



KWARA STATE UNIVERSITY, MALETE, NIGERIA
SCHOOL OF POSTGRADUATE STUDIES (SPGS)

**ASSESSMENT OF GOVERNMENT INVOLVEMENT IN ESTABLISHMENT OF
EARLY CHILDHOOD CARE DEVELOPMENT AND EDUCATION IN KWARA
STATE, NIGERIA**

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DECLARATION

I hereby declare that this thesis titled Assessment of Government Involvement in Establishment of Early Childhood Care Development and Education in Moro Local Government Area of Kwara State, Nigeria, is a record of my research. It has neither been presented nor accepted in any previous application for higher degree.

Muritala Saliu AJADI

Signature / Date

APPROVAL

This is to certify that this thesis by MuritalaSaliu AJADI has been read and approved as meeting part of the requirements of the Department of Early Childhood and Primary Education for the award of the degree of Master of Education (M.Ed.) in Early Childhood Education.

DEDICATION

This thesis is dedicated to Almighty Allah.

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Abstract

Sound education remains the priority upon which education policy of any nation should rely. If this is to be achieved adequately well, then early childhood education must be fully taken care of right from the beginning. Based on this, the study examined and assessed government involvement in establishment of early childhood centers in Moro Local Government Area of Kwara state. The study employed explanatory mixed method research design, the population of this study consists of 75 head teachers and 75 public early childhood care development centers. The study sample Size consisted of 98 respondents which include 49 head teachers and 49 in early childhood centers using simple random sampling technique. Four research questions were raised for this study. Data was collected through rating scale and interview guide. The instruments were validated by early childhood experts. The reliability of Governments' Provisions of Infrastructural facilities rating scale was established using Pearson Product Moment Correlation (PPMC) and yielded a reliability coefficient of 0.72 while Governments' Provision of Learning Materials was established using Pearson Product Moment Correlation (PPMC) and yielded a reliability coefficient of 0.81. Descriptive statistics of frequency count, mean and percentage were used to analyze the research questions while the qualitative aspect of the study were analysed using content analysis and thematic technique. The findings of the study revealed that the level of government involvement in infrastructural facilities in early childhood centers in Moro LGA is average (WA=1.50). The interview conducted on the in-service teachers revealed that the level of government financial support in early childhood centers in the Moro local government area is low while government is not active in the training and retraining of teachers. In addition, the findings revealed that government involvement in the provision of learning materials in early childhood centers in Moro LGA in Kwara State is average (WA=1.69). Finally, inadequate teachers, lack of adequate chairs and tables among others were also seen as the problems facing effective development of early childhood centers in Moro Local Government Area of Kwara State. Based on the findings, the following recommendations were made; Provision of infrastructural facilities in the early childhood centers in Moro LGA of Kwara State by the PTA; Regular training and retraining of teachers as well as employing qualified and adequate teachers by government in order to improve the teaching and learning qualities.

Keywords: Early childhood centers, Development, Care, Establishment, Involvement, facilities, Assessment, Government.

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CHAPTER ONE

INTRODUCTION

Background to the Study

Sound education remains the foundation on which the education policy of any nation should rely on. If this is to be achieved adequately, then, early childhood education must be fully taken care of right from the beginning. There is no denying the fact that early childhood education is the first education that the child receives between the ages of 0-5 years (the Federal Republic of Nigeria, (2013). Early childhood education is described in Nigeria as the period of learning that takes place from birth to 5 years. This type of education is known as preschool and prekindergarten (pre-k). Ortom (2016) sees early childhood education as the bedrock of education that a child needs for its later educational career. Ortom (2016) stresses that every child should have access to early childhood education.

Barnett (2015) sees early childhood education as any type of educational program that serves children in the preschool years and it is designed to improve the latter school performance. This type of education is also known as preschool and prekindergarten (pre-k). Barnett caps the overall meaning of early childhood education as:

“A kind of education that produces significant gains in children’s learning and development of high-quality education, persistent gains on achievement test scores and decreased crime and delinquency rates. It is assumed that children who participate are less likely to be on welfare as adults compared to those who had not received any early childhood education”.

Albert (2012) defines early childhood education as the kind of education that children need for the latter stages of education in their respective communities. To Albert (2012), such education affords the children better advantages of acquiring all necessary facilities, skills, stamina needed to cope with future academic challenges. Furthermore, the Federal Government of Nigeria (2013) define early child care development and education (ECCDE) as the care, protection, stimulation, and learning promoted in children from age 0-4 years in a

crèche or nursery. Federal Government of Nigeria (2013) considers early childhood education as the one year education given to children of age 5 before entering primary school. Education at this level prepares children for entering school with cognition and early reading skills that help them meet later academic challenges. There are several types of early education programs, including those that are federal, states, or privately funded. However, early childhood education programme may be run by private organizations for profit. These programs are normally tuition-based. The curricular and approach often vary at the pre-school level, but there are generally agreed-upon standards for the types of learning addressed in early childhood education settings. However, education during this period is so crucial that it demands special teachers who have enough training and experience for them to be able to deliver and care for the children as expected.

The objectives of pre-primary education as stated in the National Policy of Education (FRN, 2013) to include effect a smooth transition from home to the school, prepare the child for the primary level of education; provide adequate care, supervision, and security for the children while their parents are at work; inculcate social, moral norms and values; inculcate in the child the spirit of inquiry and creativity through the exploration of nature, the environment, arts, music and the use of toys; develop a sense of co-operation and team-spirit; Stimulate in the child good habits, including good health habits; teach the rudiments of numbers; letters, colours, shapes, forms, etc., through play.

It is based on these outlined objectives that the government agreed to do the following: (as spelt out by policy document FRN, 2013); set and monitor minimum standard for ECCDE; develop and disseminate curriculum materials; policy, national minimum standards and curriculum. implementation guidelines and other materials that will enhance the implementation of pre-primary education; encourage both community and private efforts in the establishment of ECCDE centres based on set standards; make provision in teacher education programme for specialization in early childhood care and education and for

retraining of teachers; ensure that ECCDE Centres adopt the following caregiver /infant ratios; Crèche 1:10;Nursery 1:25; ensure that the curriculum of teacher education is oriented towards play-way method; develop suitable ECCDE curriculum for nationwide implementation; supervise and control quality of ECCDE centres; make provision for the production and effective utilization of learning and instructional materials in adequate numbers and; ensure that the medium of instruction is principally the mother-tongue or the language of the immediate community and to this end develop the orthography of more Nigerian languages and produce textbooks/ supplementary readers and other instructional materials in Nigerian languages.

Beside these functions, the government has been mandated to ensure that the establishment of childhood education and care development centres remains the priority, and financial support of such schools should not be left in the hands of private individuals. In addition to financial support and establishment of early childhood education and care development centres according to the Federal Republic of Nigeria (2013), is charged with the following responsibilities: provide first education for the children between 0-4 years; ensure that all children have access to education at this age; provide all necessary facilities needed for education during this period; encourage the children to have the spirit of determination towards having sound and better education even at a later stage; ensure that governments at all levels do their best to establish more childhood education centres within their jurisdictions.

Though 'establishment' is a general phenomenon but in this sense, it encompasses instructional materials and facilities, financial support, provision for training and retraining of teachers. Infrastructural facilities remain very essential in teaching and learning. They facilitate better understanding of what is taught by the teachers especially at every stage of education including pupils at childhood care centres. There is no denying the fact that instructional materials provide better opportunity for teachers to teach effectively and

efficiently well. To this end, government should see to it that these instructional materials are adequately provided by the government for purpose of delivery (Okobia, 2011). Considering instructional materials, Tety (2016) asserts that “instructional materials shape the behaviour, the belief and also transmit information/knowledge which constitutes the process of teaching”. Olorundare (2015) emphasizes that “instruction is teaching by telling or by imparting knowledge on the learners”. He stresses that the interrelatedness of both teaching and learning lies in instruction materials. Osamwonyi (2016) opines that “instructional materials are kinds of materials/forms of media that the teachers and the learners use in the teaching and learning situations to improve the quality of teaching and learning”.

In view of this, instructional materials are those materials that help the teachers to teach with ease and the learners to learn without any stress. Instructional materials offer learning experience that facilitates reaction from learners (Umar, 2016). However, instructional materials, when appropriately and adequately used by the teachers, the teaching will be more coordinated vis-a-vis, the enhancement of learners understanding of what they are being taught. Government’s role in financial support of early childhood care centres cannot be over emphasized. Obiweluzor (2015) attests to this by observing that “government cannot distant itself from making all necessary provisions for standardization of early childhood care centres”. Obiweluzor (2015) affirms that early childhood care education though remains a budding stage which eventually serves as the foundation for the pupils; therefore, all hands must be on deck by the government to ensure that the future of these pupils is educationally insured.

Amali, Bello and Okafor (2012) reaffirms this view by reiterating the fact that the financial support of early childhood care centres should be the priority of any responsible government”. In this wise, special money intervention should always be earmarked by government for good standard of these centres. In the same vein, Daramola and Eziyi (2010)

observes that “our government has not been sensitive to providing fund to the education industry and this has been deterring the standard of education in this country”.

However, in order to have good standard in our education system, government must ensure that serious attention is given to education. To corroborate this, Alex (2017) agrees that the Lukewarm attitude of our leaders to education has been contributing adversely to the retardation of the standard of education. He maintains that if government focuses attention on education, it shall be a better output. In the light of this, financial support is a sine qua non and efforts must be made to consolidate on it. Infrastructural facilities are needed in our schools and early childhood care development centres are not equally left out. In most of our schools, the classrooms are not more than “pick-and-pack-stores”. Where these facilities are lacking, there cannot be meaningful teaching and learning and the adverse effect of this is poor output

Peter, Alberto, Tigran, Diego and Maria (2019) once observed that “it is the sole responsibility of government to provide all that it takes to effect standard in our school system”. Most of our schools are at poor stage due to the shortage of classrooms, teaching and learning facilities, library and laboratories”. In addition, even where there are enough classrooms they are dilapidated. All these have negative impacts on the teaching and learning activities in the education industry. Abdurrahman (2017) caps it by emphasizing that “only very little attention is given to education and this does not help the situation in the country”. He observes that the early childhood care centres have not been adequate, considered the level of infrastructural facilities. No matter what it takes, standard is required in the early childhood care centres in order to have the expecting standard.

