

**COMPARATIVE ASSESSMENT OF THE IMPLEMENTATION OF EARLY  
CHILDHOOD CARE AND DEVELOPMENT EDUCATION CURRICULUM IN PUBLIC  
AND PRIVATE SCHOOLS IN KATSINA STATE, NIGERIA**

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ZARIA**

**DECEMBER, 2021**

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**Garba ABDULLAHI**

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**A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE  
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**DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM,  
FACULTY OF EDUCATION,  
AHMADU BELLO UNIVERSITY,  
ZARIA, NIGERIA**

**DECEMBER, 2021**

### **DECLARATION**

I declare that the work in this dissertation entitled “Comparative Assessment of the Implementation of Early Childhood Care and Development Education Curriculum in Public and Private Schools in Katsina State, Nigeria” has been performed by me in the department of Educational Foundations and Curriculum. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this dissertation was previously presented for another degree or diploma at this or any other educational institution.

Garba ABDULLAHI

\_\_\_\_\_  
Sign

\_\_\_\_\_  
Date

## CERTIFICATION

This dissertation entitled “COMPARATIVE ASSESSMENT OF THE IMPLEMENTATION OF EARLY CHILDHOOD CARE AND DEVELOPMENT EDUCATION CURRICULUM IN PUBLIC AND PRIVATE SCHOOLS IN KATSINA STATE, NIGERIA” by Garba ABDULLAHI meets the requirements for the award of the degree of Master of Education (M.Ed) in Curriculum and Instruction section in the Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria, and is approved for its contribution to knowledge and literary presentation.

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## **DEDICATION**

This research work is dedicated to my late father Alhaji Abdu Bil Bakori and Hajia Maimuna Abdullahi Bakori.

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## ABSTRACT

This study investigated the Implementation of Early Childhood Care and Development of Education Curriculum in Public and Private schools in Katsina State, Nigeria. The study was conducted using six (6) research objectives which include: to assess the educational qualification of preschool teachers for the implementation of early childhood care and development education curriculum in public and private schools in Katsina state; to assess preschool teachers commitment to lesson attendance for the implementation of early childhood care and development education curriculum; to assess the adequacy of instructional materials for the implementation of early childhood care and development education curriculum in public and private schools in Katsina state among others. These objectives were also translated into research questions, hypotheses and basic assumptions. The study adopted a descriptive survey research design with a population of eighteen thousand nine hundred and ninety seven (18997) and sample size of three hundred and seventy (370) respondents were selected using proportionate sampling technique across three (3) senatorial districts of Katsina state. The instrument used for data collection was researcher designed questionnaire tagged “Questionnaire on Comparative Assessment of the Implementation of Early Childhood Care and Development Education Curriculum in Public and Private Schools in Katsina State” (QCAIECCCDEC). Pilot testing was conducted at Mai-Ruwa Model Primary School and Gaskiya International Nursery and Primary School and the reliability index of 0.97 was obtained. Frequency and percentage distribution were used to analyze demographic data; mean and standard deviation were used to answer the research questions while chi-square was used to test the null hypotheses. The findings of the study revealed that: preschool teachers in both public and private preschool centres possessed the needed educational qualifications to teach preschool children; teachers in both public and private preschool centres are committed to lesson attendance for the implementation of ECCDE curriculum among others. Based on the findings of this investigation it was recommended that: government and private school proprietors should continue to recruit and employ qualified preschool teachers and ensure that preschool teachers are trained by way of sponsoring them to attend conferences, seminars, workshop and higher educational qualification; preschool teachers should continue to remain committed to lesson attendance for the successful implementation of ECCDE curriculum in both public and private preschool centres; and that government and private school proprietors should continue to provide adequate instructional materials of high quality in both public and private preschool centres for the successful Implementation of Early Childhood Care and Development Education curriculum among others.

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## **OPERATIONAL DEFINITION OF TERMS**

The following terms were used in the conduct of this research work:

**COMPARATIVE:** this refers to systematic comparison of Early Childhood Care and Development Education Curriculum between public and private schools

**ASSESSMENT:** this refers to the process of measuring, documenting knowledge, skills, attitudes and beliefs

**EVALUATION:** this is the process of determining the extent in which Early Childhood Care and Development Education is properly implemented

**IMPLEMENTATION:** means putting into action or execution of plan, policies, objectives and task or a process in which goals and objectives are used to provide direction for an action or plan.

**EARLY CHILDHOOD EDUCATION:** this refers to an educational programme designed for children before their enrolment into primary school.

