

The Impact of Classroom Practices on the Affective and Psychomotor Domains of Pre-School Pupils in Ekiti State, Nigeria

Johnson Tayo ADIGUN (Ph.D)

Department of Educational Foundations and Management,

Bamidele Olumilua University of Education, Science and Technology, Ikere-Ekiti (BOUESTI)

E-Mail: drtayoadigun@gmail.com , Phone No: +2348039409235

Abstract

This study investigated impact of classroom practices on the affective and psychomotor domains of pre-school pupils in Ado local government area of Ekiti State, Nigeria. The study used a descriptive survey of research design. The sample size of fifty (50) pre-school teachers were used as respondents of the study and they were selected through a simple random sampling technique. The respondents were selected from pre-school within Ado local government area. The study used questionnaire as the only instrument for data collection. Percentages were used to answer the research questions of the study. The findings of the study reveals that teachers' classroom practices influenced the affective domain of pre-school pupils. Teachers' classroom practices influenced the psychomotor domain of pre-school pupils. Hence, the researcher recommended that pre-school pupils teachers should ensure that they adopt classroom friendly and warming classroom practices that can further improved and reinforced the pre-school pupils school experience and also to enhance affective and psychomotor domain growth. Also, pre-school pupils' teachers should endeavour to take it upon themselves the adoption of methodology and creation of conducive classroom environment that will bring about steady and rapid affective and psychomotor growth of the pupils so as to enhance all round education for the learners. Early childhood education centre teacher should always adopt learners' centred method as the only method of communication, interaction and decision making in the classroom so as to cater for individual differences and ability.

Keywords: Classroom Practices, affective domain, psychomotor domain, pre-school.

Introduction

Classroom practice is one of the trickiest issues teachers face today because classrooms are much more complicated than they were in the previous years, more pupils come to school with behavioural problems, academic challenges and environmental factors than ever before and teachers face the challenge of managing their behaviour. The most common behaviour problems for three-and four-years-old are impulsivity, hyperactivity, and aggression. Approximately 10%-20% of preschoolers have been shown to exhibit these behaviours at significant levels either at home or at preschool (Powell, Fixsen & Dunlap, 2003). Challenging behaviour in the classroom most often takes the form of disrupted sleeping and eating routines, physical and verbal aggression, property destruction, severe tantrums, self-injury, noncompliance, and withdrawal (Smith & Fox, 2003).

In most cases the problems the teacher faces in the classroom are due to the school's inability to meet the pupils' needs and inadequate pupil's socialization (Matsagouras, 2001). Gouriou (2008) suggested that the child's social behaviour can be affected (positively or

negatively) by the general ambience of the kindergarten classroom. This includes the organization of the kindergarten environment, the curriculum, the attitude that teacher presents towards the variety of behaviours, and the family –kindergarten relation. It's true that no matter how good a teacher or his/her pupils may be, there may always arise circumstances that call for management either at personal or classroom level (Matsagouras, 2001). Lang and Hebert (1995) suggested that effective classroom practice involves effective instruction. Teacher's instruction within the classroom, aid at the acquisition of pupil's both academic and non -academic skills.

Classroom practice has been defined broadly as any action a teacher takes to create an environment that supports and facilitates both academic and social-emotional learning (Evertson & Weinstein, 2006). However, effective classroom practice provides pre-school pupils with opportunities to socialize while learning. Myunghee, Heeok, Il-Hyun, Jongho & Jeonghee (2010) include proper attitudes, self-perceptions, values, ethics, listening, and communication skills, inter-personal skills, intra-personal skills, conflict resolution, accountability, and a willingness to help others. While some educators focus solely on standards, other researchers and educators, such as Hough (2011) take a broader approach to teaching the whole child by not only focusing on the cognitive development of the learner, but also on the affective and psychomotor domains.

Early childhood is defined as the period from birth to eight years old. A time of remarkable brain growth, these years laid the foundation for subsequent learning and development. Early childhood education is a broad term used to describe any type of educational program that serves children in their preschool years, before they are of legal age to enter kindergarten. Early childhood education may consist of any number of activities and experiences designed to aid in the cognitive and social development of preschoolers before they enter elementary school. The importance of education and care of early childhood school children cannot be over emphasized. The relationship between education and development is well established such that education is a key index of development (Abu- Saeed, Abu- Saeed & Parakoyi, 2012).

Early childhood is a stage in human development. It generally includes toddlerhood and some time afterwards. Play age is an unspecific designation approximately within the scope of early childhood. Some age-related development periods and examples of defined intervals are: newborn (ages 0–5 weeks); infant (ages 5 weeks – 1 year); toddler (ages 1–3 years); preschooler (ages 3–5 years); school-aged child (ages 5–12 years); adolescent (ages 13–19). It has been documented that schooling improves productivity, health and reduces negative features of life such as child labour as well as bringing about empowerment (Education for all, 2002).

The affective skills to “deal with things emotionally” are recognized as a necessary objective for the learners of today to take with them into the world of tomorrow. Research suggests that features of the classroom context also influence child development in important ways. Indeed, a key goal of early childhood programs is to provide high-quality emotional supports and academic enrichment to compensate for the early adversity associated with poverty (Administration for Children and Families, 2010). Broadly defined, classroom climate reflects the nature of children's experiences in the classroom, including the degree to which children feel safe, supported, bonded to, and motivated by the interactions they have with teachers and peers (Cohen, McCabe, Michelli & Pickeral, 2009).