Therefore, the need for teachers training and retraining cannot be brushed aside if they are expected to deliver very well. In view of this, the task now rests on government. The government should create avenues for teachers training in order to update their knowledge. When teachers are not exposed to constant training and retraining, they will not be able to

cope with current and global challenges. Aiwuyo and Omoera (2019) states that teacher training is not only limited to conferences, lectures or symposia but that additional teaching qualification is highly commendable for knowledge update. It is common these days that teachers lose interest to further their education. This cannot help because you cannot give what you don't have. So, teachers should be ready to always seek for knowledge in order for them to compete with their colleagues worldwide. However, if teachers are to be trained and retrained, then the responsibility lies in the government. The government needs to make provision for fund through TETFUND, scholarship, donation, or study leaves so as to assist the teachers. The story is now different because teachers still struggle with the meagre sum to further their studies without reinforcement from the government. The government is now charged with the responsibility of providing fund for teachers training.

The Federal Republic of Nigeria (2013) recognizes early childhood education and thereby gives priority to it for the balanced and sound education of children. Furthermore, section 8 article 13 accounts for the significance of early childhood education and compels government at various levels to attach much importance to it in terms of establishment and financial support. The policy reiterates the need for the government to equally make provision for all necessary facilities needed in a bid to facilitate teaching and learning activities during this period. Therefore, as important as this education is, it is unfortunate that due attention has not been given to it. For instance, Abdulkadir (2010) observes that childhood education has not been given due attention in Nigeria because of the government's negligence towards childhood education. Abdulkadir (2010) maintains that governments at all levels have been showing a Lukewarm attitude to childhood education. Abdulkadri (2010) agrees that though early childhood education is an important stage of education, it appears that little has been done towards its establishment, financial support, and provision of adequate facilities by the government. Abdulkadir (2010) also states that early childhood education is undoubtedly an important stage of education in a child's development; it exposes

the child to a new environment different from the home where he is coming from; it prepares the child ahead of future educational challenges. Hence, the need to do the best to make the learning environment conducive for teaching and learning; determines the quality of education at this stage.

Similarly, Obi (2012) agrees that early childhood education provides the first education for children. That notwithstanding, the priority given to it has been so low in terms of establishment and financial support. Also, early childhood education remains a project for all and sundry for its sustainability and success. Abdulkadir (2010) caps it by advising the government, stakeholders, parents, private individuals as well as school administrators to see Early Childhood Education as very important and, therefore, join hands together in its financial support, establishment, and provision of other logistics required to ensure that education at this level is ensured and stabilized to achieve the objectives which are meant to achieve for the children at this crucial age. Akindele (2009) emphasizes that early childhood care developmental centres may take different outfits from a normal or formal school setting. The researcher adds that this is not unconnected with the benefit of facilities available in the childhood centres: not only this, every child needs extra care and as such special teachers are needed to take care of children at this level.

Therefore, concerning the financial support of early childhood education and care development centre, the Federal Government of Nigeria (FRN, 2013) admits that the financing education should be the joint responsibility of the federal, state/FCT, and Local Governments and the private sector as well. In this connection, the government welcomes and encourages the participation of local communities, individuals, and organizations. The policy documents further showed that efforts towards the improvement in the financial support of education shall include some of the following: increased government investment in education to eliminate the deficiency in public investment between Nigeria and sub-Saharan and developing countries; strengthening governance frameworks and the skills of administrators

at all levels; establishment of a framework for government intervention funds from sectorial bodies like UBEC, TETFUND; strengthening and harnessing policy and capacity to draw in and effectively utilize resources from international and local development partners; encouragement of formal participation of alumni bodies in the financial support of education from pre-primary to tertiary institutions. The Federal Government of Nigeria (2013) recognizes early childhood education and therefore mandates all the three tiers of government to ensure that due attention is given to the establishment of early childhood education and care development centres with the following terms of reference: ensure the establishment of child care development centres; provide all necessary logistics for the smooth running of these centres; ensure that teachers are available in all these centres; provide all needed facilities for effective teaching and learning activities; monitor these centres and ensure that no stone is left untouched.

Johnson (2016) is of the view that little attention is given to early childhood care development and education in Nigeria. Johnson (2016) maintains that education at this level should be handled with all attention and seriousness to meet the objectives for which it is being established. Also, this level of education appears to be left in the hands of private individuals who are saddled with the responsibilities of establishing, financial support, and providing all necessary facilities for a child education during this tender age. It is against this background that research investigated government involvement in establishment of early childhood care development and education in Moro Local Government area of Kwara State, Nigeria.

Statement of the Problem

The quality of education in Nigeria in recent past decades have been on the steady declines. The case is not different from the early childhood or pre-primary education. A look into the pre-primary educational system in Nigeria reveals that the attainment of the purpose of the early childhood education which is anchored on laying solid foundation for the

cognitive, physical and emotional development of preschool children with a view to preparing them for the future is far from reality. Many scholars, educationalists, and researchers have shown significant inputs in the study of early childhood education. Such studies include: the analysis of learners' performance at ages 0-5 years. The study was within early childhood; the significance, impact, description, and analysis of children's environment in early childhood education in Nigeria. Therefore, previous researchers have worked extensively on other areas like comparative analyses of learners' performance in private early childhood care centres and public early childhood centres; the relationship between children's exposure in childhood education centres in public and private establishments and a host of others.

Despite the research works on early childhood education in Nigeria and Moro in particular, based on the researchers' knowledge there was no empirical study on the assessment of government involvement in the establishment of childhood care development centres in Moro Local Government Area of Kwara State. However, this study focuses on the need to assess the involvement of government in the establishment of early childhood care development centre in Moro Local Government Area of Kwara State in a bid to equally investigate the importance of cognitive, physical and emotional development of preschool children Vis a Vis the essential needs of these centres in terms of features, infrastructural development, as well as instructional materials in order to establish their effective teaching and learning at early childhood care development education in Moro Local Government Area of Kwara State. This allows the researcher to examine the contribution and involvement of government towards the establishment and provision of facilities in these centres across the nooks and crannies of Moro Local Government Area of Kwara State.

Purpose of the Study

The main purpose of this study was to assess the government's involvement in the establishment and financial support of early childhood care development and education in Moro Local Government Area of Kwara State. Specifically, this study sought to assess:

1. The level of government's involvement in provision of infrastructural facilities in early childhood centres in Moro LGA.
2. The level of government's involvement in financial support of early childhood centres in Moro LGA.
3. The extent to which government supply learning materials to early childhood centres in Moro LGA.
4. The level of government's involvement in early childhood centres with respect to training and retraining of teachers in Moro LGA.

Research Questions

The following research questions were raised for this study:

1. What is the level of government's involvement in infrastructural facilities in early childhood centres in Moro LGA?
2. What is the level of government's financial support to early childhood centres in Moro LGA?
3. To what extent does government supply learning materials in early childhood centres in Moro LGA?
4. What is the level of government's involvement in early childhood centres with respect to training and retraining of teachers in Moro LGA?

Significance of the Study

The findings of this study are expected to be of great help to educationists, policymakers, school administrators and pupils in the following areas. The findings of this study are also expected to be of immense benefit to the educationists in the education industry in the sense that it will assist them to have thorough knowledge of government's involvement in the establishment of early childhood centres in Moro Local Government Area of Kwara State. In this wise, they will be adequately informed of the necessity of having a proper record of early childhood centres in Moro Local Government in respect of the overall contents of this research.

In the same vein, the policymakers are not left out in the scheme of benefitting from this work. The research will be a pivotal to address the possible areas of weaknesses on the part of government especially those that require urgent attentions like infrastructural facilities, learning materials as well as the overall standard of these centres.

To the school administrators, this work will remain an experimental tool to assess the involvement of government in the establishment of early childhood centres in Moro Local Government Area of Kwara State. Besides, the findings of the study will reveal to the school administrator, the standard of the centres as well as the facilities available in the centres and examine how often such facilities are used during teaching and learning process. However, this work will offer useful information to the parents to ascertain the extent to which the government has supported early childhood education in Moro Local Government Area Kwara State.

Above all, the school administrators would be able to identify areas of priority, concern, problems and offer useful solutions. More importantly, the school administrators or will find this research beneficial because the findings of the study would be a wakeup call for proper management of early childhood care development and education centres in Moro

Local Government Area of Kwara State. Similarly, the work will assist the pupils to have holistic development with a view to prepare them for the future.

Delimitation of the Study

This study examined government's involvement in the establishment and financial support of early childhood care development and education centres in Moro Local Government Area of Kwara State. This study was conducted in public early childhood care development and education centres in Moro Local Government Area of Kwara State. The respondents in this study are the head teachers

Operational Definition of Terms

The following terms were operationally defined in this study:

Early Childhood Education: It is referred to the one-year education giving to children aged five prior to their entering primary school.

Care: It is the act of overseeing the pupils in terms of their needs towards effecting good learning conditions and outcomes.

Government: It is an institution that is to be responsible for the financial support and establishment of early childhood education and care development centres.

Involvement: This refers to the level to which government engage in establishing early childhood education centres.

Establishment: It refers to government provisions of infrastructural facilities, financial support, instructional materials as well as training and retraining of teachers.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter presents the existing literature relevant to the assessment of government involvement in the establishment of early childhood care development and education in Moro Local Government Area of Kwara State. The literature are reviewed under the following sub-headings;

Theoretical Review

Constructivism theory (Jean Piaget 1896-1980)

Conceptual Review

Concept of Early Childhood Education

National Policy on Education

Early Childhood in Nigeria

Government's provision of instructional materials early childhood education

Government's training and retraining of teachers in early childhood education centres

Government's provision of financial support in early childhood education centres

Empirical Review

Government's involvement in establishing and funding early childhood care development centres.

Government's involvement in training and retraining of teachers.

Challenges in early childhood care development centres in Nigeria.

Appraisal of Reviewed Literature

Theoretical Review

The study was guided by the Jean Piaget's theory of constructivism which was presented by different opinions, views and arguments of scholars.

