

CAREGIVER-CHILD INTERACTION IN EARLY CHILDHOOD EDUCATION AND LITERACY DEVELOPMENT AMONG PRE-SCHOOLERS IN UYO SENATORIAL DISTRICT OF AKWA IBOM STATE

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Abstract

This study investigated the Caregiver-Child Interaction in Early Childhood Education and Literacy Development among Pre-Schoolers in Uyo Senatorial District of Akwa Ibom State. The study adopted a correlation survey design. The population for this study was all pre-schoolers numbering 6,987 in Akwa Ibom State. The sample for this study consisted 500 pre-schoolers. Multi-stage sampling procedure was used to select 18 schools from nine Local Government Areas used for the study. The researcher used two instruments for the study which were Caregivers- Child Interaction Questionnaire (CCIQ) which was used to elicit information caregivers and Letter knowledge/phonological Development Test (LKPDT) which was used to test pre-schoolers' literacy development. Four specific objectives, four research questions and four null hypotheses were used in the study. Pearson product moment correlation (PPMC) and Point-Biserial correlation were used to answer research questions and test hypotheses. The results indicated a high positive relationship between caregiver-child shared book reading, caregiver level of education, caregiver-child interaction habit and frequency caregiver-child and Literacy Development among Pre-Schoolers. Based on the findings, recommendations were made amongst them were that caregivers should ensure frequent interaction with children to encourage Letter knowledge/phonological Development.

KEYWORDS: Caregiver-Child Interaction, Early Childhood Education, Literacy Development, Pre-Schoolers, Uyo Senatorial District and Akwa Ibom State

Introduction

Early childhood is a time of heightened brain responsiveness to the environment as well as a developmental period of dependency on caregivers for survival, nurturance, and stimulation. Close contact between infants and caregivers is expected as children develop. Caregivers work hard every day feeding, washing, dressing and helping their beautiful babies sleep. These tasks are crucial a child's physical survival. They also perform other equally important set of tasks many times each day – those that are linked more with child's emotional survival and guiding the child's language development. They set the framework for a child to learn, creating space for moments to connect. They notice when the child is alert and wants to interact, they stop when pupil has had enough and use simple language in conversations so children can learn the basic sounds and patterns of their native language.

Although the bulk of people learn language through their ears, this is not just about hearing –children who are deaf meet all the linguistic milestones if their caregivers respond appropriately and engage in sign language from the start. When caregivers respond in a timely way to their young baby's cries, the child learns that someone will be there when they need help (Brown & Woods, 2015). Even at home, mummy notices and helps when baby is hungry, Daddy sees when a child is tired, big sister spots that a child wants



to play, Grandma notices when a child needs an extra cuddle. This communication needs to be established between the pre- school pupils and the caregivers long before language can develop. Cuddles, smiles, responding quickly to cries, coos and giggles, playing face-to-face and even simply maintaining eye contact are all examples of the wonderful dialogue that takes place between caregivers and babies.

Pupils will be more motivated to communicate if they have been responded to appropriately by caregivers in the early days. Rituals around feeding, sleeping and playtime are also important for a children's later literacy development. These predictable events create a kind of script or language 'map' that pupils learn, and from here can start to notice patterns in the words and phrases the caregivers are using in and around each routine. Later, singing songs and nursery rhymes and playing simple games is important too because of the repeated language patterns throughout (another round of 'peek-a-boo', pronto!)

Caregivers should take time to learn that conversations involve two or more participants taking turns to speak is a major step in a child's language journey. Caregivers teach pupils to take turns by acting as if they expect baby to respond to what they've just said - by leaving a natural pause to give children space to gaze, smile, coo, move their hand, or vocalize back. They also show respect for the child's turn by staying quiet for longer than in an adult conversation, then when the child responds, they act like they understand what the child meant. Being treated as if they are a meaningful part of the conversation is a key motivator for pupils to try and communicate in any way they can.