Sowell (2005) added as important as affective learning may be, it is included infrequently in curricular. The reasons for this could be because national priorities have also influenced many schools to concentrate more on grade attainment. Or the fear of indoctrination through persuasion and coercion, skepticism about grading learners on affective outcomes, and the perception that affective domain objective are private matters.

When pupils feel defeated or unable to learn in schools, the problems of teaching them become very difficult. That is why many reading programmes insist on early intervention before pupils develop negative feelings about their own abilities and about their willingness to participate and take risks in school learning (Sowell, 2005).

Edwards & Raikes (2002) suggested that positive relationships between early childhood educators and children provide a potential classroom management tool. Beazidou, Botsoglou & Eleni (2012) opined that structuring a positive classroom climate is very important in creating learning contexts in which early childhood pupils build a strong sense of being valued, confident and competent. Another important factor in effective classroom practice is bonding within the group, which will help children to adopt values like cooperation, mutual help, respect, and communication. It is known that rules and clear expectations are components of effective behaviour practices in kindergarten classrooms. According to Jones & Jones (2001) stated that there are certain factors that increase the likelihood of successful classroom rules in early childhood: pupils need to be involved in developing rules, rules should be clearly stated, as few as possible rules should be developed, and pupils should state their acceptance of the rules in a formal way. Lucid expectations entail knowing what to do and when to do it (Vacca & Bagdi, 2005) and make children feel comfortable and secure in kindergarten.

A learner is expected to be assessed on three dimensions namely; the cognitive, affective and psychomotor domains. Although cognitive domain features broadly in summative testing, affective and psychomotor dimensions have an enormous contribution towards better learning outcomes. The practice of dwelling too much on cognitive assessment leaves a vacuum in early childhood pupils' character excellence. Effective education cannot only take place unless the affective and psychomotor dimensions of learning are considered and education in the true sense of the word is unlikely. This study therefore, examines the impact of teachers' classroom practices on the affective and psychomotor domains of pre-school pupils in Ado local government area of Ekiti State.

Research questions

To achieve the objectives of this study, the following research questions will be raised for answer:

1. What are the types of classroom practices that exist in the pre-school classroom in Ado local government area of Ekiti State?
2. Do teachers' classroom practices influence the affective domain of pre-school pupils in Ado local government area of Ekiti State?
3. Do teachers' classroom practices influence the psychomotor domain of pre-school pupils in Ado local government area of Ekiti State?

Concept of classroom practice

Classroom practice, as a process, involves multiple agents and their interactions within the classroom as a system. The process can be manifested in diverse formats and structures, and its effectiveness can be influenced by numerous factors both internal and external to the classroom. Research on classroom practice can thus take different perspectives, and much remains to be examined and understood as we all try to improve mathematics teaching and learning through classroom practice (Li & Oliveira, 2015). Classroom practice is important, large-scale systematic research on classroom practice in pre-school child education is a relatively new endeavour. As the quality of classroom instruction is a key to pupil' learning, it also helps the teacher to understand, assess, and improve the development of affective and psychomotor domain of pre-school pupils.

Classroom practices enhance caring for pre-school pupils requires and able to get special kind of attention from teachers. When teachers engage in effective classroom practices, they promote feelings of competence and allow pupils to make choices (Chrystal & Adrian, 2009). Young learners respond by expressing interest, creativity, and sustained effort during classroom activities. Caring for pupils requires more than a style of interaction. It requires teachers to offer children real opportunities to develop their affective and psychomotor domains. In the classroom environment, a teacher can foster expectations that an individual will do his or her best. These expectations include making pupils responsible for utilizing learning and skills acquisition strategies, exerting effort, and seeking new challenges. Since this requires attention to pupils' individual skill and progress, teachers must take into account pupils' developmental needs (Chrystal, & Adrian, 2009).

Three domain of learning of pre-school pupils

As educators we tend to work more on the cognitive domain but the disadvantage of this is that we stay more in the three lower level thinking skills of - remember - understand - apply. And the same applies to the affective domain, where we hover around receiving and responding. And in psychomotor we stay in imitation and precision. If students are systematically moved from the lowest levels to the highest levels in all three domains the advantage will be that we produce students that learn things in class and are able to transfer the skills to other aspects of their lives. According to Borich (2014), when teachers elaborate and introduce activities that allow students to apply concepts they have learned in a real life context, that will extend the student's understanding and skills.

Wilson (2016) explained that there are three main domains of learning and all teachers should know about them and use them to construct lessons. These domains are **cognitive, affective and psychomotor**. Each of these domains specifically targets different learning styles and there are advantages and disadvantages of each domain depending on how it is used in a classroom. According to Wilson (2016), three domain of learning are as follows:

Cognitive, Affective and Psychomotor domains

The cognitive domain involves knowledge and the development of intellectual skills. This includes the recall or recognition of specific facts, procedural patterns, and concepts that serve in the development of intellectual abilities and skills. There are six major categories of cognitive processes, starting from the simplest to the most complex: knowledge, comprehension, application, analysis and synthesis and evaluation. The categories can be thought of as degrees of difficulties. That is, the first ones must normally be mastered before the next one can take place (Wilson, 2016).