Constructivism Theory

The idea of constructivism theory was introduced by Jean Piagets (1896-1980). He was a child psychologist who studied young children during their early years. The theory of constructivism is a theory in education that recognizes the learners' understanding and knowledge based on their own experiences before entering school. It is associated with various philosophical positions, particularly in epistemology as well as ontology, politics, and ethics. The origin of the theory is also linked to Jean Piaget's theory of cognitive development. Constructivism in education has roots in epistemology, which in philosophy is a theory of knowledge, which is concerned with the logical categories of knowledge and its justification basis. Epistemology also focuses on both the warranting of the subjective knowledge of a single knower and conventional knowledge. In constructivism, hence, it is recognized that the learner has prior knowledge and experiences, which are often determined by their social and cultural environment.

Learning is therefore done by students "constructing" knowledge out of their experiences. While the Behaviourist school of learning may help to understand what students are doing, educators also need to know what students are thinking, and how to enrich what students are thinking. Some scholars state that the constructivist view emerged as a reaction to the so-called "transmission model of education", including the realist philosophy that it is based on. Constructivism can be traced back to educational psychology in the work of Jean Piaget (1896–1980) identified with Piaget's theory of cognitive development. Piaget focused on how humans make meaning about the interaction between their experiences and their ideas. His views tended to focus on human development concerning what is occurring with an individual as distinct from development influenced by other persons.

Lev Vygotsky's (1896-1934) theory of social constructivism emphasized the importance of sociocultural learning; how interactions with adults, more capable peers and cognitive tools are internalized by learners to form mental constructs through the zone of proximal development. Expanding upon Vygotsky's theory, Jerome Bruner developed the important concept of instructional scaffolding, whereby the social or informational environment offers support (or scaffolds) for learning that are gradually withdrawn as they become internalized. Despite, views more focused on human development in the context of the social world include the sociocultural or socio-historical perspective of Lev Vygotsky and the situated cognition perspectives of Mikhail Bakhtin, Jean Lave, and Etienne Wenger; Brown, Collins and Duguid; n Newman, Griffin, and Cole, and Barbara Rogoff. However, the concept of constructivism has influenced several disciplines, including psychology, sociology, education, and the history of science. During its infancy, constructivism examined the interaction between human experiences and their reflexes or behaviour-patterns.

Piaget called these systems of knowledge "schemes". Schemes are not to be confused with schema, a term that comes from schema theory, which is from information-processing perspectives on human cognition. Whereas Piaget's schemes are content-free, schemata (the plural of schema) are concepts; for example, most humans have a schema for "grandmother", "egg", or "magnet." Meanwhile, constructivism does not refer to a specific pedagogy, although it is often confused with constructionism, an educational theory developed by Seymour Paper, inspired by constructivist and experiential learning ideas of Piaget. Piaget's theory of constructivist learning has had a wide-range of impact on learning theories and teaching methods in education and is an underlying theme of education reform movements.

The relevance of constructivism theory to this study lies in the fact that it sheds more light on the necessities that make a structure as a whole. These necessities include: assessment, structure and functional effect of a system. By assessment, the theory takes into

cognizance of the rubrics that are involved in the system as a whole. Structural make up of a system encompasses the organizational arrangement by hierarchy while system itself comprises the organization in its entirety. However, since our study centres on assessment of a system, the need for constructivism becomes necessary in order to address the subject matter of this study.

The Conceptual Review

The conceptual reviewed of this study was carried out under the following sub-headings

The Concept of Early Childhood Education

The term early childhood education encompasses all forms of education both formal and informal, provided for young children up to approximately eight years of age (Albert, 2012). This type of education is fundamental to the development of a child and can significantly shape the later years of an individual life. Albert (2012) further stresses that there are several different facts that all combine to contribute to a child's early education. In his opinion in terms of informal education, the primary source of input when it comes to a child's development is, of course, its relationship with its parents or primary caregivers. In essence, parents can be considered to be a child's first teacher. It was further maintained that this relationship is especially critical between 0-2 years of age as the child begins to develop a sense of self and establishes attachment with its parents. However, the quality of the attachment formed at this stage of life has a significant impact on a child further education.

Jim and Orthom (2016) are of the view that "Early Childhood Education is the formal education that a child receives at a young age". They both agree that this stage of education typically spans years 0-4 in a child's life. They observe that early childhood education embraces all that it entails for a child to acquire formal education at a young age most especially between the ages of 0-4 years. Education at this stage allows the child to make a

difference between him or his immediate environment (homes and school) equally reaper the child ahead of the future academic endeavours.

Aboyade (2009) observes that “an early childhood education remains a foundation for the child in that the child develops and acquires all that may be needed for future education goals. In a similar vein, Ahmed (2010) agrees with this submission and asserts that “every child needs preschool experience before its integration into the mainstream of full section period”. He specifies that education at this period calls for all attention from the teachers for the child to be able to function and cope effectively well. Obidi (2008) caps it all by saying that: early childhood education is a prelude to the future academic career of any child. Going by its significance it cannot be brushed aside because it serves as a foundation for the child. Besides the child is for the first time being exposed to a new environment, therefore it must be adequately taken care of by the experts so that the child finds it very easily to adjust and cope until new challenges he now faces which are entirely different from home.

According to the National Education Association of Nigeria (2018), A high-quality ECCDE Programme consists of five important components which are: It should provide a well-rounded curriculum that supports all areas of development, it should address child health nutrition and family needs as part of a comprehensive service network, it should assess pupils’ mode of entry, learning, and identify their areas of peculiarity, it should employ well-educated adequately field teachers, and it should provide small class size and low teachers child ratios. These five components should therefore be the pillars of any quality early childhood education program. However additional characteristics of a high-quality program include nutrition, meals, and snacks constant measure of children’s progress

Johnson (2010) describes early childhood education as a kind of education that helps to prepare children in the pre section age. He stresses that early childhood educators are responsible for caring for and educating young children. However, the areas of study within this period focus on both cognitive and social development which includes various activities

that engage pupils' abilities to flourish. Johnson (2010) agrees that there are many career paths during this school period including teaching managing a day-care and providing in-home care for children. He highlights the following as early childhood education careers. Pre-school teacher; kindergarten and elementary section teacher; nanny; childcare centre director school counsellor or psychologist. However, early childhood education will give the teacher the accurate and adequate knowledge of how to take care of the pupils very well as well as affording the pupils an opportunity to relate with their teachers as well. However, the significant effect of early childhood education abound.

Agum (2006) comments that one of the significant effects of ECE is its capacity to close the education gap between low and high-income earners pupils/students. This has been so far demonstrated and identified with pupils from poor homes background. Etim (2012) also agrees that early childhood education helps children to learn, how to develop a solution to problems; it teaches steps and processes until increasing confidence. In the opinion of Joseph (2008) "Early childhood education is beneficial for childhood ages 0-4 years. It also often refers to as pre-section, pre-kindergarten, day care, nursery section, or early education. No matter the name, each serves the same purpose to prepare young children for their transition into elementary school at a later stage for adequate and accurate output".

Abubakar (2006) is also of the opinion that early childhood education provides ample opportunity for pupils to have enough resources for elementary education to excel well. Abubakar (2006) itemized the size benefits of early childhood education as follows ; it helps children to learn and develop; it stimulates the skills; it improves social skills, it increases health and wellness physical and emotional; it supports parents, family, and community; it helps children like their best. Besides the foregoing benefits and purpose of early childhood education, Cyril (2007) affirms that "the benefits of ECE are innumerable in that it gives room for adequate and proper necessities which are Sine qua non towards child future educational endeavour. He emphasizes that early childhood education has a better advantage

of creating time for fun and learning. After all, kids will be more encouraged to study and attend school if they are having fun. Also, the environment and low-stress condition will help kids absorb new concepts and learn things.

National Policy on Education

The goal of the government was for the National Policy on Education's development plan in pre-primary education to be distributed effectively, but there are many flaws in the plans process and implementation as discussed in this section. One area is in provision and distribution of policy guidelines for the establishment and management of pre-primary institutions. One major problem was the federal government's decision to facilitate the objectives of pre-primary education by the granting permission for private establishments of pre-primary education in the countries, but not the participation of the public schools in their establishment. Presently there are many ill-equipped, substandard pre-primary schools scattered all over the country.

This is as a result of lack of supervision and inspection to ensure that standard and quality are maintained. It is assumed that with the amount of money being charged by these commercial institutions that the facilities should be of high standards, but the reverse is the case. Therefore there is a need for the federal, state, and local governments to put measures in place to ensure standards. This is because the pre-primary level is the bedrock for a smooth transmission to the primary school. If the foundation is faulty, it will naturally affect the superstructure. The policy ironically failed in this aspect.

Currently, there is no provision in teacher education programs for specialization in early childhood education. Unfortunately, significant provision is yet to be made in any public or private teacher training institution in Nigeria for the production of professional teachers in early childhood education. Most tertiary institutions in Nigeria run teacher education B.Ed. programs that will lead the graduate to secondary or primary school teacher

in subject areas other than early childhood education. Such specialists in early childhood are few and because of low wages and job insecurity associated with the private institutions, many otherwise interested teachers cannot afford to take these positions. The government to date has not effectively addressed the lack of early childhood teacher education.

Thirdly, the NPE (2013) ensures that the communication medium of early childhood institutions is principally the mother tongue (MT) or language of the immediate community (LIC) and orthography and textbooks of Nigerian languages will be produced to enhance MT and LIC. Ironically, in most of pre-primary schools in Nigeria the medium of instruction is principally the English language. As far as mother tongue instruction is concerned, Emenanjo (2001) notes the value attached to native language as regards to protection, preservation, promotion of Nigerian culture, as well as its role in promoting interethnic unity that enhances human dignity and subsequently helps promote national unity and integration in the country. This policy supported by the Constitution of the Federal Republic of Nigeria and justified in the National Policy on Education.