Caregivers responding consistently, from about 6 months old, babies deliberately seek out opportunities to communicate using eye contact, gestures, and more comprehensive vocalizations. Consistent responses from caregivers are even more important now because they deepen those lines of communication and keep the baby wanting to try and communicate (Dunst&Espe-Sherwindt, 2016). When caregivers don't respond immediately some children will double their efforts – cooing louder or waving their arms about - experts note the babies who push back the hardest at this stage understand more than their peers do when they get to 13 months.

Caregivers may also notice that children want to examine things together. When they develop the ability to focus on an object alongside a caregiver and understand that both are referring to that object ('joint attention') they take a huge step forward in terms of their language. This is so important for language because it is within the framework of shared focus experience that baby actually starts to learn specific patterns, words, and phrases. Both adult and child send out the signals for joint attention. The caregivers might stop and point to something or shake a toy to direct baby's to it; they might sit baby up or hold a toy at the right height. A child might show interest in something which prompts the caregiver to stop and explore it (usually with a running commentary about it too). Caregivers that consistently focus with their children in this way are helping their children's literacy so much, especially if they do it when the child is around 9 months. The child has better language comprehension later.

According to Friedman, Woods, & Salisbury (2012), children must hear speech over and over again before they start to learn the language. There is a particular way that caregivers talk with young babies that really helps their learning; where we use a squeaky high voice, exaggerated pitch and tones, gestures, gazes, and facial expressions, and leave long pauses to include baby in each conversation. People all round the world do this with babies, no matter the language they are speaking.

Caregivers should note that every hug, smile, giggle, pause, silly face and descriptive conversation they have with a pupil is developing literacy skills they will soon be using to converse with you. What you

do is so vital. Experience of language is vital during the whole of the first year, as a lack of exposure can have a seriously negative effect on a child's later literacy development. As a caregiver, you can do so much to help your child with their language. Thank you and keep up the good work!

Statement of the problem

Poor literacy development has been generally observed among pre-primary school pupils. Nigeria is a multicultural, multi-ethnic and multilingual society where families speak, write, read and communicate in a wide array of languages at pre-school before they move to primary school. English Language being the official language in Nigeria, and it cuts across all ethnic, social and regional boundaries. It is therefore the language of inter-ethnic communication and in Nigeria, the official language for instructions is English Language.

Unfortunately, issue of poor performance of pre-primary school pupils in communication at both official and unofficial interactions is so alarming. This has also been of serious concern to not only parents but also the general public as most of the pupils later perform poorly each year do not have credit pass in English Language. It is not an overstatement that a large number of pupils from public schools in Nigeria can hardly read, speak and write well. Most researchers attribute this to poor foundation in literacy at the pre-primary school level, leading to a recommendation that pupils should have exposure to literacy in English quite early from the pre-school years irrespective of the advantages of mother tongue. Given the crucial influence of caregiver-child interaction in Early Childhood Education, it becomes necessary that caregivers play active roles in the literacy development in children during the early childhood years. Therefore, there is need for effective care giving environment and practices as a foundation to solving this problem of poor literacy development and subsequent poor performance in literacy in later years.

There are studies on Caregiver-Child interaction and literacy development in Early Childhood Education in western countries and in a few states in Nigeria, but not much studies on the relationship between caregiver-child interaction in Early Childhood Education in Uyo Senatorial District of Akwa Ibom State. It is important to understand the relationship between Caregiver-Child interaction in Early Childhood Education and literacy development among pre-schoolers in Uyo Senatorial District of Akwa Ibom State, Nigeria. Therefore, this study seeks to specifically determine the relationship between each of caregiver-child shared story book reading, Caregivers' level of education, Caregiver-child interaction habits, frequency of caregiver-child shared story book reading and literacy development among pre-schoolers in Uyo Senatorial District of Akwa Ibom State.