The Affective domain includes feelings, values, appreciation, enthusiasms, motivations, and attitudes. Affective is about feeling and it is broken down to receiving, responding, value, organization and characterization (Wilson, 2016).

The psychomotor domain includes physical movement, coordination, and use of the motor-skill areas. Development of these skills requires practice and is measured in terms of speed, precision, distance, procedures, or techniques in execution. Psychomotor domain focusing on fine and gross motor skills and consisting of six levels (Wilson, 2016).

Types of classroom practices that exist in the pre-school classroom

Children entering pre-school differ greatly in terms of cognitive, affective and psychomotor development, socio-economic and cultural background, and so forth, all of which can be highly relevant for their future learning. Unfortunately, these differences are not always taken into account in their formal education. Engel, Claessens & Finch (2013) showed

a misalignment between pupils' skills and content coverage in kindergarten with children often exposed to mathematics content that they have already mastered. Moreover, teachers often provide the same activities to all children rather than using available assessment data to provide different types of activities to children with different ability levels or skills (Al Otaiba, Connor, Folsom, Greulich, Meadows, & Li, 2011). Academic activities in pre-school may be even less adapted to pupils' cognitive levels, since the emphasis in pre-school is traditionally on socialisation and play and not learning (Oberon, 2013).

A lack of fit between needs, abilities and prevalent classroom practices often results in children not functioning optimally; that is, they do not function at a level concomitant with their abilities. This is the case for high-ability children who underachieve as well as children who lag behind their age peers (Mulder, Roeleveld & Vierke, 2007). Differentiation in instruction and curricula traditionally aims to improve the achievement of lower scoring children and enhance the general education level (De Boer, Minnaert & Kamphof (2013), hereby neglecting high-ability children. Brighton, Hertberg, Moon, Tomlinson and Callahan (2005) showed that teachers believed their gifted children did not "need" differentiation; when teachers differentiated, they tended to focus on struggling children. However, optimal classroom activities requires effective instruction interactions, in which abilities and learning activities match (Cabell, DeCoster, Locasale-Crouch, Hamre & Pianta, 2013).

Instruction and curricula therefore need to be adapted to the levels and needs of individual children and high-ability children inclusive in a classroom. Unfortunately, within the current educational context, teachers often lack a clear picture of the levels at which their pupils function in terms of affective and psychomotor domain (Doolaard & Harms 2013). Doolaard & Harms (2013) found that pre-school teachers were unaware of their pupils' skill levels. An overload of assessment instruments and lack of knowledge on how to effectively use them for monitoring progress may be responsible for this problem (Doolaard & Harms 2013). Pre-school teachers need to be comfortable with and gain proficiency in the curriculum they are teaching to be able to make appropriate instructional decisions.

Teachers need to know how to structure the learning content, what common conceptions and misconceptions students may have concerning this content, and how they can use different classroom practices to facilitate students' affective and psychomotor domain development. This requires a solid understanding of the individual differences of pupils, learning goals and developmental progression as well as instructional strategies for using a differentially implemented curriculum (Mooij, Dijkstra, Walraven & Kirschner, 2014). However, the levels, use and effects of classroom practices are often not clear to teachers, in particular the skills for high-ability children (Doolaard & Harms, 2013).

Classroom practices related to systemic issues in the pre-school centres need to fit differentiated instruction in a flexible system, as systemic factors such as school climate and resources, as well as teacher attitudes can impede the use of effective use of classroom practices for optimizing pre-school children affective and psychomotor development (Roy, Guay, & Valois 2013). A strong focus on covering prescribed curricula, limited space in the classroom, standardised schedules and class time, inflexible routines and management strategies and/or perceptions that the teachers differentiate already complicates differentiation (Engel, Claessens & Finch, 2013).

Impact of teachers' classroom practices on the affective and psychomotor domains of pre-school pupils

Effective preschool classrooms are places where children feel well cared for and safe. They are places where children are valued as individuals and where their needs for attention, approval, and affection are supported. They are also places where children can be helped to acquire a strong foundation in the knowledge and skills needed for school success. Research

suggests that features of the classroom practices such as teacher act of discipline, patience, accommodating and tolerating the pupils influence child affective development in important ways. Indeed, a key goal of pre-school programmes is to provide high-quality emotional supports and academic enrichment to compensate for the early education growth (Administration for Children & Families, 2010). Young children need teachers who welcome all children to their classrooms, including children from various cultures, whose first language is not English and children who have disabilities (United State Department of Education, 2017). Pre-school children need teachers who take time to work with them individually, in small groups, and sometimes with the entire class—to help them develop their affective domain and social skills, their language abilities and their interest in learning new things about the world. Given the importance of the child's functioning at the transition into elementary school, research has also explored features of the pre-school context that affect student adjustment and affective domain development progress (Bierman, Nix, Heinrichs, Domitrovich, Gest, Welsh, & Gill, 2014).

In addition, an extensive body of research has investigated aspects of classroom practices that are associated with child adjustment and attainment school (Cohen, McCabe, Michelli, & Pickeral, 2009). Pre-school children need effective classroom practices from teachers to develop the thinking, language, and early literacy skills needed for continued school success. Teachers through effective classroom practices encourage children to participate in classroom activities and to honor the classroom rules. Through effective classroom practices, teacher listen to what the children say and expand upon their language, building their vocabulary and background knowledge. Classroom practices reflect the nature of children's experiences in the classroom, including the degree to which children feel safe, supported, bonded to, and motivated by the interactions they have with teachers and peers (Cohen, McCabe, Michelli, & Pickeral, 2009).