## **LIST OF ABBREVIATIONS**

ANOVA	Analysis of Variance
CD	Computer Drive
CP	Centre Periphery
ECD	Early Childhood Development
ECE	Early Childhood Education
EFA	Education for All
ECDC	Early Childhood Development Centres
ECCE	Early Childhood Care Education
ECCDE	Early Childhood Care and Development Education
FGD	Focused Group Discussion
FGN	Federal Government of Nigeria
FME	Federal Ministry of Education
IMF	International Monetary Fund
IECD	Integrated Early Childhood Development
LGEA	Local Government Education Authority
LGA	Local Government Areas
NCE	Nigerian Certificate in Education
NGO	Non Governmental Organizations
NPE	National Policy on Education
NTI	National Teacher's Institute
NCCE	National Commission for Colleges of Education
NERDC	Nigeria Educational Research and Development Council
NOUN	National Open Universities

PC	Proliferation of Centre
PTA	Parents Teachers Association
SME	State Ministry of Education
SBMC	School Based Management Committee
SUBEB	State Universal Basic Education Board
UBE	Universal Basic Education
UBEC	Universal Basic Education Commission
UNESCO	United Nations Scientific and Cultural Organization
UNDP	United Nations Development Project
UNICEF	United Nations International Children Emergency Fund
UKAID	United Kingdom Agency for International Development
ZPD	Zone of Proximal Development
ZQA	Zonal Quality Assurance

## **CHAPTER ONE INTRODUCTION**

### **1.1 Background to the Study**

Over the years the role of the Nigeria government in early childhood care and development education for better development of youngest citizens tend to have gone beyond mere regulatory to supervisory, monitoring and even financial involvement. Hence, the enactment of the National Policy for Integrated Early Childhood Care and Development Education which is equally in response to the global needs of children. The formulation of this policy (IECD) was one of the fallouts of the world Conference on Education for All (EFA) held in Jomtein, Thailand in 1990. Efforts to introduce the Early Childhood Care and Development Education (ECCDE) in Nigeria were initiated as far back as 1989 by the Federal Government of Nigeria (FGN), the United Nations International Children Emergency Fund (UNICEF), Nigerian Educational Research and Development Council (NERDC) other agencies and development partners (Olumuyiwa, Adebayor, and Dagunduro, 2011).

Since no National Policy on Education can be formulated without identifying with the overall philosophy and goals of the Nation, to this end Section 2 of the National Policy on Education of the Federal Republic of Nigeria (2014) has given prominence to Early Childhood/Pre-primary Education programme. This has made Early Childhood Care and Development Education programme to be given the needed attention by Federal, States and Local Governments because of the prominent role it plays in development of preschool children emotionally, intellectually, physically and socially. It is therefore, for this reason that, Governments at different levels made Early Childhood Care and Development Education programme accessible, free and compulsory for all children of preschool age. However, since the development and introduction of Early Childhood Care and Development Education curriculum

which addresses virtually all the critical areas of Early Childhood Care Education both public and private preschool centres were provided with the curriculum in order to ensure its full implementation. This has revealed a situation in Nigerian Educational Research and Development Council (NERDC) where there is mass production and distribution of Early Childhood Care and Development Education Curriculum documents to preschool teachers for the implementation of Early Childhood Care and Development Education Curriculum in both public and private preschool centres(UNESCO, 2007 in Olumuyiwa, Adebayor and Dogunduro, 2011).

Early Childhood Care and Development Education programme is a programme that if properly implemented in both public and private preschool centres will ensure adequate care and development of the child because children acquires knowledge, attitudes and skills that transforms their lives later in life. Early childhood education is very important for the development of young children before they are enrolled into primary school (Karl, 2002 in Adejobi, Omoare and Oyediran, 2017). It helps in the cognitive development of children at early stage of primary education and it has bearing on attendance and participation of children once they enter primary school. It is also considered very important for the child as it is the first step towards entering the world of knowledge as well as healthy and purposeful life. This system of education helps children become more independent and confident as well as promotes all round development of the children (Ranchandran, 2013 in Adejobi, Omoare and Oyediran, 2017).

Early Childhood Care and Development Education as a programme in Nigerian pre-primary schools was first noticed among the privately owned primary schools in the 80s while the public schools did not incorporate it in their curriculum in Nigeria. Of recent, some state governments in Nigeria have just adopted and organized Early Childhood Care and Development

Education (ECCDE) unit into their primary Education. As a result of this development, the Nigerian Educational Research and Development Council (NERDC) developed a National Curriculum for ECCDE which both public and private schools used in order to realize the target of the programme as enshrined in the Nigeria's National Policy on Education (FGN, 2004) (Oludele, Abuovbo and Abosedo, 2015). Progress in human sciences has revealed the decisive contribution of Early Childhood Care and Development Education for child's subsequent growth of the first few years in the child's development. Research also underlines the decisive effort of family environment from birth on the formation of the personality and on the beginning of intelligence. It is therefore the foundation upon which other levels of education are built (UNESCO, 2010).