Purpose of the Study

This study sought to determine the relationship between Caregiver-Child interaction in Early Childhood Education and literacy development among pre-schoolers in Uyo Senatorial District of Akwa Ibom State, Nigeria. The specific objectives of the study were to determine:

1. The relationship between caregiver-child shared book reading and Literacy Development among pre-schoolers in Uyo Senatorial District of Akwa Ibom State.
2. The relationship between Caregiver level of education and Literacy Development among pre-schoolers in Uyo Senatorial District of Akwa Ibom State.
3. The relationship between Caregiver-child interaction habits and Literacy Development among pre-schoolers in Uyo Senatorial District of Akwa Ibom State.
4. The relationship between frequency of Caregiver – child interaction and Literacy Development among pre-schoolers in Uyo Senatorial District of Akwa Ibom State.

Research Questions

The following research questions guided the study:

1. What is the relationship between caregiver-child shared book reading and Literacy Development among pre-schoolers in Uyo Senatorial District of Akwa Ibom State?
2. What relationship exists between Caregiver level of education and Literacy Development among pre-schoolers in Uyo Senatorial District of Akwa Ibom State?
3. What relationship exists between Caregiver-child interaction habits and Literacy Development among pre-schoolers in Uyo Senatorial District of Akwa Ibom State.
4. What relationship exists between frequency of Caregiver-child interaction and Literacy Development among pre-schoolers in Uyo Senatorial District of Akwa Ibom State.

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

1. There is no significant relationship between caregiver-child Care-giver child shared book reading and Literacy Development among pre-schoolers in Uyo Senatorial District of Akwa Ibom State.
2. There is no significant relationship between Caregiver level of education and Literacy Development among pre-schoolers in Uyo Senatorial District of Akwa Ibom State.
3. There is no relationship between Caregiver-child interaction habits and Literacy Development among pre-schoolers in Uyo Senatorial District of Akwa Ibom State.
4. There is no relationship between frequency of Caregiver-child interaction and Literacy Development among pre-schoolers in Uyo Senatorial District of Akwa Ibom State.

Significance of the Study

The findings of this study will hopefully be of immense benefit to pre-primary school pupils, caregivers, parents, school the administrators, counsellors and future researchers as follows:

The findings of this study hopefully would be useful to pupils as it will help caregivers in proper interaction which will further help in exposing the pre-school pupils to literacy related activities. at an early age.

To the caregivers, the findings would help them to know how to shape and adjust their literacy habits in order to promote learning by the pre-schoolers and provide useful information on the potential benefits of their practical involvement and follow-up in the learning activities of pre-schoolers' school age in relation to literacy.

The findings of this study will be useful to educational policy makers and school administrators who would take advantage of this to plan effectively for the level caregivers to be employed.

Methodology

Area of Study

This research was carried out in Uyo Senatorial District of Akwa Ibom State. The Senatorial District belongs to the region described to be low land with a peak altitude of 200 metres above sea level. Nine Local Government Areas currently make up the Senatorial District.

Research Design

The researcher adopted a correlation survey design.

Population of the Study

The population of the study comprised all the 6,987 pre-schoolers, aged between three and four years in all the 385 public primary schools in Uyo Senatorial District, Akwa Ibom State. (State Universal



Basic Education, Board 2023, Akwa Ibom State).

Sample and Sampling Technique

The sample for the study comprised 500 pre-schoolers which were drawn using multi-stage sampling procedure. In the first stage, 18 primary schools were selected from the nine Local Education Authorities in the study area using simple random sampling technique by balloting. In the second stage, one pre- primary class was selected in each of the 18 schools in nine Local Education Authorities making a total of 18 pre-primary two classes. In the final stage, all the pupils in the selected 18 pre-primary two classes were used for the study.

Data Collection

In carrying out this research, two instruments were used for data collection which are Caregiver-Child Interaction in Early Childhood Education Questionnaire (CCIQ) which was used to elicit information from caregivers on their interaction and Literacy Development (LDT) was used for testing pre-schoolers' Literacy Development.