Teacher should know when to teach directly, when to provide time for exploration and discovery, when to practice skills, when to encourage creativity, plan activities that have a purpose and that challenge children, know how to help children learn to work together and to resolve their conflicts, encourage children to respect each other's time and personal belongings. Several studies suggest that, at school entry, two features of the classroom practices are major determinants of children's classroom experiences and linked with their subsequent school adjustment. The pre-school teacher's capacity to create an emotionally supportive and behaviorally well-managed classroom community (Downer, Sabol, & Hamre, 2010). Existing research suggests that experiencing a warm and supportive relationship with the pre-school teacher may foster children's early behavioral development in terms of affective domain in multiple ways.

Emotionally, classroom practices may promote feelings of safety and security in the school context; behaviorally, it may increase child exposure to positive teacher modeling and reinforcement of appropriate child coping skills in the school setting; it may increase teacher attention, enhancing affective support and opportunities to participate in classroom affective activities (O'Connor, Dearing, & Collins, 2011). Positive pupils-teacher relationships have been linked with elevated levels of social competence as well as decreased behavioral difficulties (Rimm-Kaufman, Curby, Grimm, Nathanson & Brock, 2009). In addition, levels of classroom emotional support in pre-school centres may significantly affect child school experiences, school adjustment and overall affective domain.

Classroom practices reflects the overall level of warmth, respect, and sensitivity that characterizes teacher-pupils interactions in the classroom, as well as the emotional tone and effectiveness of the teacher's behaviour management strategies (Buyse, Verschueren, Doumen, Van Damme, & Maes, 2008). High levels of classroom practices in early childhood

school are associated with social participation and reduced rates of disruptive-aggressive behaviour (Hamre & Pianta, 2005).

The education main goal is to create people who are able to do new things and not simply repeating what the past generations have done, people who are creative, inventors and explorers. The education is to shape minds which can be critical, creating per se and not accepting everything that has been offered to them. The effective implementation of any curriculum depends to a large extent on the availability of various methods of teaching. Thus to teach is to impact knowledge, an attempt to help the learner have a change of attitude and acquire skills through a series of planned activities (Buseri & Dorgu, 2011).

The present day tendencies of the scientific thinking development urge the need to intervene to the various fields of younger generation education in the due time, beginning from the pre-school age in which the organized education begins. Nowadays, various debates have been evolving in support to these tendencies, regarding the proper shaping of the contemporary teaching methodologies and techniques to be applied with the pre-school children, interdependent to their psychological, physical, motoric and social-economic features. Psychomotor domain focuses on performing sequences of motor activities to a specified level of accuracy, smoothness, rapidity, or force. Underlying the motor activity is cognitive understanding (Gowrishankar, Mritha & Elanchezian, 2014).

It is important to be emphasized the fact that teaching children has no more been considered as a process in which the teacher transmits knowledge to the pupils and the latter acquire what has been transmitted to but as a process of collaboration and research among children with each-other and with the adults around them, a process which is led by the teacher (Gowrishankar, Mritha & Elanchezian, 2014). The child, which by nature is prone to grow up and learn, is both the object and the subject of the educational and teaching process, being in its very center. The essence of the pedagogical mastery lies in the fact that teachers should search and practice methods and techniques requiring less explanation but create a vaster space for the children's activation and learning, creating learning ambiances where there is less confusion, less unnecessary anxiety and fatigue and more attention, satisfaction and acquisition of the knowledge for children.

Regarding the psychomotor education in pre-school education system, the fact that this kind of education is relatively less known for the children, making up a gap in the field of education. The reason laying behind this fact is that this kind of education requires too qualified preparation, mastery of the contemporary techniques and methodologies and displays difficulties in application. Children of this age display a lot of deficiencies, especially regarding motoric experiences which impacts not only the motoric aspect but even their spiritual, social and intellectual development one. It is for this reason that through the psychomotor education the teachers should realize with children three main duties which make up the very basis of the modern philosophy: The pre-school children psychomotor education curricula should not be "a filtration" of incomparable identification of the children's features (Gowrishankar, Mritha & Elanchezian, 2014).

It should determine the list of the necessary competences the children should achieve in any level of their development. Always in reference to the world experiences, the teacher in the pre-school children's education should continuously transmit their theoretical knowledge into the "purification filter" aiming to present and contrast their knowledge before practicing them with children. Teaching is a deliberate activity done in a professional manner to bring a positive change on the learner; in order to teach well. Teachers are guided by certain principles of teaching and learning which have great implication for teaching. The role of the teacher is very essential in the effective implementation of the curriculum. The teacher amongst other things must be abreast with the fundamental principles of teaching that will enable him/her to be efficient and productive in the discharge of his/her duties. Teachers

challenge the 3 domains of cognitive, affective and the psychomotor domain of learners. The teacher’s task is not complete until he/she evaluates to determine if the set objectives have been achieved (Dorgu, 2015).

