Skills" with Cronbach Alpha reliability coefficient value of 0.86 was used for data collection. The data collected were analysed using descriptive and inferential statistics. Findings revealed that the perceived classroom quality and child academic skills was high on majority. It was revealed that there is significant relationship between pre-service teachers' perception towards classroom quality and child academic skills. Also, it was found out that there was no significant difference in the pre-service teachers' perceptions towards classroom quality and child academic skills based on gender and types of institution. It was recommended that since majority of the teachers have high perception level of classroom quality and academic skills of children, efforts should be taken by school administrators towards ensuring sustainable classroom quality and academic skills for pupils.

Key words: Teachers' perception, Classroom quality and Academic skills

Introduction

Education is a continuous process of training and developing the knowledge, skill, mind and character of people in an environment. It is also the process by which the latent abilities of individuals are developed so that they may be useful to themselves and the society. Meaningful improvements in the quality of education that each person receive are

determined by the quality of teachers. Therefore, quality teaching and learning are good for students' academic achievement. Early childhood education and primary education are typically the first stage of formal education, coming before secondary education. Primary education usually takes place in a primary school or elementary school in some countries.

In Nigeria, three components of professional development are central to the education and training of primary education teachers: formal education, credentialing, and in-service training. Formal education, the most studied component, in the form of course credits or degrees (sometimes with attention to majors) may be either pre-service (before teachers are in the field) or post-service (when they are working as teachers). In general, formal education courses focus more on the broad and foundational knowledge related to primary education, including theories in child development, skill-specific content (e.g., literacy or mathematics), pedagogy, curriculum and teaching strategies, as well as the diversity of children's needs (Ogunsola, 2003 & Sheridan, Edwards, Marvin & Knoche, 2009). The two other forms of professional development are credentialing (including licenses and professional certificates) and in-service training such as workshops, short non-credit training courses, and other supports such as technical assistance and coaching (Maxwell, Field & Clifford, 2006; Olaniyonu, 2008).

The way teachers conduct the classroom has a deep influence upon their own teaching and the learning of students. Classroom is a place where the closest interaction between the students and the teachers takes place (Muhammad & Ismail, 2001). Effective classroom management decides the effectiveness of teachers teaching quality and students learning. Efficient teachers create a sound, supportive and friendly classroom environment where students feel safe, respected, cared and secured. Hence, teachers are the ultimate decider of the classroom atmosphere. Their role is crucial in influencing the behaviours of students. Teachers who plan practically are able to overcome many classroom problems such as disruptions, deviant behaviour or misbehaviours of students. Consequently, maintaining classroom quality is the ultimate responsibility of a teacher.

Classroom quality is a cardinal feature of the total education process (Bronfenbrenner & Morris, 2006). It contains all the steps through which interaction between the educator and the learner take place. It is the process of ensuring that classroom lessons run smoothly despite of disruptive behaviour by students. The term also refers to the prevention of disruptive behaviour of students (Berliner, 1988). It refers to all those essential activities which are highly necessary not only to create but also to maintain a supportive and orderly atmosphere. It includes planning and preparation of teaching and learning materials, organization of the materials, decoration of the classroom, creation of expectation, establishment, enforcement of rules and routines in the classroom (Tan, Parsons, Hinson & Sardo-Brown, 2003; Ackerman, 2004). It also defines the role of the students, their behaviours, choices, and the overall targets and tone of the school.

Studies have shown that classroom quality relies on several common elements (Blau, 2000; Espinosa, 2002; Layzer & Goodson, 2006). Consensus seems to have emerged that these elements can be categorized into two main components of quality: process and structural. Process quality is typically defined as the interactions and activities that happen on a day-to-day basis that have the potential to enhance children's cognitive, physical, and social-emotional development. Much of the early childhood field associates process quality variables with those falling under the umbrella term of "developmentally appropriate

practice." High-quality developmentally appropriate classrooms, feature many meaningful interactions between children, their peers and teachers, whether working one-on-one with a teacher, or within small-group or large-group activities. Children also have the opportunity to participate in a wide variety of age-appropriate activities, which are responsive to their individual interests, developmental abilities, curiosity, home language and culture. Using a slightly narrower definition, Cassidy, Hestenes, Hansen, Hegde, Shim, and Hestenes (2005) observed that process quality requires human interaction with materials thus represent more "proximal" characteristics which is the increasingly complex reciprocal interactions between a person and his or her environment - drive development.