The use of English Language for a child to the neglect of his mother tongue has a negative influence on the child's cultural background which the policy is meant to protect. Contrary to this most parents want their children to be immersed in the English Language as early as possible because of the perceived advantages and beliefs that knowledge of English accelerates the teaching process for children entering the primary and other levels of the educational system. On the other hand, evidence shows that, if children are taught with their mother tongue, they learn and develop faster intellectually, cognitively, and psychologically (Fafunwa, 1984). The policy has failed in the aspect of language implementation. The question is, does it mean that the teachers teaching those children do not speak their native language? How do we promote culture when our children cannot speak their mother tongue or language of the immediate community? These questions are for the policy makers to review and address.

Fourth, the NPE ensures that the main method of teaching at this level shall be through play and that the curriculum of teacher education is oriented to achieve this. As a result of the government inability to regulate and control private establishment and operation of pre-primary education in the country, some schools employed teachers who are neither trained to teach nor know how to handle or relate to children. Moreover, there is no standard curriculum to guide the activities of these teachers. Such people without teaching pedagogy cause the children to lose interest in education as they are unable to present the teaching and learning experiences to children in a stimulating, sequential, and logical manner as prescribed by Robinson and Robinson (1968).

Lastly, the input of government in terms of the financial aspect in pre-primary education has been very negligible as stated by Maduewesi (2001). Pre-primary education is recognized by the federal government in the National Policy on Education, which stated that financing education shall be a collective effort and responsibility of the three tiers of government, but it is found that there is no financial provision for education at the pre-primary education level. The only time the government financed education at that level was through the Early Child Care (ECC) project of the NERDC which was founded through the collaboration of UNICEF and Federal Government of Nigeria and other international agencies prior to 2001 (Maduewesi 1992).

Early Childhood Education in Nigeria

Early childhood education is a starting point for a child development and the key foundation of the Nigerian education system (Obiweluzor, 2015). This type of education is recognized by the Nigerian Policy on Education (FRN, 2013) Pre-primary education is the education given to young ones or learners before the age of entering primary education or pre-primary education is defined by the National Policy on Education (FRN, 2013) as the education given in educational settings for children age 0 -5 years in preparing their entry into the primary section. This type of education is currently provided by private

entrepreneurship. Early childhood education can be traced to the effort of prominent European education experts like John Amos Comenius (1590-1690), J.J Rousseau (1782-1788), Johann Heinrich Pestalozzi (1748-1827), and Friedrich Froebel (1782-1751).

These experts championed the right of children to early education. Their tone, many educationists and scholars including Maducwesi (1992) and Fafunwa (1967) supports and advocated for the views held by these earlier educators that there is a need for good early childhood education to help students develop their full potentials. The first pre-primary education was founded in 1816 by Robbert Owen (as cited in Obiweluzor 2015) The early expert in childhood education was envious to see the childhood of the rich and the poor have the opportunity and the privilege to be educated. With the phasing out of infant classes, some parents began to feel the need for nursery sections.

The demand for nursery education was however very low in Nigeria until recently. A study for the provision of nursery education in Lagos conducted by Makinwa- Adebusoye (1981) showed that only 7.7% out of 948 parents sent their children to the nursery section or group care centre. In a similar vein, a study conducted by Orebanjo (1981) showed that working mothers in Ile-ife which is a semi-urban area preferred keeping their children to members of extended families for childcare rather than sending them to day-care centres or nursery schools. This invariably showed that parents at that time did not value pre-primary education. Consequently, the need arose for educational administrators, as the then military government of Nigeria revealed the need for pre-primary education in Nigeria and gave official recognition to it in the National policy on education (1977) and revised 1981, 1998 and subsequently revised again under an elected civilian government in 2004, 2007, and 2012. The operational objectives of pre-primary education as stated in the National policy of education (FRN, 2013) include:

“Effecting a smooth transmission from the home to the section; preparing the child for the primary level of education; providing adequate care and supervision for the children until their parents is at work; inculcating in the child the spirit of inquiry

through the exploration of nature and environment art, music, and playing with toys; developing a series of co-operation and team spirit; inculcating social norms; learning good habit especially good health; teaching rudiments of numbers etc. through play”.

The few points highlighted above are the objectives of early childhood education as pointed out by the National Policy of Education (2012), However, Aderibigbe (2016) opined that: The objectives of early childhood education are many and even numerous: it creates room for pupils to build the required skills to function well in the elementary section and careers. Besides, it allows the pupil to have the first educational exposure in life and as such, they can accumulate and adjust to the new environment where they find themselves.

Early childhood education involves a cognition development of the child since it provides a background for the first learning of the child. For the child to be able to function well, it needs a section. The section should be well felicitated with both human and non-human resources. The learning environment should be conducive enough for the child to learn effectively well in the section. The teaching materials should be within the experience and exposure of the child for proper learning. The teachers as a resource person must up and doing in terms of being taught and how to teach it as well. He shouldn't be too harsh and make the teaching to be funfair. If the structure is well implemented, the teaching and learning activities will be meaningful.

Onita (2009) observes that “for an early childhood education to be realizable, the teacher and the section administrators have a lot to do”. The section makes rows in for a conducive learning environment for the pupils and ensures that teaching is well equipped with all necessary features needed. He identifies the following as the necessities of an early childhood education or pre-primary education: the need for adequate learning environment; effective and efficient teachers; Sound and knowledgeable teachers; provision for necessary features in the sections; learners experience must be put into consideration and special consideration must be given to the time of the lesson and ensuring that teaching is within the

reach of the learners. However, for full implementation of early childhood education and for it to meet its objectives, the National Policy of Education (2013) specifies these guidelines stated by the movement. These include to:

1. Establish pre-primary section existing public section and encouraging both communities and private efforts in the provision of pre-primary education; make provision in teaching education programs for specialization in early childhood pre-primary education;
2. Ensure that the medium of instruction is principally the language of the immediate community as develop the autography of many more Nigerian languages provide textbooks in Nigeria Languages.
3. Ensure that the main method of teaching at this level shall be through play and that the curriculum of teacher's education is oriented towards activities regulated and control the operation of pre-primary education. To this end the teachers and the pupil ratio shall be 1.25
4. Set and monitor the minimum standard for early childhood centres in the country.
5. Ensure full participation of government, communities, and teachers association in the running and maintenance of early childhood education facilities (FRN, 2013).

Government Provision of Instructional Materials for Early Childhood Education

Education is an important instrument for the development of a nation's social life, human resources, political awareness and the economy at large. It is clearly stated by the Federal Republic of Nigeria (1988:15) in her National Policy of Education that 'education has been adopted as an instrument for effecting national development'. It is in the light of this that the federal government is doing everything possible to see that illiteracy rate is reduced or totally wiped out of the nation because no country can grow beyond the educational level of its citizenry. Nursery education or early childhood education which is the first stage of formal school system in Nigeria today forms the bedrock of an individual's

education life. This is because the quality of an individual's subsequent educational prowess depends largely on the quality of nursery education that the individual received. Hence the broad aims of nursery education within Nigeria can be summarized as preparation and laying of strong foundation for primary school and other levels of education in future.

The Federal Republic of Nigeria (2013), stated that nursery education is the education given in an educational institution to children between the ages of three (3) and five (5) prior to entering into primary school. Nursery education began as a private enterprise in Nigeria and continued until the year 2003, when the federal government and the United Nations International Children Education Fund (UNICEF) took inventory of early childhood care facilities in Nigeria and discovered that most of the facilities were privately owned. It was then that the Universal Basic Education (UBE) act (2004) included programmes and initiatives for early childhood education and development in states and local government areas. To make it more effective, the UBE programme made provision for every public school to have a nursery school linkage to cater for children aged 3 – 5 years. This is a period of growth and vulnerability in children. They are extra active at this stage, inquisitive and very curious to know the 'how' and 'why' of everything they see. It is because of this that teaching and learning process requires a sort of simulation and adequate use of instructional materials to make lessons interesting and meaningful, especially in English language.

The impact of instructional materials in teaching and learning in the school is indisputable. Teaching at any level requires that students be exposed to some forms of simulation. Ikerionwu (2000) refers to instructional materials as objects or devices which help the teachers to make learning meaningful to the learners. Instructional materials are materials which assist teachers to make their lessons explicit to learners. They are also used to transmit information, ideas and notes to learners (Okorie 1982). He identified instructional materials to include both visuals and audio visuals such as pictures, flash cards, charts, posters, tape recorders, radio sets, video, television sets and computers among others. These

materials and equipment serve as supplements to the traditional or normal processes of instruction. The use of instructional materials provides the teachers with interesting and compelling platforms for conveying information since they motivate learners to learn more. Furthermore, the teacher is assisted in overcoming physical difficulties that could have hindered his effective presentation of a given topic to the learners. According to Zhihong, Leijuan and Xiaohui (2010) the use of electronically mediated instruction to duplicate the traditional face to face classroom has resulted in a shift from teacher to student centred classes. In this situation, the responsibility for learning is shifted to the students. The teacher only facilitates the learning by acting as a coach, resource guide and companions in learning. The use of instructional materials therefore does not only encourage teachers and students to work collaboratively, but also results in more cooperative learning activities among the students.

The purpose of instructional materials is to promote efficiency of education by improving the quality of teaching and learning. Incorporating these tools and materials present, supports and reinforces teaching. According to Aduwa, Ogiebeen and Imogie (2005), these materials and resources including audio tape recorders, video tape recorders, slide projectors, still pictures, programmed instruction, film strips, maps, charts, graph, opaque projectors, overhead projector and many more, offer a variety of learning experiences individually or in combination to meet different teaching and learning experiences.

Government Training and Retraining Of Teachers in Early Childhood Education

Centre

The teacher is one of the most important inputs in the education system. He shapes the direction and influences to a great extent other educational inputs to achieve the stated goals of the education industry. The extent to which this can be done depends on the quality and quantity of training received by teachers since the quality of educational outcomes depends to

a great extent on the quality of teachers. In recognition of this enormous role that the teacher plays, Ukeje (2007) observed that the power to heal or kill, build up or tear apart depends particularly much on the teacher who is the most important part of the education process. Teacher productivity seems to be a nagging issue in education. This low performance by teachers could be attributed to many factors and could also have adverse effects on students' performance which is one of the outcomes of teacher productivity. Productivity can be measured as a ratio of output to input. In the context of the school system, productivity is measured in terms of both efficiency and effectiveness, since the realization of goals and objectives in the school depends on the efficiency and effectiveness of the teachers (Garret & Poole as cited in Ajayi & Afolabi 2012).