Research Design

This study employed a survey research design. This was considered appropriate because the researcher did not manipulate any of the independent variables been measured. Survey research design measures variables by asking people questions and examine relationship among this variables, also survey research deals with the present and are oriented toward the determination of the study of a given phenomenon.

The population of the study consisted of selected pre-school pupils’ teachers in Ado local government area of Ekiti State. The population will involve all pre-school pupils’ teachers which will cut across all categories of ages and gender.

The sample size of fifty (50) pre-school pupils’ teachers were randomly selected from the selected schools.

The instrument used for the purpose of this study was self-structured questionnaire. The instrument (questionnaire) was divided into two sections (section A and B). Section A was used to elicit information on the personal data of the respondents which include name of school, gender, years of experience, age. While section B was made up of the variables on the research question raised for the study. The instrument adopted Likert response format of SA- Strongly Agree, A- Agree, SD- Strongly Disagree, D- Disagree for response of the respondents.

The validity of instrument was carried out. The researcher prepared a copy of the instrument and be submitted to the supervisor to read through it, and make correction where necessary. Then the corrected copy was typed and prepared for final approval.

The questionnaire were administered on the selected pre-school pupils’ teachers from pre-school centres within Ado local government. The administration was conducted by the researcher with the aid of one trained research assistant.

The entire questionnaire were collected for analysis. To analyze the data collected, appropriate statistical tool was used.

Results and Discussion

Research question 1

What are the types of classroom practices that exist in the pre-school classroom in Ado Local Government Area of Ekiti State?

Table 1: Types of classroom practices that exist in the pre-school classroom

S/N	Items	SA (%)	A(%)	SD(%)	D(%)
1	Adopting pupils centred method of teaching	40 (80%)	10(20%)	0(0%)	0(0%)
2	Self-discipline	25(50%)	20(40%)	2(4%)	3(6%)
3	Pupils-teachers interaction	12(24%)	30(60%)	0(0%)	8(16%)
4	Good listening abilities	14(28%)	36(72%)	0(0%)	0(0%)
5	Efficient communication	23(46%)	25(50%)	2(4%)	0(0%)
6	Efficient classroom organization	20(40%)	25(50%)	2(4%)	3(6%)
7	Good classroom management	20(40%)	20(40%)	3(6%)	7(14%)
8	Conflict resolution among pupils	16(32%)	34(68%)	0(0%)	0(0%)
9	Accountability	25(50%)	25(50%)	0(0%)	0(0%)

10	Willingness to teach	11(22%)	25(50%)	4(8%)	10(20%)
----	----------------------	---------	---------	-------	---------

Table 1 shows the analysis of types of classroom practices that exist in pre-school classroom. It was revealed that 50 respondents (100%) agreed that they adopted pupils centred method of teaching and none disagreed. 45 respondents (90%) agreed that maintained self-discipline while 5(10%) disagreed. 42 respondents (84%) agreed that they had pupils-teachers interaction while other respondents 8(16%) disagreed. 50 respondents (100%) agreed that there was good listening abilities in their classroom while none said disagreed. 48 respondents (96%) responded that their communication was efficient while 2 respondents (4%) stated otherwise. 45 respondents (90%) agreed that efficient classroom organization was being practiced among pre-school teachers while 5(10%) disagreed. 40 respondents (80%) indicated that they had good classroom management while 10 respondents (20%) stated otherwise. 50 respondents (100%) agreed that they teachers possessed conflict resolution skills among pupils. 50 respondents (100%) indicated that there was accountability in their pre-school classroom. 36 respondents (72%) agreed that they had willingness to teach while 14 respondents (28%) disagreed.

This implied that pupils centred method of teaching, self-discipline, pupils-teachers interaction, good listening abilities, efficient communication, efficient classroom organization, good classroom management, conflict resolution skills among pupils, accountability and willingness to teach are all types of classroom practices that existed in the pre-school classroom.

Research question 2: Do teachers’ classroom practices influence the affective domain of pre-school pupils in Ado local government area of Ekiti State?

Table 2: Influence of teachers’ classroom practices on the affective domain of pre-school pupils

S/N	Items	SA	A	SD	D
1.	Teacher act of discipline influence pre-school pupils’ attitude to school.	17(34%)	30(60%)	1(2%)	2(4%)
2.	Effective teacher classroom practices enhance pre-school pupils’ motivation to learn.	22(44%)	23(46%)	2(4%)	3(6%)
3.	Teachers’ inpatient could make the pupils insecure around the school.	20(40%)	30(60%)	0(0%)	0(0%)
4.	Aggressiveness of teacher creates fear in pre-school pupils and may lead to poor communication.	15(30%)	25(50%)	5(10%)	5(10%)
5.	Effective classroom practice helps the teacher to attend to pupils based on their individual differences.	16(32%)	32(64%)	0(0%)	2(4%)
6.	Tolerating pupils’ mistakes increase the ability of pre-school pupils to make use of learning tools.	21(42%)	27(54)	2(4%)	0(0%)