Methods of Data Analyses.

The researcher will use Descriptive statistics, Pearson Product Moment Correlation (PPMC) using Caregiver-Child interaction in Early Childhood Education Questionnaire (CIECEEQ) and Literacy Development Test (LDT). All the hypotheses were tested at .05 alpha level.

RESULTS

Answers to Research Questions

Research Question 1

What is the relationship between caregiver-child shared book Reading and Literacy Development of pre-schoolers in Uyo Senatorial District, Akwa Ibom State?

Pearson Product Moment Correlation (PPMC) was used in answering this research question. Scores on the two variables (caregiver-child shared book reading and literacy development test) which are continuous in nature were correlated. The result is presented in table 1.

Table 1.

Pearson Product Moment Correlation of the Relationship between Caregiver-child shared book Reading and Literacy Development of pre-schoolers.

Variables	$\sum X$	$\sum X^2$	$\sum XY$	r-value	Decision
	$\sum Y$	$\sum Y^2$			
Caregiver-Child Shared Book Reading	12262	305840	333090	.646	Significant
Pre-schoolers' Literacy Development	13439	366975			

N = 500; X = Caregiver-child Shared Book Reading, Y = Literacy Development

The result in Table 1 indicated that the calculated r-value of .646 when compared with the decision



rule is a high positive relationship. This is an indication that there is a high positive relationship between caregiver-child shared book reading and literacy development of pre-schoolers in Uyo Senatorial District, Akwa Ibom State. This result implies that as parent-child shared book reading increases, Literacy Development of pre-schoolers in Uyo Senatorial District, Akwa Ibom State also increases.

Research Question 2

What is the relationship between caregivers’ level of education and literacy development of pre-schoolers in Uyo Senatorial District Akwa Ibom State?

Point biserial was used for answering this research question. Scores on the two variables (Caregivers’ level of education and literacy development) which are dichotomous in nature were correlated. The result is presented in Table 2.

Table 2.
Point Biserial Correlation between Caregiver Level of Education and Literacy Development of Pre-Primary School Pupils

Educational Qualification	N	Mean	SD	r_{pb}	Decision
Caregivers with Higher Education	313	28.47	3.40	.608	Significant
Caregivers without Higher Education	187	24.21			

N=500; X = Care-giver level of Education, Y = Pre-schoolers’ Literacy Development

The result in Table 2 indicated that the r_{pb}-value of .608 when compared with the decision rule is a high positive relationship. Therefore, there is a high positive relationship between Caregivers’ level of education and Literacy Development of pre-schoolers in Uyo Senatorial District, Akwa Ibom State. This result implies that as Caregivers’ level of education increases, literacy development of pre-schoolers in Akwa Ibom State also increases.

Research Question 3

What relationship exists between Caregiver-child interaction habits and literacy development of pre-schoolers in Uyo Senatorial District, Akwa Ibom State?

Pearson Product Moment Correlation (PPMC) was used for answering this research question. Scores on the two variables (Caregivers’ literacy habits and literacy development) which are continuous in nature were correlated. The result is presented in Table 3.

Table 3.
Pearson Product Moment Correlation of the Relationship between Care-giver Child interaction habits and literacy development of pre-schoolers in Uyo Senatorial District, Akwa Ibom State

Variables	ΣX	ΣX²	ΣXY	r-value	Decision
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	ΣY	ΣY^2			
Care-giver Child interaction Habit	12067	296093			
			328622	.809	Significant
Pupils' Literacy Development	13439	366975			

N = 500; X = Care-giver Child interaction Habit, Y = Pre-schoolers' literacy development

The result in Table 3 indicated that the calculated r-value of .809 when compared with the decision rule is a high positive relationship. This is an indication that there is a high positive relationship between Caregiver - Child interaction habits and literacy development among pre-primary schools pupils in Uyo Senatorial District, Akwa Ibom State. This result implies that as Caregiver - Child interaction habits increases, literacy development of pre-schoolers in Uyo Senatorial District, Akwa Ibom State

Research Question 4

What is the relationship between the frequencies of caregiver- Child shared book reading and Literacy development among Pre-schoolers in Uyo Senatorial District, Akwa Ibom State?