Undoubtedly, Early Childhood Care and Development Education have the potency of affecting meaningful development in the future of any nation by nurturing children with skills, attitudes and competencies necessary for individual and national development. The researcher embarked on this study in order to make a comparative assessment of the implementation of early childhood care education curriculum in public and private schools in Katsina state. Therefore, Early Childhood Care and Development Education is the type of education given to children prior to their enrolment into primary school and ensure effective transition from home to school.

More than anything else, the implementation of Early Childhood Care and Development Education programme requires the training, retraining and development of competent preschool teachers by way of conferences, symposiums, seminars, workshops and acquisition of higher educational qualifications because of the significant roles they played in the implementation of Early Childhood Care and Development Education Curriculum. Teachers teach more of

curriculum content when school administrators play an active role in its implementation. Active involvement of teachers in curriculum development process particularly in developing guides and materials is very crucial in getting teachers to implement the plans and content of the Early Childhood Care and Development Education (ECCDE) Curriculum (NTI, 2000). Therefore, implementation of Early Childhood Care Education (ECCE) curriculum requires the collaborative efforts of all relevant stakeholders including the government, parents/guardians and school authorities. While the government is expected to provide necessary teaching and learning materials, the availability of relevant curriculum in pre-primary schools and its implementation is very paramount to the pre-primary educational delivery and development. It is therefore important to note that, the implementation of Early Childhood Care and Development Education in public and private preschool centres in Katsina state is nothing to write home about because of the challenges that the implementation of the programme is facing such as poor educational qualifications of preschool teachers, lack of teachers commitments to lesson attendance, poor instructional materials, use of inappropriate instructional methods, poor infrastructural/physical facilities, poor instructional materials among others.

Based on the above submissions by the previous researchers and authors, it is therefore clear that Early Childhood Care and Development Education (ECCDE) programme when properly implemented in Katsina State in particular and Nigeria in general can greatly help in promoting effective schooling among pre-school children which will lead to functional education at their primary school. It will also assist in raising and training the young children to love their country, have the fear of God and contribute meaningfully to the development of Nigerian society when they reach adult age. This clearly shows that the present study is of great relevance to all the stakeholders involved in the education industry.

## **1.2 Statement of the Problem**

Early Childhood Care and Development Education is designed to promote quality of children's lives across the globe. Stakeholders at the World Conference on Education for All in Jomtein, Thailand in 1990 pledged to provide pre-primary and primary education for all children irrespective of gender, class, race and socio-economic status and massively reduce illiteracy and ignorance globally. This was followed up in year 2000 with Dakar Framework for Action on Education for All. Nigeria as a country was part and parcel of this conference and also a signatory to all the decisions and agreement reached during the conference. As part of her efforts towards improving the quality of life of the Nigerian children, besides incorporating Early Childhood Care and Development Education (ECCDE) in the National Policy on Education 2004, a comprehensive ECCDE Curriculum was designed for implementation in order to provide pre-school children with the requisite knowledge, values and desired skills for effective primary education and social life. Early Childhood Care and Development Education must support children to develop the ability to work up and communicate their own impressions through creative processes with various forms of expressions (Usman, 2009 in Olumuyiwa, Adebayor and Dogunduro, 2011).

Previous researches have shown that, since the formulation and launching of ECCDE curriculum, the curriculum has not been effectively implemented. Some of the major concerns include inadequate qualified preschool teachers and caregivers, lack of teachers' commitment to lesson attendance, inadequate instructional materials, use of inappropriate pedagogical methods, poor infrastructural/physical facilities and lack of proper instructional supervision among others. However, studies have shown that head teachers and care givers have not been properly and adequately trained on the implementation of ECCDE curriculum and most of the available care

givers are not even qualified to be so called as they are improvised from clerks, cleaners etc. These problems may lead to poor performance of pupils in the National Common Entrance Examination. This among other problems prompted the researcher to embark on this study which attempted to make a comparative assessment of the implementation of early childhood care and development education curriculum in public and private schools in Katsina State.