Table 2 shows the analysis of Influence of teachers’ classroom practices on the affective domain of pre-school pupils. 47 respondents (94%) agreed that teachers act of discipline influenced pre-school pupils’ attitude to school while 3 respondents (6%) disagreed. 45 respondents (90%) agreed that effective teacher classroom practices enhanced pre-school pupils’ motivation to learn while 5 respondents (10%) stated otherwise. 50 respondents (100%) agreed that teachers’ inpatient could make the pupils insecure around the

school. 40 respondents (80%) agreed that teachers' inpatient could make the pupils insecure around the school while 10 respondents (20%) disagreed with the statement. 48 respondents (96%) agreed that effective classroom practice helped the teacher to attend to pupils based on their individual differences while only 2 respondents (4%) disagreed with the statement. 48 respondents (96%) agreed that tolerating pupils' mistakes increased the ability of pre-school pupils to make use of learning tools while 2 respondents (4%) disagreed with the statement. This implied that pre-school pupils' teacher act of discipline, effective teacher classroom practices, teachers' patient level, aggressiveness of teacher, effective classroom practice and tolerating pupils' mistakes increased and influenced the affective ability of pre-school pupils.

Research question 3: Do teachers' classroom practices influence the psychomotor domain of pre-school pupils in Ado local government area of Ekiti State?

Table 3: Influence of teachers classroom practices on the psychomotor domain of pre-school pupils

S/N	Items	SA	A	SD	D
1.	Teachers' behaviour influence pre-school pupils handling of writing materials.	10(20%)	25(50%)	5(10%)	10(20%)
2.	Teachers' classroom practices enhance pupils writing skills.	17(34%)	28(56%)	0(0%)	5(10%)
3.	Effective teacher classroom practices helps to ease pre-school pupils' arrangement of alphabet.	10(20%)	25(50%)	5(10%)	10(20%)
4.	Effective pupils-teacher interaction improve pupils handling of mathematical tools like abacus.	20(40%)	20(40%)	3(6%)	7(14%)

Table 3 shows the analysis of influence of teachers' classroom practices on the psychomotor domain of pre-school pupils. 35 respondents (70%) agreed that teachers' behaviour influenced pre-school pupils handling of writing materials while 15 respondents (30%) stated otherwise. 45 respondents (90%) agreed that teachers' classroom practices enhanced pupils writing skills while 5 respondents (10%) disagreed. 35 respondents (70%) agreed that effective teacher classroom practices helped to ease pre-school pupils' arrangement of alphabet and 15 respondents (30%) disagreed with the statement. 40 respondents (80%) believed that effective pupils-teacher interaction improved pupils handling of mathematical tools like abacus and the remaining 19 respondents (20%) disagreed. This implied that teachers' classroom practices such as teachers' behaviour, pupils-teacher interaction influenced pre-school pupils handling of writing materials, enhanced pupils writing skills, helped to ease pre-school pupils' arrangement of alphabet and improved pupils handling of mathematical tools like abacus.

Discussion of findings

Table 1 revealed that pupils centred method of teaching, self-discipline, pupils-teachers interaction, good listening abilities, efficient communication, efficient classroom organization, good classroom management, conflict resolution skills among pupils, accountability and willingness to teach are all types of classroom practices that existed in the

pre-school classroom. For any meaningful classroom activities to take place, teachers in pre-school classroom needs to mastered good teaching methodology, rapid interaction with pupils, listen to the pupils needs, communicate with them effectively and must always be ready to impact knowledge through effective classroom management. And this in line with Roy, Guay & Valois (2013) assertion that classroom practices related to systemic issues in the pre-school centres need to fit differentiated instruction in a flexible system, as systemic factors such as school climate and resources, as well as teacher attitudes can impede the use of effective use of classroom practices for optimizing pre-school children affective and psychomotor development.

Table 2 revealed that pre-school pupils' teacher act of discipline, effective teacher classroom practices, teachers' patient level, aggressiveness of teacher, effective classroom practice and tolerating pupils' mistakes increased and influenced the affective ability of pre-school pupils. The result of finding supported the findings of Rimm-Kaufman, Curby et al (2009) who reported that positive pupils-teacher relationships have been linked with elevated levels of social competence as well as decreased behavioral difficulties. Teacher should know when to teach directly, when to provide time for exploration and discovery, when to practice skills, when to encourage creativity, plan activities that have a purpose and that challenge children, know how to help children learn to work together and to resolve their conflicts, encourage children to respect each other's time and personal belongings.

Table 3 revealed that teachers' classroom practices such as teachers' behaviour, pupils-teacher interaction influenced pre-school pupils handling of writing materials, enhanced pupils writing skills, helped to ease pre-school pupils' arrangement of alphabet and improved pupils handling of mathematical tools like abacus. The result concurred with Gowrishankar et al (2014) who asserted that psychomotor domain focused on performing sequences of motor activities to a specified level of accuracy, smoothness, rapidity, or force. Underlying the motor activity is cognitive understanding. The child, which by nature is prone to grow up and learn, is both the object and the subject of the educational and teaching process, being in its very center.

Conclusions

Based on the result of findings in the study, the researcher concluded that:

1. Pupils centred method of teaching, self-discipline, pupils-teachers interaction, good listening abilities, efficient communication, efficient classroom organization, good classroom management, conflict resolution skills among pupils, accountability and willingness to teach are all types of classroom practices that existed in the pre-school classroom.
2. Teachers' classroom practices influenced the affective domain of pre-school pupils. This implied that pre-school pupils' teacher act of discipline, effective teacher classroom practices, teachers' patient level, aggressiveness of teacher, effective classroom practice and tolerating pupils' mistakes increased and influenced the affective ability of pre-school pupils.
3. Teachers' classroom practices influenced the psychomotor domain of pre-school pupils. This implied that teachers' classroom practices such as teachers' behaviour, pupils-teacher interaction influenced pre-school pupils handling of writing materials, enhanced pupils writing skills, helped to ease pre-school pupils' arrangement of alphabet and improved pupils handling of mathematical tools like abacus.