Structural quality encompasses the environmental features of a program. One way to characterize structural features is as dimensions of the environment independent of human interaction (Cassidy et al., 2005). These more "distal" features set the stage for interactions to occur. Examples of structural quality indicators include child to teacher ratio, group size, teacher education, program enrollment, and teacher salaries and benefits. Structural quality indicators are typically easier to measure than those representing process quality. Additionally, structural variables are often subject to regulatory agencies that set guidelines and limits for what constitutes an appropriate care-giving environment.

Classroom quality plays a critical role in shaping children's outcomes. It has the potential to improve young children's early academic skills and learning-related behaviors, especially for children from disadvantaged backgrounds. According to Burchinal, Magnuson, Powell and Soliday (2015) high classroom quality is characterized by the warm and responsive teacher-child interactions as well as age-appropriate cognitive stimulation and learning activities. It is well established that children's early acquisition of academic skills is promoted by stimulating and responsive classroom interaction. Ecological theories posit that classroom interpersonal interactions, such as those between children and teachers, may differentially impact children's development depending on the child's personal characteristics and family context, early literacy and numeracy experiences, and positive experiences with adults in child care and in the classroom (Gregory & Weinstein, 2004).

Child academic skills are approaches applied to learning. They are generally critical to success in school (Aram, 2015). They are considered to be essential for acquiring good grades, and useful for learning throughout one's life. Academic skills are array of skills which tackle the process of organizing and taking in new information, retaining information, or dealing with assessments. They include mnemonics, which aid the retention of lists of information; effective reading; concentration techniques; and efficient note taking (Hughes & Kwok, 2007). More broadly, any skill which boosts a person's ability to study, retain and recall information which assists in and passing exams can be termed an academic skill, and this could include time management and motivational techniques. Child academic skills and learning approaches include, for example, using information resources, taking class notes, communicating with teachers, preparing for and taking examination, and several other learning strategies. Academic skills are discrete techniques that can be learned, usually in a short time, and applied to all or most fields of study (Reynolds & Ou, 2011). However they are different from strategies that are specific

to a particular field of study (e.g. music or technology), and from abilities inherent in the student, such as aspects of intelligence or learning styles.

Consequently, Omar (2000) was of the opinion that children who live in a subjected environment both at home and school have greater propensity towards inappropriate behaviour in the classroom. Ishtiaq (2009) stated that such inappropriate behaviour disrupts the teaching and learning process and later affect acquiring of academic skills. It was also pointed out that extreme negative behaviours are dangerous for both the pupils and teachers. In such conditions of anti-social behaviour, the teaching process is adversely affected. McClelland, Morrison and Holmes (2000) opined that when children fail to acquire potential academic skills, it leads to perpetual anti-social behaviours among children. Thus, failure to solve classroom quality problems and non-attainment of the necessary academic skills may lead children to anti-social behaviours such as low self-esteem, deviant attitude, use of abusive language at both home and school, truancy and delinquency (Pianta & Allen, 2007).

Perception according to the Oxford Advanced Learners' Dictionary is "the way you notice things, especially with the senses. It is also the ability to understand the true nature of something. It can be seen as a process which involves seeing, receiving, selecting, organizing, interpreting and fixing meaning to the environment. Burchinal, Magnuson, Powell and Soliday (2015) sees perception as our interpretation and recognition of sensory information. He further stated that perception includes how we respond to the information. A process where we take in sensory information from our environment and use that information to interact with our environment. According to Nelson and Quick (1997), teachers' perception is the process by which classroom teachers interpret information about their students. It means the opinions the teachers form about their students depends on the amount of information available to them and the extent to which they are able to correctly interpret the information they have acquired. In other words, they may be in possession of the same set of information that other people have on a particular situation, person or group but still arrive at different conclusions due to individual differences in the capacity to interpret the information they have.