### **1.3 Objectives of the Study**

The objectives of the study are to:-

1. assess the educational qualifications of preschool teachers for the implementation of Early Childhood Care and Development Education (ECCDE) Curriculum in public and private schools in Katsina State
2. assess preschool teacher's commitment to lesson attendance for the implementation of Early Childhood Care and Development Education (ECCDE) curriculum in public and private schools in Katsina state.
3. assess the adequacy of instructional materials for the implementation of Early Childhood Care and Development Education (ECCDE) curriculum in public and private schools in Katsina State.
4. examine the appropriateness of the instructional methods used by preschool teachers in the implementation of Early Childhood Care and Development Education (ECCDE) curriculum in public and private schools in Katsina State
5. ascertain the availability of infrastructural/physical facilities for the implementation of Early Childhood Care and Development Education (ECCDE) curriculum in public and private schools in Katsina State.

6. determine the extent of instructional supervision for the implementation of Early Childhood Care and Development Education (ECCDE) curriculum in public and private schools in Katsina state.

#### **1.4 Research Questions**

The study was guided by the following research questions:

1. To what extent does the educational qualifications of preschool teachers promotes the implementation of Early Childhood Care and Development Education curriculum in public and private schools in KatsinaState?
2. How does preschool teacher's commitment to lesson attendance enhance theImplementation of Early Childhood Care and Development Education curriculum in public and private schools in Katsina State?
3. What is the extent to which instructional materials are adequately provided for preschool teachers in the implementation of Early Childhood Care and Development Education curriculum in public and private schools in KatsinaState?
4. How appropriate are theinstructional methods used by preschool teachers for the implementation of Early Childhood Care and Development Education curriculum in public and private schools in KatsinaState?
5. What is the extent to which infrastructural/physical facilities are available in preschool centres for the implementation of Early Childhood Care and Development Education curriculum in public and private school in Katsina State?
6. What is the extent of instructional supervision conducted by instructional supervisors for the implementation of Early Childhood Care and Development Education curriculum in public and private schools in Katsina State?

## 1.5 Hypotheses

The following hypotheses were put forward to guide the study:

- Ho<sub>1</sub>:** There is no significant difference in the educational qualifications of teachers for the implementation of Early Childhood Care and Development Education curriculum in public and private schools in Katsina State.
- Ho<sub>2</sub>:** There is no significant difference in preschool teacher's commitments to lesson attendance for the implementation of Early Childhood Care and Development Education curriculum in public and private schools in Katsina state.
- Ho<sub>3</sub>:** There is no significant difference in the extent of the adequacy of instructional materials for the implementation of Early Childhood Care and Development Education curriculum in public and private schools in Katsina State.
- Ho<sub>4</sub>:** There is no significant difference in the instructional methods used by Early Childhood Care and Development Education teachers for the implementation of Early Childhood Care and Development Education curriculum in public and private schools in Katsina State.
- Ho<sub>5</sub>:** There is no significant difference in the availability of infrastructural/physical facilities in Early Childhood Care and Development Education Centers for the implementation of Early Childhood Care and Development Education curriculum in public and private schools in Katsina State.
- Ho<sub>6</sub>:** There is no significant difference in the instructional supervision conducted in Early Childhood Care and Development Education Centers for the implementation of Early Childhood Care and Development Education curriculum in public and private schools in Katsina state.

## **1.6 Basic Assumptions**

The study was based on the following assumptions

1. Those preschool teachers in Early Childhood Care and Development Education centers are eminently qualified to teach in pre-primary schools in both public and private schools in Katsina State.
2. Those preschool teachers in Early Childhood Care and Development Education give priority attention to lesson attendance for the implementation of Early Childhood Care and Development Education curriculum in public and private schools in Katsina state.
3. Those adequate and sufficient instructional materials are provided for the implementation of Early Childhood Care and Development Education Curriculum in public and private schools in Katsina State.
4. That the instructional methods used by preschool teachers are appropriate and suitable to the age and ability of the pre-school learners for the implementation of Early Childhood Care and Development Education curriculum in public and private schools in Katsina State.
5. That infrastructural/physical facilities are adequately provided for the successful implementation of Early Childhood Care and Development Education curriculum in public and private schools in Katsina State.
6. That instructional supervision is carried out periodically to ascertain whether instructions and lessons are delivered to preschool children for the implementation of Early Childhood Care and Development Education curriculum in public and private schools in Katsina state.

## **1.7 Significance of the Study**

The aim of any research work is to make a significant contribution to knowledge. This research work is of significant benefit to the following stakeholders; preschool teachers, Curriculum Planners, Educational administrators, Private school Proprietors, Non-Governmental Organizations, Government Ministries, Agencies and Departments, Parents of preschool children, Students of Teacher Education Programmes, Future Researchers, Authors and Publishers.