Recommendations

The researcher recommended the following:

1. Pre-school pupils teachers should ensure that they adopt classroom friendly and warming classroom practices that can further improved and reinforced the pre-school pupils school experience and also to enhance affective and psychomotor domain growth.
2. Also, pre-school pupils' teachers should endeavour to take it upon themselves the adoption of methodology and creation of conducive classroom environment that will bring about steady and rapid affective and psychomotor growth of the pupils so as to enhance all round education for the learners.
3. Early childhood education centre teacher should always adopt learners' centred method as the only method of communication, interaction and decision making in the classroom so as to cater for individual differences and ability.
4. Pre-school pupils' teachers' act of discipline should not be too aggressive and unfriendly so as to accommodate all pupils irrespective of their affective and psychomotor differences.
5. Pre-school pupil' teachers' should always be less aggressive and be more tolerating to accommodate pupils' mistakes and guarantee their safety so as to maximize their affective and psychomotor ability of pre-school pupils.
6. Teacher should always be patient and accommodating as this can be great determinant factor in improving writing skills of early childhood education pupils.
7. Teachers' should always be mindful and careful of their behavior as it can make or mar the attitudinal and emotional being of the pre-school pupils.
8. Pupils-teacher interaction should be improved among pre-school pupils so as to enhance pupils handling of writing materials which will improve pupils writing skills, arrangement of alphabet and handling of mathematical tools.

References

- Abu- Saeed, K., Abu- Saeed, M. B. & Parakoyi, D. B. (2012). Perception, Attitude and Practices of Parents in Okene, Nigeria towards Girl-Child Education, *International Journal of Scientific and Research Publications*, 2(8), 1-7.
- Administration for Children and Families, (2010). *Head Start Impact Study*. Final Report. Washington, D.C: U.S. Department of Health and Human Services.
- Al Otaiba, S., Connor, C. M., Folsom, J. S., Greulich, L., Meadows, J. & Li, Z. (2011). "Assessment Data-Informed Guidance to Individualize Kindergarten reading Instruction: Findings from a Cluster-randomized Control Field Trial." *The Elementary School Journal*, 111, 535–560.
- Beazidou, E., Botsoglou, K. & Eleni, A. (2012). Classroom behavior management practices in kindergarten classrooms: An observation study, *Hellenic Journal of Research in Education*, 93-107.
- Bierman, K. L, Nix, R. L., Heinrichs, B. S., Domitrovich, C. E., Gest, S. D., Welsh, J. A. & Gill, S. (2014). Effects of Head Start REDI on children's outcomes one year later in different kindergarten contexts. *Child Development*, 85, 140–159.
- Borich, G. D. (2014). *Effective teaching methods: Research-based practice* (Eight Edition ed.). Boston: Pearson Education.
- Brighton, C. M., Hertberg, H. I., Moon, T. R., Tomlinson, C. A. & Callahan, C. M. (2005). *The Feasibility of High-end Learning in a Diverse Middle School*. Storrs, CT: National research Center on the Gifted and Talented, University of Connecticut.
- Buseri, J. C. & Dorgu, T.E. (2011). The relevance of instructional materials for effective Curriculum delivery in Nigeria, *Journal of issues in professional Teacher Education (JTIPTe)*, 2(2), 9.