Pre-service teachers are required to juggle various tasks throughout their teachers' education programme in order to meet the diverse needs of their students (Bronfenbrenner & Morris, 2006). These responsibilities include planning their classroom lessons, developing the academic curriculum, differentiating instruction in order to encompass all students, managing their classroom and student behavioural issues, supporting students who are experiencing test anxiety, contending with student substance use, and meeting students' mental health needs. In order for the pre-service teachers to produce a successful academic setting, high classroom quality is essential. To this end, the pre-service teachers are under a significant amount of pressure to ensure that they acquire significant knowledge and information on classroom quality setting that is conducive to pupils' attainment of academic skills.

The study of classroom quality in early childhood education and primary education is increasingly relevant because research has continued to demonstrate consistent associations between classroom quality and improved social and academic outcomes for young children (Olawale, 2000; Tivnan & Hemphill, 2005; Hughes & Kwok, 2007; Cameron, Connor, Morrison & Jewkes, 2008; Liew, Chen & Hughes, 2010; Babatunde,

2011). These research studies focused on teachers' qualifications, classroom quality and child social engagement/behaviour. The gap for teachers' perception of the classroom quality and child academic skills exist which this study tries to fill. Therefore, the major purpose of the study was to assess the perception of pre-service teachers of primary education towards classroom quality and child academic skills.

Research Question

Based on the purpose of this study, the following question was raised to guide this study.

1. What is the perception level of pre-service teachers of primary education towards classroom quality and child academic skills?

Research Hypotheses

The following hypotheses were postulated and test in this study:

1. There is no significant relationship between pre-service teachers' perception of classroom quality and child academic skills.
2. There is no significant difference in the perception of pre-service teachers of primary education towards classroom quality and child academic skills based on gender.
3. There is no significant difference in the perception of pre-service teachers of primary education towards classroom quality and child academic skills based on institution type.

Methodology

The research design for the study was descriptive survey design. The choice of the research design was based on the purpose of the research, nature of problem and the scope. This design was appropriate because it enables eliciting information on views, perception and opinions of the respondents. The study population comprised of all pre-service teachers of tertiary institutions in Ilorin, Nigeria while the target population consisted of all pre-service teachers of primary education in the institutions. A purposive sampling was used to select all the final year students of primary education programme in University of Ilorin, Kwara State University and Kwara State College of Education. The reason for using final year students was not far-fetched from the fact that they were at the final stage of the teacher certification programme after acquiring necessary knowledge and information about classroom quality and child academic skills. Thus, one hundred and ninety-five (195) final year students constituted the sample size for the study. A questionnaire designed by the researchers titled "Perception on Classroom Quality and Academic Skills" was used for data collection. The questionnaire of 4-point Likert type of response was divided into three sections, the first section was used to collect demographic information, the second section was used to elicit responses on perception towards classroom quality and the third section was used to elicit responses on perception towards child academic skills. Reliability of the instrument was determined using Cronbach Alpha method of reliability. The instrument has reliability coefficient of 0.86 which makes the instrument worthy of been used for data collection. Data obtained were analyzed using appropriate statistical tools. The research question raised in the study was answered using

descriptive statistics of frequency and percentages while the hypotheses were tested using Pearson Product Moment Correlation Co-efficient for hypothesis one and Multivariate Analysis of Variance for hypotheses two and three. The hypotheses were tested at 0.05 level of significance.

Results

The data were collected from 195 pre-service teachers in Ilorin, Nigeria. The analysis was carried out with the use of Statistic Package for Social Science (SPSS). The results of the analysis were presented to provide answer to the research question and test the research hypotheses.

Research Question: *What is the perception level of pre-service teachers of primary education towards classroom quality and child academic skills?*

The responses on pre-service teachers' perception towards classroom quality and child academic skills were summed respectively and coded to frequency. The minimum, maximum and range score of the respondents were 15, 60 and 45. The range was divided by the two levels (high and low) and the cut off was 22.5. Scores between 15-38 and 39-60 were categorized as low and high level respectively. Simple percentage was used to answer the research question. The result is presented in **Table 1**.