Training is a very important aspect of pupils' development. Training according to Udo in Ezeani and Oladele (2013) is the development of specific skills and attitudes needed to perform a particular job or series of jobs; to maximize the productivity of the individual and improve the overall organizational efficiency. Ohakwe also in Ezeani and Oladele (2013) defined it as a continuous assistance or coaching, given to an employee in order to make him have current knowledge of the job content, scope and relationship within the organization. Retraining is an on-the job training used by organizations to bring about development and improved competency in workers. This is essential especially with the frequent policy changes in education and also in the evolving new knowledge and technology based society. Retraining teachers can help to reduce mistakes and improve innovations in the teaching profession. Training and retraining of teachers can be done in different ways.

The purpose of training and retraining is to update, develop and broaden the knowledge that teachers had acquired during the initial teacher education and/or provide them with new skills and professional understanding. It improves the effectiveness of teachers. In the words of Ngala and Odebero (2010) training and retraining were seen as "a vehicle to improve on teachers teaching effectiveness". They further noted that teachers getting involved in pupils'

development programmes, particularly pursuing higher education and training motivate them into taking their teaching roles more seriously. Teacher training programme in Nigeria has undergone radical changes over the years. It started with the training of Grade IV; Grade III; Grade II; the Nigeria Certificate in Education (NCE) and now Institutes and Faculties of Education in the universities. The essence of these changes is to improve the quality and competence of the teachers (Okeke, 2012 & Wellington 2012). Okafor (2015) re-affirmed that teachers are the main determinants of quality in education. She pointed that if they are uncommitted, unmotivated, uninspired and untrained the whole nation is doomed. This entails that the kind of secondary school teachers trained in the Nigerian Colleges of Education need re-training or upgrading to enhance quality and performance (FME, 2008).

Governments' Provision of Financial Support in Early Childhood Centre

Financial support of early childhood education centre is the process by which government provides all the essential teaching and learning materials for overall development of the school. Aromokeye (2010) believes that financial support of early childhood care development is not only left with the private sector but the government as well. He identified the following as the contributions of government towards the financial support of early childhood education in the country: Procurement of furniture for the centres, payment of staff salary; construction of building /classroom in these centres, provision of enough logistics to these centres. Such logistics include: registers, schemes of work, writing materials, first aid boxes, teaching aids/ materials and provision of means of transportation. All these stressed by Aromokeye (2010) allowed room for the smooth running of the centres vis-à-vis the improvement of teaching and learning processes. Meryers (1995) agrees that governments at a various levels have been trying hard to ensuring that early childhood care development education writers, robust financial support, and pronouncing such that function are not left with the private sector alive. He maintains that there are concerns that goals government

financing, financial support, operation, and control of early childhood care development centre education. These include availability of resources, efficiency and cost-effectiveness, accountability, quality, equality diversity and choice.

The foregoing are seeing as the criteria needed for governments' involvement in the financial support of early childhood care development education. He condemns the act of leaving the financial support of these centres with private individuals, organizations or individuals. Aboyade (2009) comments that:

“A great deal of government efforts and involvement in education has been focused to date with special attention on pre-primary and primary education. Such effort include: finding and pronouncing of the pre-primary and primary sector by not only even the government but international donors like UNESCO, AU, UN, and other internationally recognized institutions across the globe”.

Ajayi (2008) collaborates the need for the government's involvement in financial support of early childhood education in hygiene. She observes that: “to achieve success in any public service, the issue of pronoun/finding cannot be overlooked”. If education is poorly funded, it will affect the staffing, pupil-teacher, ratio, the provision of infrastructure and the like, which include having a grace effect on what is likely to be the quality of the output. This is the reason many developed nations make provisions for the finding of the services for their researchers. The finding of this segment is given a prime place in the nation's budget. For instance, American estimated the cost of providing quality pre-school education just under 70 billion a year based on an annual cost-per-child of around 8700. The estimation covered, the full costs of the programs including facilities, administration, and support services. So that every child could participate. Therefore, in light of this, now that Nigeria is committed to early childhood care development education, it can learn from other nations that support education, the right of every child; it requires the government to make a realistic budget for this educational sector. At the same time, there should be proper monitoring and coordination of the disbursement of the fund earmarked for the sectors so that every child is truly taken care of.

Empirical Review of Literature on Early Childhood Education

The following related empirical review were reviewed under the following sub-heading:

Government Involvement in Establishing and Funding Early Childhood Care Development Centres

Amali, Bello and Okafor (2012) investigated pre-primary schools programme activities in Kwara State. The objective of the study was to determine the extent to which the programme of the school has met with the stipulated policy statement as contained in the National Policy on Education. The study adopted descriptive survey research design and the instruments used was questionnaire. The sample for the study consisted of 265 teachers using simple random sampling technique. The study revealed that government involvement in commitment and support in pre-primary education is low and also the infrastructural facilities and instructional materials provided by the government are not adequate. The similarity between Amali, Bello and Okafor study and the present study is that both studies used pre-primary school while the difference between the two studies are the research design, sample size and the instrument.

Akinrimisi, Adeyemi and Iroegbu (2020) investigated Government's Involvement in Implementation of National Policy on Early Childhood Education in Nigeria. The aim of the study was to assess the government's involvement in the implementation of national policy on early childhood education in south western Nigeria. The study adopted descriptive survey research design and data was collected through interview and checklist. The sample for the study consisted of 390 respondents which consisted of head teachers, teachers and parents using multisampling technique. The study revealed that governments are involved in establishing and providing pre-school facilities at a high level. The similarity between Akinrimisi, Adeyemi and Iroegbu and the present study lies in the fact that both studies are

concerned in investigating government involvement in early childhood centres: The difference between these studies are the sample size, research design and instrument.

Government involvement in training and re-training of Teachers

Igbinedion, Abraham and Nwogu (2016) examined Government's Involvement in Safety Management in Public Early Childhood Education Centres (ECECs) in Rivers State, Nigeria. The aim of the study was to examine government's involvement in safety management in public ECECs. The study adopted descriptive survey research design and data were collected through questionnaire. The sample for the study consisted of 1000 respondents. The study revealed that government involvement in training of teachers is at low level. The similarity between the studies is that both studies conducted their research at early childhood centres. The difference between the studies are the research design, sample size, instrument and also Igbinedion, Abraham and Nwogu investigated safety measure in early childhood centre which was not investigated in the present study.

Omotuyole and Okudo (2014) investigated professional development of early childhood and language education teachers for sustainable development. The aim of the study was to examine the impacts of professional development of teachers as a tool for sustainable development among Early Childhood and Nigerian language teachers. The study adopted descriptive survey research design and sample comprised 150 teachers from public and private early childhood centres using stratified sampling technique. Data were collected through questionnaire. The study revealed that training of teachers through seminar and workshop was not regularly organized. The similarity between Omotuyole and Okudo study and the present study is that both studies conducted their research at early childhood centres while the difference between Omotuyole and Okudo study and the present study are the research design, sample size and instruments.

Aiwuyo and Omoera (2019) researched on assessment of the learning environment of early childhood and development education in public schools in Esan West Local

Government Area of Edo State, Nigeria. The aim of the study was to examine the learning environment of children in public early childhood centres. The study adopted descriptive research design with a sample of 117 teachers through simple random sampling technique. Data were collected through questionnaire. The study revealed that teachers were regularly trained by the government. The studies are similar because both are concerned with early childhood centres. The present study is different from Aiwuyo and Omoera study because while Aiwuyo and Omoera investigated the teacher/ pupil ratio which was not investigated in the present study.

Challenges in Early Childhood Care Development Centres in Nigeria

The challenges of Early Childhood Care Development Centres in Nigeria abound in the literature. Amadioha (2017) examined challenges of early childhood education in Nigeria: implication for assessment of early childhood curriculum implementation in Port Harcourt, River State. The aim of the study was to investigate challenges facing early childhood education in Nigeria. The study adopted descriptive research design with a sample of 200 parents through simple random sampling technique. Data were collected through questionnaire. Some of the problems identified in the study are: inadequate trained teachers, overcrowded classes, lack of teaching and learning resources and low motivation of teachers. The studies are similar because both are concerned with early childhood centres. The difference between the two studies is respondent.

Eze-Thecla (2016) investigated the challenges of pre-primary education in Enugu State, Nigeria. The aim of the study was to examine the challenges of pre-primary education in Enugu State. The study adopted descriptive research design with a sample of 108 teachers through simple random sampling technique. Data were collected through questionnaire. Some of the challenges revealed in the study are: inadequate learning materials and infrastructural facilities, inadequate training and retraining of teachers, inadequate funding of schools and poor attitude of teachers to work. The studies are similar because both are

concerned with early childhood centres. The present study is different from Eze-Thecla study because Eze-Thecla only investigated the challenges facing early childhood centres

Appraisal of Reviewed Literature

The literature review started with a various views and opinions on Jean Piaget constructivism theory which serves as the theory that guide this study. This was followed by a critical review of the conceptual review such as Concept of Early childhood Education, National Policy on Education, Early Childhood in Nigeria, Government Provision of Instructional Materials Early Childhood Education, Government of Training and Retraining of Teachers in Early Childhood E-Centre, Government Provision of Financial Support in early Childhood Education Centre. The concept that were reviewed showed the significant factor the government play in Early Childhood Education Centre.