Pearson Product Moment Correlation (PPMC) was used for answering this research question. Scores on the two variables (frequency Caregiver- Child interaction and literacy development) which are continuous in nature were correlated. The result is presented in table 4.

Table 4.

Pearson Product Moment Correlation of the Relationship between Frequency of Caregivers' - Child interaction and Literacy Development of pre-schoolers

Variables	ΣX	ΣX^2	ΣXY	r-value	Decision
	ΣY	ΣY^2			
Caregiver-Child Shared Book Reading	12312	309898			
			335800	.784	Significant
Pre-schoolers' Literacy Development	13439	366975			

N = 500; X = Frequency of Caregiver-Child interaction, Y = Literacy Development

The result in Table 4 indicated that the calculated r-value of .784 when compared with the decision rule is a high positive relationship. This is an indication that there is a high positive relationship between the frequency of caregiver- child interaction and literacy development of pre-schoolers in Uyo Senatorial District, Akwa Ibom State. This result implies that as the frequency of caregiver- child interaction increases, literacy development of pre-schoolers in Uyo Senatorial District, Akwa Ibom State also increases.

4.2 Test of Hypotheses

Hypothesis 1

Table 5

Test of significant relationship between Care-giver Child Shared Book Reading and Literacy Development of Pre-schoolers in Uyo Senatorial District, Akwa Ibom State.

Variables	Df	r-cal	r-crit	Decision
Care-giver-Child Shared Book Reading				
	498	.646	0.087	Significant
Pupils' Literacy Development				

The result in Table 5 indicated that the calculated r-value of .646 is greater than the critical r-value of .087 at 498 degrees of freedom and .05 levels of significance. Therefore, the null hypothesis which stated that there is no significant relationship between Caregiver-child shared book reading and literacy development of pre-schoolers in Akwa Ibom State is rejected. Hence, there is a significant relationship between care-child shared book reading and literacy development of pre-schoolers in Uyo Senatorial District, Akwa Ibom State.

Hypothesis 2

Table 6

There is no significant relationship between caregiver level of education and literacy development of pre-schoolers in Uyo Senatorial District, Akwa Ibom State.

Point biserial was used in testing the research hypothesis. Scores on the two variables (parents' education and emergent literacy achievement) were correlated. The result is presented in Table 6.

Test of significant relationship between Caregiver child level of Education and Literacy Development of Pre-schoolers

Caregiver Educational Qualification	rpb	Df	r-crit	Decision
With Higher Education				
	.608	498	.087	Significant
Without Higher Education				

The result in Table 6 indicated that the calculated r-value of .608 is greater than the critical r-value of .087 at 498 degrees of freedom and .05 level of significance. Therefore, the null hypothesis which stated that there is no significant relationship between caregiver level of education and literacy development of pre-schoolers in Uyo Senatorial District, Akwa Ibom State is rejected. Hence, there is a significant relationship between caregiver level of education and literacy development of pre-schoolers in Uyo Senatorial District, Akwa Ibom State.



Hypothesis 3

Table 7

There is no significant relationship between caregiver-child literacy habits and literacy development of pre-schoolers in Uyo Senatorial District, Akwa Ibom State.