Table 1: Perception Level of Pre-service teachers towards classroom quality and academic skills

Classroom Quality	Cut-off Range	Frequency	Percentage (%)
High	39-60	141	72.3
Low	15-38	54	27.7
Total		195	100.0

Academic Skills	Cut-off Range	Frequency	Percentage (%)
High	39-60	134	68.7
Low	1-38	61	31.3
Total		195	100.0

Results in **Table 1** indicate that 72.3% of the respondents had high perception towards classroom quality while 27.7% of the respondents' perception was low. This shows that perception of pre-service teachers towards classroom quality was high on majority. Also, Table 1 indicate that 68.7% of the respondents were having high perception towards child academic skills while 31.3% of the respondents had low perception. This shows that perception of the pre-service teachers towards child academic skills was high on majority.

Research Hypothesis One: There is no significant relationship between pre-service teachers' perception towards classroom quality and child academic skills

Table 2: *Relationship Between Teacher's Perception of Classroom Quality and Academic Skills*

Variables	N	Mean	SD	r	df	p-value	Remark
Classroom Quality	195	44.57	6.85	0.54	194	0.03	Significant
Academic Skills	195	46.03	6.62				

*Significant @ $p < 0.05$

The result in Table 2 shows the r-calculated value of 0.54 with p-value of 0.03 which is less than 0.05 level of significance ($0.03 < 0.05$). Since 0.03 is less than 0.05, the null hypothesis is not accepted. This means that there is significant relationship between pre-service teachers' perception towards classroom quality and child academic skills.

Research Hypothesis Two: There is no significant difference in the perception of pre-service teachers towards classroom quality and child academic skills based on gender.

Table 3: Multivariate analysis of difference in the pre-service teachers' perception towards classroom quality and child academic skills based on gender

Effect	Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.973	3545.751 ^b	1.000	193.000 .000
	Wilks' Lambda	.027	3545.751 ^b	1.000	193.000 .000
	Hotelling's Trace	36.181	3545.751 ^b	1.000	193.000 .000
	Roy's Largest Root	36.181	3545.751 ^b	1.000	193.000 .000
Gender	Pillai's Trace	.018	1.789 ^b	1.000	193.000 .184
	Wilks' Lambda	.982	1.789 ^b	1.000	193.000 .184
	Hotelling's Trace	.018	1.789 ^b	1.000	193.000 .184
	Roy's Largest Root	.018	1.789 ^b	1.000	193.000 .184

a. Design: Intercept + Gender

b. Exact statistic

Result in Table 3 shows that there is no significant difference in the pre-service teachers' perception towards classroom quality and child academic skills based on gender. This is evident with the F-calculated value of 1.789 and p-value of 0.184 which is greater than 0.05 level of significance ($0.184 > 0.05$). Since the p-value is greater than 0.05 level of significance, the null hypothesis stated above was not rejected. This means that there is

no significant difference in the pre-service teachers' perception towards classroom quality and child academic skills based on gender.

Research Hypothesis Three: There is no significant difference in the perception of pre-service teachers of primary education towards classroom quality and child academic skills based on institution type.

Table 5: Multivariate analysis of difference in the pre-service teachers' perception towards classroom quality and child academic skills based on institution type

Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.975	3760.132 ^b	1.000	193.000	.000
	Wilks' Lambda	.025	3760.132 ^b	1.000	193.000	.000
	Hotelling's Trace	38.369	3760.132 ^b	1.000	193.000	.000
	Roy's Largest Root	38.369	3760.132 ^b	1.000	193.000	.000
Institution Type	Pillai's Trace	.020	1.987 ^b	1.000	193.000	.162
	Wilks' Lambda	.980	1.987 ^b	1.000	193.000	.162
	Hotelling's Trace	.020	1.987 ^b	1.000	193.000	.162
	Roy's Largest Root	.020	1.987 ^b	1.000	193.000	.162

a. Design: Intercept + Institutional Type

b. Exact statistic

Result in **Table 4** shows that there is no significant difference in the pre-service teachers' perception towards classroom quality and child academic skills based on institution type. This is evident with the F-calculated value of 1.99 and p-value of 0.162 which is greater than 0.05 level of significance ($0.162 > 0.05$). Since the p-value is greater than 0.05 level of significance, the null hypothesis that was stated above was not rejected. This means that there is no significant difference in the pre-service teachers' perception towards classroom quality and child academic skills based on types of institution.