- Buyse, E., Verschueren, K., Doumen, S., Van Damme, J. & Maes, F. (2008). Classroom problem behavior and teacher-child relationships in kindergarten: The moderating role of classroom climate, *Journal of School Psychology, 46*, 367–391.
- Cabell, S. Q., DeCoster, J., Ilocasale-Crouch, J., Hamre, B. K. & Pianta, R. C. (2013). Variation in the Effectiveness of Instructional Interactions across Preschool Classroom Settings and learning Activities, *Early Childhood Research Quarterly, 28*: 820–830.
- Chrystal, S.J. & Adrian, T. T. (2009). Caring as Classroom Practice, *Social Studies and the Young Learner, 22 (1)*, 8–11.
- Cohen, J., McCabe, E. M., Michelli, N. M. & Pickeral, T. (2009). School climate: Research, policy, teacher education and practice, *Teachers College Record, 111*, 180–213.
- De Boer, G. C., Minnaert, A. E. & Kamphof, G. (2013). Gifted Education in the Netherlands, *Journal for the Education of the Gifted, 36*, 133–150.
- Doolaard, S. & Harms, G. J. (2013). *Omgaan met excellente leerlingen in de dagelijkse onderwijspraktijk [Handling Excellent Pupils in Every Day Classroom]*, Groningen: GION, rijks universiteit Groningen.
- Dorgu, T. E. (2015). Different Teaching Methods: A Panacea for Effective Curriculum Implementation in the Classroom. *International Journal of Secondary Education, 3(6-1)*, 77-87.
- Downer, J. T., Sabol, T. J. & Hamre, B. K. (2010). Teacher-child interactions in the classroom: Toward a theory of within- and cross-domain links to children's developmental outcomes, *Early Education and Development, 21(5)*, 699–732.
- Education for all, (2002). *Is the world on track?* EFA Global Monitoring Report. Paris, UNESCO.
- Edwards, C. P. & Raikes, H. (2002). Extending the dance: Relationship-based approaches to infant/toddler care and education, *Young Children, 57*, 10–17.
- Engel, M., Claessens, A. & Finch, M. A. (2013). Teaching Students What They Already Know? The (Mis) Alignment between Mathematics Instructional Content and Student Knowledge in Kindergarten, *Educational Evaluation and Policy Analysis, 35*, 157–178.
- Evertson, C. M. & Weinstein, C. S. (2006). *Handbook of classroom management: research, practice, and contemporary issues*, Mahwah, NJ: Lawrence Erlbaum Associates.
- Gourioutou, E. (2008). Aggressive behavior management in early childhood education, In New Educational resources - Assessment and Management of Education. (Eds. Georgogiannis, P.), *Patras*, 356-365.
- Gowrishankar, K., Mritha, R. & Elanchezian, C. (2014). Assessment of learning domains to improve student's learning in higher education, *Journal of Young Pharmacists, 6(4)*, 27-33.
- Hamre, B. K. & Pianta, R. C. (2005). Can instructional and emotional support in the first-grade classroom make a difference for children at risk of school failure? *Child Development, 76(5)*, 949–967.
- Hough, D. L. (2011). Characteristics of effective professional development: An examination of the developmental designs character education classroom management approach in middle grades schools, *Middle Grades Research Journal, 6(3)*, 129-143.
- Jones, V. F. & Jones, L. S. (2001). *Comprehensive classroom management: Creating communities of support and solving problems* (6th ed.), Boston: Allyn & Bacon.
- Lang, R.H. & Hebert, J. (1995). *Teaching Strategies and Methods for Students Centered Instruction*, America: H.M. Whinney.

- Li, Y. & Oliveira, H. (2015). *Research on Classroom Practice*, In: Cho S. (eds) *The Proceedings of the 12th International Congress on Mathematical Education*. Springer, Cham.
- Matsagouras, E. (2001). *The school classroom*, Grigoris (in Greek), Athens.
- Mooij, T., Dijkstra, E. M., Walraven, A. & Kirschner, P. A. (2014). Towards Optimal Education including Self-regulated learning in Technology-Enhanced Preschools and Primary Schools, *European Educational Research Journal*, 13, 529–552.
- Mulder, L., Roeleveld, J. & Vierke, H. (2007). *Onderbenutting van capaciteiten in basis- en voortgezet onderwijs [Underutilization of Abilities in Elementary and Secondary Education]*, Den Haag: Onderwijsraad.
- Myunghee, K., Heeok, H., Il-Hyun, J., Jongho, S. & Jeonghee, S. (2010). Developing an educational performance indicator for new millennium learners, *Journal of Research on Technology in Education*, 43(2), 157-170.
- Myunghee, K., Heeok, H., Il-Hyun, J., Jongho, S., & Jeonghee, S. (2010). Developing an educational performance indicator for new millennium learners, *Journal of Research on Technology in Education*, 43(2), 157-170.
- O'Connor, E. E., Dearing, E. & Collins, B. A. (2011). Teacher-child relationship and behavior problem trajectories in elementary school, *American Educational Research Journal*, 48(1), 120–162.
- Oberon, E. (2013). *Opbrengstgericht werken bij kleuters [Achievement oriented education for young pupils]*, Utrecht: Author.
- Powell, D., Fixsen, D. & Dunlap, G. (2003). *Pathways to service utilizations: A synthesis of evidence relevant to young children with challenging behaviour*. Tampa, FL: University of South Florida, Center for Evidence-Based Practice: Young Children with Challenging Behavior.
- Rimm-Kaufman, S. E., Curby, T. W., Grimm, K. J., Nathanson, L. & Brock, L. L. (2009). The contribution of children's self-regulation and classroom quality to children's adaptive behaviors in the kindergarten classroom, *Developmental Psychology*, 45(4), 958–972.
- Roy, A., Guay, F. & Valois, P. (2013). Teaching to Address Diverse learning Needs: Development and Validation of a Differentiated Instruction Scale, *International Journal of Inclusive Education*, 17, 1186–1204.
- Smith, B. & Fox, L. (2003). *Systems of service delivery: A synthesis of evidence relevant to young children at risk of or who have challenging behavior*. Tampa, FL: Center for Evidence-Based Practice: Young Children with Challenging Behavior, University of South Florida.
- Sowell, E. J. (2005). *Curriculum: An integrative introduction*, Prentice-Hall, New Jersey.
- United State Department of Education, (2017). *A Guide for Preschool Teachers and Child Care and Family Providers*, Retrieved from https://www2.ed.gov/teachers/how/early/teachingouryoungest/page_pg4.html.
- Vacca, J. & Bagdi, A. (2005). *Relationships for life: supporting the emotional health of infants and toddlers*, *Dimensions of early childhood*, 33 (1), 1-7.
- Wilson, L. O. (2016). *The Second Principle*. Retrieved July 9, 2016, from <http://thesecondprinciple.com/instructionaldesign/threedomainsoflearning>.