Pearson Product Moment Correlation (PPMC) was used in testing this research hypothesis. Scores on the two variables (caregiver-child literacy habits and literacy development) which are continuous in nature were correlated. The result is presented in Table 7

Test of significant relationship between caregiver-child Literacy habit and Literacy Development of Pre-schoolers

Variables	Df	r-cal	r-crit	Decision
caregiver-child Literacy Habits				
	498	.809	0.087	Significant
Pupils' Literacy Development				

The result in Table 7 indicated that the calculated r-value of .809 is greater than the critical r-value of .087 at 498 degrees of freedom and .05 level of significance. Therefore, the null hypothesis which stated that there is no significant relationship between caregiver-child literacy habits and literacy development of pre-schoolers in Uyo Senatorial District, Akwa Ibom State is rejected. Hence, there is a significant relationship between caregiver-child literacy habits and literacy development of pre-schoolers in Uyo Senatorial District, Akwa Ibom State.

Hypothesis 4

Table 8.

There is no significant relationship between frequency of caregiver-child interaction and literacy development of pre-schoolers in Uyo Senatorial District, Akwa Ibom State.

Pearson Product Moment Correlation (PPMC) was used in testing this research hypothesis. Scores on the two variables (caregiver-child interaction and literacy development) which are continuous in nature were correlated. The result is presented in Table 8.

Test of significant relationship between Frequency of caregiver-child interaction and Literacy Development of Pre-schoolers

Variables	Df	r-cal	r-crit	Decision
Frequency of caregiver-child shared book reading				
	498	.809	0.087	Significant
Pupils' Literacy Development				

The result in Table 8 indicated that the calculated r-value of .809 is greater than the critical r-value



of .087 at 498 degrees of freedom and .05 level of significance. Therefore, the null hypothesis which stated that there is no significant relationship between frequency of caregiver-child interaction and literacy development of pre-schoolers in Uyo Senatorial District, Akwa Ibom State is rejected. Hence, there is a significant relationship between frequency of caregiver-child interaction and literacy development of pre-schoolers in Uyo Senatorial District, Akwa Ibom State.

Discussion of findings

The findings of this study are discussed as follows:

Caregiver-Child Shared Book Reading and Literacy Development

The next finding in the study showed that there is a positive significant relationship between caregiver-child shared book reading and literacy development of pre-schoolers. This finding is in conformity with that of Heather, Knauer, Pamela et.al (2019) who revealed that caregivers-child shared book reading matter more in the literacy development of pre-schoolers. The researchers added that parent who read with their children have opportunities of correcting their children's mistakes, while reading thereby helping the children in literacy development.

There are quite a number of reasons that could be offered to explain the present finding. Children are encouraged to learn and perform better when they are encouraged by adults like caregivers, siblings, teachers and care givers in school. Holding a child's hand to write pronouncing words for a child correctly and helping a child to identify letters, numbers, colours and shapes takes a child can confidently recognize those letters, shapes, colours on their won anywhere and also write perfectly.

This finding confirmed the earlier position of Chesanatun, Fida, Sunaridi, et.al (2017) who opined that children achieve more when they are assisted by caregivers. There are a number of reasons that may be offered to explain the present findings. When caregivers trained their children in reading than story books, colour pictures and scribbling for their children, tell them stories and rhymes, children develop interest in letter knowledge.

Caregivers' Level of Education and Literacy Development

The finding from this hypothesis revealed caregivers' level of education has a positive relationship with literacy development of pre-schoolers. This finding is in consonant with Ntim (2015) who revealed that there is a high relationship between Caregiver Level of education and literacy development of pre-schoolers.

Many reasons may be offered to explain the present study. Firstly, Caregiver who are highly educated have interest in education. They enjoy reading, they write and see education as something that makes one a functional individual in the society. Highly educated caregivers know that nobody can function in the society when he or she is not able to read and write. This serves as development driving force towards helping their children in literacy development.

Again, caregiver' level education plays development major role in children's literacy development. Children need to be taught at home to write and read before even stepping out of the home to school. Caregivers who have not attended higher education certainly will not be able to assist their children to achieve literacy as no one can give what he does not have.