The related literature on past studies on government involvement in establishment of early childhood care development and education were reviewed and compared with the present study such as Amali, Bello and Okafor (2012) investigated pre-primary schools programme activities in Kwara State .The objective of the study was to determine the extent to which the programme of the school has met with the stipulated policy statement as contained in the National Policy on Education. The study adopted descriptive survey research design and the instrument used was questionnaire. The sample for the study consisted of 265 teachers using simple random sampling technique. Akinrimisi, Adeyemi and Iroegbu (2020) investigated Government's Involvement in Implementation of National Policy on Early Childhood Education in Nigeria. The aim of the study was to assess the government's involvement in the implementation of national policy on early childhood education in south western Nigeria. The study adopted descriptive survey research design and data was collected through interview and checklist. The sample for the study consisted of 390 respondents which consisted of head teachers, teachers and parents using multisampling technique. Also, Aiwuyo and Omoera (2019) researched on assessment of the learning environment of Early

Childhood and Development Education in Public Schools in Esan West Local Government Area of Edo State, Nigeria. The aim of the study was to examine the learning environment of children in public early childhood centres. The study adopted descriptive research design with a sample of 117 teachers through simple random sampling technique. Data were collected through questionnaire. The study revealed that teachers were regularly trained by the government. The studies are similar because both are concerned with early childhood centres. The present study is different from Aiwuyo and Omoera study because while Aiwuyo and Omoera investigated the teacher/ pupil ratio which was not investigated in the present study. Going by the research instrument, this study is different from other previous researches because it made use of rating scale and interview guide while questionnaire, interview and check-list were the main instruments used by the previous researchers and the research design previous studies employed was descriptive survey research design while the present study adopted explanatory mixed method. The advantage of this method over the previous research methods is that it combines both qualitative and quantitative data to arrive at concrete solutions whereas the methods adopted earlier by the previous researchers did not give room for comprehensive analysis of qualitative and quantitative data. This actually creates a wide gap which this study intends to fill.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter presents research methodology that was used for the study. The chapter is presented under the following sub-headings: Research Design, Population of the Study, Sample and Sampling Techniques, Research Instrument, Validity and Reliability of the Instrument, Procedure for Data Collection and Method of Data Analysis.

Research Design

The study adopted explanatory mixed method to assess government involvement in the establishment of early childhood care development centres in Moro Local Government Area of Kwara State. A mixed method research is an approach to inquiry that combines or associates both qualitative and quantitative forms of data analysis to arrive at concrete solutions. The essence of using explanatory mixed method is to give better explanation of qualitative and quantitative data. A qualitative method was used in order to have an understanding of government involvement in the establishment of early childhood care development centres in Moro Local Government Area of Kwara State, in respect of respondents' perceptions and to generate words, rather than numbers. More so, the qualitative methods also assisted in collecting in depth valid and reliable information while the quantitative method was conducted in order to obtain numerical representation and manipulation based on the researchers' perspective. It is more objective which provides observed effects (interpreted by researchers).

Population of the Study

The population of this study consists of all public early childhood care development centres and head teachers in Moro Local Government Area of Kwara State. There are 75 public early childhood care development centres in Moro Local Government Area of Kwara State (Kwara State Ministry of Education and Human Capital Development, School Census, 2015/2016).

Sample and Sampling Techniques

The sample for this study consisted of 98 respondents which included 49 public early childhood care development centres and 49 head teachers. This was based on the idea of kombo (2006) which stated that 10- 30% is sufficient for social science research, so the researcher decided to increase the sample to 65% in order to be able to generalize the findings. The sample was selected using Simple random sampling technique. Simple random sampling technique was employed in order to give all the schools equal chances of being selected. The respondents were selected because of their experiences and relationship with the children for several years.

Research Instruments

Three research instruments were used for data collection. These are: Rating Scale on Government Provisions of Infrastructural Facilities (RSGPIF), Rating Scale on Government Provision of Learning Materials (RSGPIM) and Interview Guide on Government Financial Support, Training and Retraining of Teachers. (IGGFSTRT).

The Rating Scale on Governments' Provisions of Infrastructural Facilities (RSGPIF) consists of section A and B; sections A consists of items that measured the demographic data of the head teachers while section B consists of items measuring the infrastructural facilities in the school. The response to each of the items is in a three point modified Likert scale format ranging from "Available and appropriate" (AA), "Available Not Appropriate" (ANA), "Not Available (NA).

The Rating Scale on Governments' Provision of Learning Materials (RSGPLM) consists of section A and B; sections A consists of items that measured the demographic data of the school while section B consists of items measuring the instructional materials in the school. The interview guide on Government Financial Support, Training and Retraining of Teachers (IGGFSTRT) consists of eighteen questions measuring government financial support, training and retraining of teachers which was administered to the head teachers.

Validity of the Instruments

To ensure the content and face validity of the RSGPIF, RSGPLM and IGGFSTRT, the two instruments were given to six teachers in Ilorin East Local Government Area of Kwara State and five lecturers in the Department of Early Childhood and Primary Education, Kwara State University, Malete for comment and suggestions. This was done to improve the quality of the instruments and also to ensure the instruments measure the intended variables. All the observation of the experts were effected before administered.

Reliability of the Instruments

The Rating Scale on Governments' Provisions of Infrastructural Facilities (RSGPIF) was trial tested in 10 early childhood care development centres that are not part of the sample using test re-test method in an interval of two weeks. Thereafter the two ratings were analysed using Pearson Product Moment Correlation (PPMC) and the reliability was 0.72. Similarly the Rating Scale on Governments' Provisions of Infrastructural facilities (RSGPLM) was trial tested using test re-test method in an interval of two weeks, thereafter the two ratings were analysed using Pearson Product Moment Correlation (PPMC) and the reliability was 0.81

Procedure for Data Collection

The researcher collected letter of introduction from the Head of Department of Early Childhood and Primary Education of the Kwara State University Malete which was presented to the school authority. This enable the researcher to gain formal access to the schools and Head teachers in order to ensure smooth administration and collection of research instruments. The data collection lasted for five weeks. Two post graduate students and one class teacher were used as research assistants. Three weeks was used in administering the questionnaire while two weeks was used for the in- depth interview. The interview was conducted in English language and the researcher recorded the interview session on audio tape with the permission of the respondents. On the average of 4-5 respondents were interviewed per day with each session

lasting for approximately 30 minutes per day and the interviewed exercise lasted for 10 days. The researcher assured all the respondents that all information supplied will be treated with the utmost confidentiality and that the outcome of the response is meant for research purpose only.

Method of Data Analysis

The data were analysed using descriptive statistics of mean, standard deviation, percentage and frequency count while the qualitative aspect of the study were analysed using content and thematic technique analysis. For the research questions, where the weighted mean is less than 1.49, the weighted mean is regarded as low. Where the weighted mean is between 1.50 to 1.99 the weighted mean is regarded as average. Where the weighted mean is above 2.00, the weighted mean is regarded as high

CHAPTER FOUR

DATA ANALYSIS AND RESULTS

This chapter is concerned with data analysis and result of the study. Descriptive statistics of frequency count, mean, and percentage and transcribing were used to analyse the research question

Table 1: Educational Qualification of Teachers

Qualification	Frequency	Percentages
NCE	25	51
B.ED	12	24.5
PGDE	2	4.1
No Indication	10	20.4
Total	49	100

Table 1 shows that there are 25 teachers with NCE which accounted for 51% there are 12 teachers with B.ED which accounted for 24.5%. There are 2 teachers with PGDE which accounted for 4.1% and there are 10 teachers that did not indicate their qualification which accounted for 20.4% of the sampled population

Table 2: Teaching Experience of Teachers

Experience	Frequency	Percentages
5below	17	34.7
6-10years	17	34.7
11-15years	1	2
16-20years	1	2
20years and above	2	4.1
No indication	11	22.4
Total	49	100

Table 2 shows that there are 17 teachers with below 5years experience which accounted for 34.7%. There are 17 teachers with 6-10years experience which accounted for 34.7%. There is a teacher with 11-15years experience which accounted for 2%. There is a teacher with 16-20years experience which accounted for 2%. There are 2 teachers with above 20 years experience which accounted for 4.1% and there are 11 teachers that did not indicate their teaching experience which accounted for 22.4% of the sampled population.

Answering the research questions

Research Question 1: What is the level of government involvement in infrastructural facilities in early childhood centres in Moro LGA?ss

Table 3: Level of Government Involvement in Infrastructural Facilities in ECE Centres in Moro LGA

S/N	ITEMS	NA	ANA	AA	MEAN
1	Classroom	10 (20.4)	37 (75.5)	2 (4.1)	1.837
2	Befitting toilet	42 (85.7)	6 (12.2)	1 (2)	1.163
3	Desk	12 (24.5)	30 (61.2)	7 (14.3)	1.898
4	Water	46 (93.9)	2 (4.1)	1 (2)	1.082
5	Thermometer	43 (87.8)	5 (10.2)	1 (2)	1.143
6	Storage of breast milk	48 (98)	-	1 (2)	1.041
7	School bus	43 (87.8)	3 (6.1)	3 (6.1)	1.184
8	Electricity	43 (87.8)	4 (8.2)	2 (4.1)	1.163
9	Clinic	41 (83.7)	6 (12.2)	2 (4.1)	1.204
10	Shelf (materials and books)	18 (36.7)	25 (51)	6 (12.2)	1.755
11	Warming facilities	31 (63.3)	13 (26.5)	5 (10.2)	1.469
12	Resting facilities	30 (61.2)	11 (22.4)	8 (16.3)	1.551
13	First aid facilities	10 (20.4)	17 (34.7)	22 (44.9)	2.245
14	Indoor play equipment	15 (30.6)	21 (42.9)	13 (26.5)	1.959
15	Outdoor play equipment	14 (28.6)	28 (57.1)	7 (14.3)	1.857

weighted Average = 1.50

Table 3 shows that the level of government involvement in infrastructural facilities in early childhood centres in Moro LGA is Average (WA = 1.50). The detailed analysis is as follows: Classroom (mean = 1.84), Desk (mean = 1.90), Shelf (materials and books) (mean =1.76), Resting facilities (mean = 1.55), First aid facilities (mean = 2.25), Indoor play

Equipment (mean = 1.96), Outdoor play equipment (mean = 1.86) were rated available not appropriate while Warming facilities (mean = 1.47), Clinic (mean = 1.20), Electricity (mean = 1.16), School bus (mean = 1.18), Storage of breast milk (mean = 1.04), Thermometer (mean = 1.14), Water (mean = 1.08), Befitting toilet (mean 1.16) were rated Not Available.

Research Question 2: What is the level of financial support to early childhood centres in Moro LGA by the government?