Discussion of the findings

Findings from this study revealed that the perception level of pre-service teachers of primary education towards classroom quality and child academic skills was high on majority. This result is possible where the pre-service teachers are knowledgeable about the classroom quality and child academic skills. The findings were supported by Bronfenbrenner and Morris (2006) who observed that pre-service teachers were required to juggle various tasks throughout their teachers' education programme in order to meet the diverse needs of their students. They are expected to plan their classroom lessons, develop the academic curriculum, differentiate instruction in order to encompass all categories of students in the class, manage their classroom and student behavioural issues, support students who are experiencing test anxiety, and meet students' mental health needs. To this end, the pre-service teachers are under a significant amount of

pressure to ensure that they acquire significant knowledge and information on classroom quality setting that is conducive to pupils' attainment of academic skills.

This study also found out that there was significant relationship between pre-service teachers' perception towards classroom quality and child academic skills. This means that high classroom quality has the potential to enhance children's mental and physical skills. In line with this, Burchinal, Magnuson, Powell and Soliday (2015) pointed out that high classroom quality which is characterized by warm and responsive teacher-child interactions, promotes children's early acquisition of academic skills. It is a stimulating and responsive classroom environment which can be related to concurrent and future outcomes of academic excellence.

Moreover, this study showed a non-significant difference in the pre-service teachers' perception towards classroom quality and child academic skills based on gender. It means that male and female pre-service teachers are not different in their perception towards classroom quality and child academic skills. This result is possible where both male and female teachers have the same level of awareness about pupils' classroom quality and academic skills. This result is in line with that of Ogunsola (2003) and Auckman (2004) who reported that male and female teachers are not different in the knowledge of teacher education received while they were in training.

Furthermore, the finding of this study showed that there was no significant difference in the perception level of pre-service teachers towards classroom quality and child academic skills based on institution type. This means that perception level of pre-service teachers towards classroom quality and academic skills is independent of institution type. The pre-service teachers from the three tertiary institutions were not different in their perception towards classroom quality and academic skills. This result supported the earlier work of Nakpodia (2004) and Wen, Elicker and McMullen (2011) who reported indiscriminate early childhood teachers' curriculum belief. This effort was fueled by the recognition that teachers' qualification which includes content knowledge and practice skills that were awarded by the institutions, are the cornerstone of providing children with positive interactions and enrichment experiences that support their academic skills.

Conclusion

This study revealed that the level of perception of pre-service teachers of primary education towards classroom quality and child academic skills was high on the majority. This shows that primary education system in the country requires policies that must be considered as part of system factors will improve classroom quality. Such policies will take the primary education system to the new level that is increasingly multifaceted and nuanced. It can be stated that investing more on the classroom quality is beneficial to the development of children's cognitive skills as there is a significant relationship between pre-service teachers' perception towards classroom quality and child academic skills. It is good to point out that pre-service teachers' perception towards classroom quality and child academic skills does not depend on gender and institutions.

Recommendations

The following recommendations were made, based on the findings of this study:

1. Since majority of the teachers have high level classroom quality and academic skills of child care schools, efforts should be taken by school administrators towards ensuring sustainable classroom quality and academic skills for pupils in child care schools.
2. There should be orientation programmes for teachers on the need to strive towards high level of classroom quality and academic skills of child care schools.
3. Teachers should act as loco parentise for pupils in child care schools so as to arouse the interest of the pupils thereby improving classroom quality and academic skills in their schools.

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