This finding confirmed the earlier position of Kirk (2016) who revealed also that caregiver' level education relates with literacy development of pupils. Kirk further adds that the higher the level of education of caregivers are, the more the advantage children have in their level of literacy development.

Caregiver – Child interaction Habits and Literacy Development

Furthermore, the finding of this study shows that there is a high positive significant relationship between Caregiver – Child literacy habits and literacy development among pupils. The finding is consistent with that of Carroll (2013) who revealed that Caregiver with good interaction habits tend to produce children who do well in literacy development. Many reasons could be advanced for the findings of this study. When children constantly watch their Caregiver reading, writing and listening to news, they tend to imitate the parents. Alone is a driving force in the children towards literacy.

The researcher further added that the time Caregivers spend reading affects children's literacy habits positively. As caregivers spend time reading at home, the children will see reading as a worthwhile activity and then develop their innate potentials with ease. Hence literacy development of pre-schoolers will be guaranteed.

This finding confirms the earlier position of Martini and Serechal (2012) that caregivers' reading habits and children's reading interest were significantly related to children's emergent literacy achievement. The findings are also in consonance with Vansteeneel's (2012) own, who found out that parents' own literacy habits are associated with their children's literacy development. The researcher further adds that if caregivers do not read, and do not see the value of education, their children will grow up holding similar beliefs.

There are quite a number of reasons that could be achieved for the present study. Pupils who see their caregivers love reading, writing and watching news are likely to follow the paths of the parent. Children like taking their caregivers as role models. Caregivers' literacy habits will certainly encourage children to become very interested in literacy not only in paper work but also in electronic reading.

Frequency of Caregiver-Child shared reading and Literacy Development

The finding of this study revealed that frequency of caregivers -child shared reading significantly relate to the literacy development of pupils. This finding is in conformity with that of Kim (2009) who revealed that there is a positive relationship between frequency of caregivers -child shared book reading and literacy development of pupils. The finding is also in consonant with Mascarenlas, Moorakonda, Agarwal et.al (2016) who puts that the frequency of caregivers-child shared book reading and literacy development relate significantly. There are quite a lot of many reasons that could be achieved for their present study. Children who are frequently exposed to literacy tend to show commitment in literacy development more than those children who are not. There is an adage that says that practice makes perfect. Frequency of caregivers -child shared reading shows seriousness in literacy. Reading, writing and rhyming is here seen as part of achievement child's daily activities. As parents frequently expose their children in literacy activities, the children themselves build strong bond between themselves and literacy activities which certainly result in fast literacy development.

The finding is consistent with the finding of Whitehust (2011) who found out that there is achievement high positive relationship between frequency of caregivers -child shared book reading and pupils' literacy development.

There are quite achievement number of reasons that may be offered to explain the present study. It is not reading with the child alone that should be considered but also, how frequent do caregivers read to their children. Reading to children should be taken as achievement routine to enable the children develops passion for it. If literacy of read with children regularly from an early age, their sensitivity to the child's literacy competence increases, allowing for more effective use of strategies to support children's emergent literacy achievement.



Conclusion

Based on the findings of the study, it is concluded that caregivers-child shared book reading, caregivers' education, caregivers literacy habits, frequency of caregivers- child shared book reading relate positively with pre-schoolers' literacy development.

Recommendations

Based on the findings of the study and the conclusion drawn, the following recommendations have been made.

1. Caregivers should ensure shared book reading with pre-school pupils to ensure effective literacy development.
2. Caregivers should endeavour to create time to read with their children. This is because shared-book reading correlates positively with pupils' literacy development.
3. Caregivers should not just share books to read with children but they should be reading regularly or frequently with the children. This is to cultivate the spirit of consistency in them which has been found to favour the emergent literacy achievement of pre-schoolers.
4. Government should encourage caregivers who did not have higher education to do so through part-time or in-service education programmes. This is because there is a high correlation between caregivers' level of education and literacy development of pre-primary school pupils.

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