From the interview conducted on the in-service teachers in Moro Local Government Area of Kwara State, it was observed and recorded that the level of government financial support to early childhood centre in Moro Local Government Area is very low has agreed by all the respondents (49 head teachers).

Teacher C in her interview said:

Government don't pay our salary on time as they sometimes owe us three to four months salaries. Government do not place priority to teachers' welfare. We do not have power supply connectivity in our school let alone government paying the PHCN bills government don't provide water for us in fact we do not have any form of water supply source let alone government paying the bills. Government has not been repairing any of our damaged properties as we only rely on the support gotten from PTA, government supply of teachers in our school is not enough so we sometimes get help from the community, there is nothing like school feeding programme in my school, the children eat what the parent gives to them. Education at the pre-primary and primary school level is free.

Research Question 3: To what extent does government supply learning materials in early childhood centres in Moro LGA?

Table 4: Extent of Government Supply of Learning Materials in ECE Centres in**Moro LGA**

S/N	ITEMS	NA	ANA	AA	MEAN
1	Colourful posters	28 (57.1)	10 (20.4)	11 (22.4)	1.653
2	Lego building blocks/play dough	37 (75.5)	12 (24.5)	-	1.245
3	Musical instrument such as flute, drum, whistles and other local musical instrument	30 (61.2)	16 (32.7)	3 (6.1)	1.449
4	Objects for counting	13 (26.5)	16 (32.7)	20 (40.8)	2.143
5	Radio/ audio devices	38 (77.6)	11 (22.4)	-	1.225
6	Photo albums	12 (24.5)	15 (30.6)	22 (44.9)	2.204
7	Flash cards	16 (32.7)	20 (40.8)	13 (26.5)	1.939
8	Decorated instruments	30 (61.2)	17 (34.7)	2 (4.1)	1.429
9	Magnetic slate/ white board	29 (59.2)	16 (32.7)	4 (8.2)	1.490
10	Drawing charts	18 (36.7)	18 (36.7)	13 (26.5)	1.898
11	Dvd/Cd	35 (71.4)	10 (20.4)	4 (8.2)	1.347
12	Chart	19 (38.7)	13 (26.5)	17 (34.7)	1.939
13	Playing card for kids	20 (40.8)	20 (40.8)	9 (18.3)	2.102
14	Pictures	20 (40.8)	11 (22.4)	18 (36.7)	1.939
15	Puzzles	36 (73.4)	9 (18.4)	4 (8.2)	1.327
Weighted Average = 1.69					

Table 4 shows that the extent of government involvement in learning materials in early childhood centres in Moro LGA is average (WA = 1.69). The detailed analysis is as follows: Colourful posters (mean = 1.65), Objects for counting (mean = 2.14), playing for kids (mean 2.10) Photo albums (mean - 2.20), Flash cards (mean = 1.94), pictures (mean= 1.94) Drawing charts (mean = 1.90), Chart (mean = Appropriate while Puzzles (mean = 1.33), Dvd/Cd (mean = 1.35), Magnetic slate/ white board (mean = 1.49), Decorated instruments (mean = 1.43), Radio/

audio devices (mean = 1.23), Musical instrument such as flute, drum, whistles and other local musical instrument (mean = 1.45), Lego building blocks/play dough (mean= 1.25) were rated Not Available.

Research Question 4: What is the level of government involvement in early childhood centres with respect to training and retraining of teachers in Moro LGA?

From the interview conducted on the in-service teachers in Moro Local Government Area of Kwara State, it was observed and recorded that the level of government involvement in early childhood centres in respect to training and retraining of teachers is low has agreed by all the respondents (49 head teachers).

Teacher A in her interview said:

Government has not been training the teachers in my school ever since i got transferred to the school Teachers do not have access to leave, teachers have never gotten sponsorship from government to go for workshops, conferences and seminars, government only come for monitoring and supervision once in a while, government do not have any welfare packages for we the teachers though government employ qualified teachers but not professional teachers in our school for example teachers in our pre-primary section are qualified but not professional as they possess NCE certificate in Economics Education and not ECE and PES.

Summary of Findings

1. The level of government involvement in infrastructural facilities in early childhood centres in Moro LGA is average.
2. From the interview conducted on the in-service teachers in Moro Local Government Area of Kwara State, it was observed and recorded that the level of government financial support in early childhood centre in Moro Local Government Area is low.
3. The extent of government involvement in learning materials in early childhood centres in Moro LGA is average.
4. From the interview conducted on the in-service teachers in Moro Local Government Area of Kwara State, it was observed and recorded that the level of government

involvement in early childhood centres in respect to training and retraining of teachers is low.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

This chapter presents discussion, conclusion and recommendations of the study. The purpose of this study was to examine and assess government involvement in establishment of early childhood care development and education in Moro Local Government Area of Kwara State. Based on the discussions, conclusions were drawn and recommendations as well as suggestions for further studies were also made.

Discussion of Findings

The result of the findings revealed that the level of government involvement in infrastructural facilities in early childhood centres in Moro Local Government Area of Kwara State was average. This result agrees with Thomas and Robinson (2017) who observed that “the level of infrastructural decay at our various institutions of learning across all levels/cadre of learning could be moved to the lukewarm attitude of government towards the provision of infrastructural facilities in our various schools.

Another finding of the study revealed that the level of government financial support in early childhood centres in Moro Local Government Area is low. This manifested out the levels of workers, teachers welfare and other facilities. The result of this finding confirmed the findings of Adaralegbe (2015) who observed that there is no denying the fact that government itself has to be blamed for the falling standard of education in Nigeria; this is not unconnected with the ineptitude of government policy which have not been favourable to education industry in the country. This range from poor salary, ill-treatment of teachers in terms of welfare and packages to infrastructural facilities and a host of others.

Another finding of this study also revealed that the extent of government supply of learning materials in early childhood centres in Moro Local Government Area of Kwara State was average. This result is in line with the finding of Amali, Bello and Okafor (2012) who

observed that the provision of teaching and learning materials should be given priority to, by the government in order to improve the quality of teaching in schools.

Another finding of the study showed. That the level of government involvement in early childhood centres in respect to training and retraining of teachers is low. This indicates that teachers do not have the opportunity of going for training and which may have adverse effects on the input of the teachers vis-a-vis learning outcome. This finding is in agreement with Igbiniedion, Abraham and Nwogu (2016) who also reported that the training and retraining of teacher is low that is, teachers are not regularly trained.

Conclusion

This research examined and assessed government involvement in establishment of early childhood care development and education in Moro Local Government Area of Kwara State. Based on the findings of this study, it has been established that the level of government involvement in infrastructural facilities in early childhood centres in Moro Local Government Area of Kwara state is low which may hamper the smooth running of these care development centers. However, provision of infrastructural facilities like tables and chairs, fences round the schools, water and other logistics as observed in this study is very important in a bid to have standard and quality education. The findings of the study revealed that the level of government financial support in early childhood centres in Moro local government area of Kwara state is very low. Therefore, the study concluded that to ensure smooth running of early childhood education centre in Moro Local Government Area of kwara State government should not only establish the school but should also be involved in funding, training and re-training of the teachers.

Recommendations

Based on the findings of the study the following recommendations were made:

1. The PTA should rise up to the challenge of assisting the school management in the area of provision of infrastructural facilities in early childhood centres in Moro Local

Government a Area of Kwara State to enhance the quality of teaching and learning process.

2. The government should see it upon itself to work more on the training and retraining of teachers. This will assist a lot to improve the teaching quality because if teachers also do not update their knowledge, it becomes difficult to cope with current academic challenges.
3. The government should also see to the fact that qualified and adequate teachers are employed in order to increase the teaching and learning qualities.

Limitation of the Study

In a bid to carry out this research, it was already known to the researcher the limitation and constraints of this study. Parts of the constraints was the terrain that (the researcher) had to cover in the process of meeting the objectives of the study. Though, the study covered only one local government (Moro) out of the sixteen Local Governments in Kwara State. Another area of constraint was the task of conducting the interview with the in-service teachers of these early childhood centres, some of the teachers were reluctant in answering the questions

Suggestions for Further study.

The following suggestions for further studies were made:

1. A similar study could be conducted in other Local Government Area of Kwara State and in Nigeria.
2. A similar study could be conducted that the researcher would used different research design and sample size.

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APPENDIX 1
KWARA STATE UNIVERSITY MALETE
COLLEGE OF EDUCATION
DEPARTMENT OF EARLY CHILDHOOD AND PRIMARY EDUCATION.
RATING SCALE ON GOVERNMENTS' PROVISION OF
INFRASTRUCTURAL
FACILITIES

Dear Respondents,

This rating scale was designed to elicit information on government provisions of infrastructural facilities. Your sincere rating of the items will help to provide useful guide for this research work. All information given will be treated with utmost confidentiality. Thank you

SECTION A: DEMOGRAPHIC INFORMATION

1. **Educational qualification** NCE () B.ED() PGDE () OTHERS()
2. **Length of service** 5 below () 6-10 () 11-15 () 16-20 ()
 20 and above () 20 and above ()

Instruction

NOTE: AVAILABLE AND APPROPRIATE=AA, AVAILABLE AND NOT APPROPRIATE =ANA, NOT AVAILABLE =NA

S/NO	Activities Carried Out by the Government	AA	ANA	NA
1.	Teaching materials are adequate			
2.	Pupils toys are needed			
3.	There are enough charts to test the pupils			
4.	Minimum standard			
5.	Curriculum is in abundance in the school			
6.	Demonstrative pictures are appropriate			
7.	Sufficient textbooks on different indigene languages			
8.	Enough white board for teaching			
9.	Good pictures for pupils to learn			
10.	Markers for teachers			
11.	Pupils need photo album			
12.	Plastic cards are useful for pupils			
13.	Musical instrument are essential			
14.	Teaching requires drawing charts			
15.	Radio/audio devices for pupils			
16.	Enough desk for pupils			

17.	Adequate classrooms			
18.	A water is essential			
19.	Toilets for teachers and pupils			
20.	Teachers are enough			
21.	Welfare of teacher			
22.	School bus			
23.	Pupils safety			
24.	Teachers incentives			
25.	Teachers' study leaves			
26.	Teaching qualification			
27.	Regular conference and seminars			
28.	Teachers promotion			
29.	Teacher's print to further studies			
30.	Teacher's innovation strategy			

APPENDIX II
KWARA STATE UNIVERSITY MALETE
SCHOOL OF POSTGRADUATE
FACULTY OF EDUCATION
DEPARTMENT OF EARLY CHILDHOOD EDUCATION.
GOVERNMENT PROVISION OF LEARNING MATERIALS (GPLM).

