
This research was conducted by Odinko, M.N. alone and was presented in a conference in South Africa. The study evaluated the environmental characteristics of preschool settings in Nigeria and how they could influence Nigeria preschoolers’ acquisition of skills in the three main domains of learning. The factors looked into include the physical, the human and the material environments of the classroom settings. The sample size consisted of 400 preschool settings, 10568 pupils aged 4-5 years. Schools were selected through stratified random sampling to ensure adequate representation of private, public, urban and rural schools. Three valid and reliable school observational instruments were used to obtain evidence on the variables of concern. Data Analyses involved the use of transcription of video recorded interactions, frequencies, percentages and graphical illustrations. The result reveal that most preschool environments are characterized by inadequate provision of materials, decay in school buildings structures, teachers not trained to teach at this level, use of lecture methods instead of play as well as teacher-whole class interaction deminated by the teachers.