Dear Respondents,

This rating scale will be designed to elicit information on government provisions of infrastructural facilities and learning materials general observation on the assessment of ECCDE centres based on establishment. Therefore, your sincere response to the items will help to provide useful information for this research work. All information supplied will be treated with utmost confidentiality.

Instruction: please (tick) or fill in the gap as appropriate

DEMOGRAPHIC INFORMATION DATA

1. **School Location:** **Urban()** **Rural()**
2. **Number of Pupils:** ()

Section B: General Observation of ECCDE Centres

NOTE: AVAILABLE AND APPROPRIATE=AA, AVAILABLE AND NOT APPROPRIATE =ANA, NOT AVAILABLE =NA

S/NO	GENERAL OBSERVATIONS	AA	ANA	NA
A	INFRASTRUCTURAL ACTIVITIES			
1.	Classroom are enough			
2.	There are adequate desk for pupils			
3.	Teachers and pupils befitting toilet.			
4.	Play ground			
5.	Bed space			
6.	First aid box			
7.	Pupils' s toy			
8.	Water is within the of pupils and teachers			
9.	Thermometers are on ground for pupils in the school			
10.	There is room for storage of breast milk for pupils in the School			
B.	LEARNING MATERIALS			

1.	Chart and colorful posters			
2.	Lego building blocks/ play dough			
3.	Musical instrument such as flute, drum, whistles and other local instrument (one set for class)			
4.	Objects for counting			
5.	Radio / audio devices			
6.	Photo albums			
7.	Flash cards			
8.	Decorated instrument display			
9.	Magnetic state/ white board			
10.	Pupils drawing charts			
C.	TRAINING AND RETRAINING OF TEACHERS			
1.	Teacher's study leaves			
2.	Room for further studies			
3.	Regular conferences and seminars			
4.	Teacher's incentives			
5.	Government teachers relationship			
6.	Regular teachers' promotion			
7.	Teachers supervisor and monitoring			
8.	Teachers' teaching qualification			
9.	Teachers' spirit of innovation and research			
10.	Teacher welfare			

APPEDIX III

INTERVIEW GUIDE ON GOVERNMENT FINANCIAL SUPPORT, TRAINING AND RETRAINING OF TEACHERS. (IGGFSTRT)

INTERVIEW GUIDE ON GOVERNMENT FINANCIAL SUPPORT ON ECCDE

1. Does government pay salary promptly?
2. Does government pay priority to the teachers' welfare?
3. Is teachers' welfare a priority to government?
4. Is government responsible for the payment to school NEPA bills
5. Is government taken care of school water bill
6. Is government responsible for the repair of damaged desks and other properties on the school?
7. What is the role of government in classroom construction?
8. Does the government make education free at this level?
9. Does government allow recruit teachers?
10. Does the government fulfill their promise on school feeding?

TRAINING AND RETRAINING OF TEACHERS

1. Is government responsible for the training of teachers
2. Do teachers enjoy study leaves from government?
3. Do government sponsor teachers to attend conferences and seminars constantly?

4. Is the training of teachers general in selection?
5. How often are you sponsored to attend seminars, workshop, and conferences
6. Does government give mentors to teachers
7. Does government provide adequate welfare for the teachers?
8. Does government recruit qualified and professional teachers?

Kwara State School Population Census

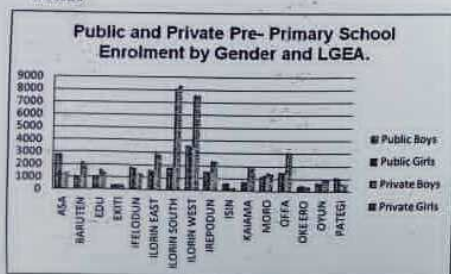
Kwara State School Census Report 2015-2016

Table 3.3 Public and Private Pre-Primary School Enrolment by Gender and LGEA

LGEA	Number of Schools	Public		%	Private		%	
		Boys	Girls		Boys	Girls		
ASA	154	5649	2822	50%	52	2670	1290	48%
BARUTEN	34	2051	989	48%	48	4167	1952	47%
EDU	36	2135	1067	50%	40	2932	1358	46%
EKITI	33	751	363	48%	15	783	377	48%
IFELODUN	99	3556	1735	49%	47	2720	1312	48%
ILORIN EAST	67	3191	1547	48%	84	5744	2797	49%
ILORIN SOUTH	53	3663	1832	50%	229	16470	8354	51%
ILORIN WEST	56	7139	3521	49%	244	15089	7521	50%
IREPODUN	75	3061	1504	49%	64	4727	2338	49%
ISIN	45	1259	640	51%	10	514	266	52%
KAJAMA	17	1527	733	48%	31	3873	1881	49%
MORO	75	2484	1283	52%	29	2909	1419	49%
OFFA	47	3034	1507	50%	92	6197	3049	49%
OKE ERO	28	999	526	53%	13	845	417	49%
OYUN	58	1416	679	48%	42	2046	1003	49%
PATEGI	28	2227	1067	48%	12	1247	588	47%
TOTAL	905	44142	21815	49%	1052	72928	35922	49%

Table 3.3 shows the status of enrolment in Public and Private Pre-Primary Education by Gender and LGAs.

Figure 3.1: Graphical representation of Public and Private Pre-Primary Schools Enrolment by Gender and LGEA.



Kwara State School Census Report 2015-2016

Table 3.4 Enrolment in Public Primary Schools by level, Gender and LGEA (Class 1-6)

LGEA	Class 1		Class 2		Class 3		Class 4		Class 5		Class 6	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
ASA	1427	1407	2834	1409	1415	2824	1378	1399	1399	1399	1399	1399
BARUTEN	2503	2056	4559	3989	1692	3681	1903	1488	1488	1488	1488	1488
EDU	2563	2043	4606	2177	1627	3804	2136	1695	1695	1695	1695	1695
EKITI	313	311	624	240	260	500	222	225	225	225	225	225
IFELODUN	1300	1318	2618	1023	978	2001	1022	968	1990	1990	1990	1990
ILORIN EAST	1227	1161	2388	1319	1346	2565	1384	1420	2804	2804	2804	2804
ILORIN SOUTH	1153	1152	2305	1175	1177	2452	1300	1333	2633	2633	2633	2633
ILORIN WEST	2003	1976	3979	2405	2288	4091	2668	2563	5211	5211	5211	5211
IREPODUN	750	742	1492	699	668	1367	787	684	1451	1451	1451	1451
ISIN	263	242	505	243	240	483	275	256	531	531	531	531
KAJAMA	2128	1886	3814	1676	1305	2981	1418	1097	2513	2513	2513	2513
MORO	1480	1392	2872	1190	1079	2259	1118	1119	2237	2237	2237	2237
OFFA	756	805	1571	778	727	1505	811	806	1617	1617	1617	1617
OKE ERO	321	282	603	373	378	551	254	267	561	561	561	561
OYUN	472	441	913	375	415	790	394	380	774	774	774	774
PATEGI	1851	1419	3270	1661	1261	2922	1767	1278	3045	3045	3045	3045
TOTAL	20520	18433	38953	18630	16856	55486	18883	16877	35740	35740	35740	35740

LGEA	Class 1		Class 2		Class 3		Class 4		Class 5		Class 6	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
ASA	1285	1222	2507	1226	1108	2334	1109	1007	2116	2116	2116	2116
BARUTEN	1774	1313	3087	1468	1150	2618	1365	1004	2369	2369	2369	2369
EDU	1893	1447	3340	1664	1224	2888	1597	1055	2652	2652	2652	2652
EKITI	229	226	455	224	199	423	217	207	424	424	424	424
IFELODUN	909	870	1779	908	858	1766	799	741	1540	1540	1540	1540
ILORIN EAST	1411	1373	2784	1362	1351	2713	1289	1125	2414	2414	2414	2414
ILORIN SOUTH	1424	1360	2784	1179	1219	2398	1044	975	2019	2019	2019	2019
ILORIN WEST	2583	2530	5113	2482	2420	4902	2209	2232	4441	4441	4441	4441
IREPODUN	729	657	1386	656	653	1309	660	657	1317	1317	1317	1317
ISIN	252	231	483	240	202	442	218	210	428	428	428	428
KAJAMA	1153	848	2001	943	769	1712	744	580	1324	1324	1324	1324
MORO	1070	966	2036	941	896	1835	845	833	1678	1678	1678	1678
OFFA	737	775	1512	733	690	1423	713	706	1419	1419	1419	1419
OKE ERO	260	246	506	208	218	426	235	219	454	454	454	454
OYUN	403	396	799	375	364	739	383	332	715	715	715	715
PATEGI	1586	1208	2794	1468	1225	2713	1439	1052	2491	2491	2491	2491
TOTAL	17708	15688	33396	16097	14548	30641	14864	12935	27799	27799	27799	27799

Letter of Introduction



KWARA STATE UNIVERSITY, MALETE
P.M.B. 1530 Ilorin, Kwara State

DEPARTMENT OF EARLY CHILDHOOD AND PRIMARY EDUCATION

Our Ref: _____ Your Ref: _____ Date: _____

17th April, 2021

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.....
.....
.....
.....

Dear Sir/Ma

LETTER OF INTRODUCTION

The bearer AJADI Saliu Muritala with Matriculation number 18/27MEE02 is a postgraduate student in the Department of Early Childhood and Primary Education, Kwara State University, Malete. He is presently undergoing a research study titled *Assessment of Government involvement in establishment of early childhood care development and education in Moro Local Government Area, Kwara State*. This will require him to carry out a study using teachers in your institution of learning, as this is part of his requirements for graduation in the University.

Kindly assist him in any form. Thanks for your cooperation.

Warm regards

Dr Usman Tunde Saudo
Head of Department

For the Best Interest of the Child

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