This research work makes a comparative assessment of the implementation of Early Childhood Care and Development Education curriculum in public and private schools in Katsina State. Because pre-school education has the potency to provide a strong weapon against illiteracy and poverty by building human capital through early interest in education, substantial research knowledge and data is needed to inform policy makers and providers of education about the differences that may exist between public and private schools in the implementation of Early Childhood Care and Development Education curriculum, their causes and possible remedies. This research work also serves as reference material for academic and other research institutions engaged in research and business of Early Childhood Care and Development Education.

The findings of the research work will also be of significant benefit to Early Childhood Care and Development Education curriculum planners and developers. This is because the study reveals the extent of implementation of ECCDE curriculum in public and private schools and the information obtained serves as a guide for decision making on whether to change, innovate or make some infusions into the curriculum contents.

It will also be of significant benefit the officials of the Ministry of Education because the information provided from this research reveals the true picture of ECCDE implementation in the state in terms of instructional materials, training and retraining of teachers,

infrastructural/physical facilities and the methods of instruction used by preschool teachers. This information will undoubtedly make the officials of Ministry of Education to understand the areas that need adjustment and improvement.

Private school proprietors will also benefit from this research work because it provided knowledge and information with regards to what is expected of them in terms of school buildings, the caliber of teachers to employ, the instructional materials to be provided, the instructional methods to be used and also to make sure that the standards of building preschool facilities are not compromised. The private school proprietors finds this research work beneficial to them because it provided them with the information on how to solve some of the challenges that may arise from the implementation of ECCDE curriculum.

The findings of this research will equally be of significant benefits to parents and guardian of preschool children. This is because it draws their attention on the tremendous role that the implementation of ECCDE curriculum plays in molding the character of preschool children and enhances their academic performances at the other levels of education. This research work also provided parents of preschool children with the opportunity to understand the importance of their involvement in the implementation of ECCDE curriculum because they are significant stakeholders in the implementation process.

In addition, the research work will also be of immense benefit to the teachers of preschool children who plays a pivotal role in the implementation of ECCDE curriculum. This research work provided comprehensive information about the instructional materials needed and the methods of instruction used by preschool teachers that are relevant to the teaching and learning of pre-school children, it will also be of significant importance to parents, guardians as well as school administrators and the general society. Also the findings of this research are of

significant importance to private proprietors because it has drawn their attention on the areas that need improvement for the successful implementation of Early Childhood Care and Development Education programme in their school.

Furthermore, future researchers will also benefit from this investigation because the information provided from this research work serves as a reference point to the incoming researchers. They will find this study beneficial to them because they will use it to gain more and more information.

In addition, Government agencies such as Nigerian Educational Research and Development Council (NERDC), Universal Basic Education Commission (UBEC), Federal Ministry of Education (FME), State Ministry of Education (SME), State Universal Basic Education Commission (SUBEB) and Local Government Education Authorities (LGEAs) will also benefit from this research work because it has brought to light the need for these government agencies to ensure that preschool teachers are actively involved in the curriculum development process because they are critical and important stakeholders in the implementation process.

Similarly, Non-Governmental Organizations like United Nations International Children Emergency Fund (UNICEF) and United Nations Scientific and Cultural Organization (UNESCO) will benefit from this investigation because it highlighted the contributions and donations of these international development partners in the implementation of ECCDE curriculum. This will make these organizations to contribute more in terms of building the capacity of preschool teachers and provision of instructional materials. Authors and publishers will also benefit from this study because it provided needed information for the publications of books, journals and conference papers in the field of early childhood care and education.

Therefore, this study is needed because it has contributed significantly to the existing body of knowledge by providing information on the extent of ECCDE curriculum implementation in public and private preschool centres in terms of the educational qualifications of preschool teachers, their commitments to lesson attendance, availability of instructional materials, instructional methods used by preschool teachers, availability of infrastructural/physical facilities and the extent of instructional supervision.

### **1.8 Scope of the Study**

This study is about the Comparative Assessment of the Implementation of Early Childhood Care and Development Education (ECCDE) Curriculum in Katsina State. The researcher embarked on this study because of the desire to establish the true picture of ECCDE curriculum implementation in Katsina State through empirical studies. The study is limited to the selected public and private pre-primary school centres that offer Early Childhood Care and Development Education in the three (3) senatorial districts of Katsina state but emphasis was given to the six (6) Local Government Areas of Katsina, Charanchi, Daura, Kankia, Funtua and Bakori in the conduct of this research work. This research work covered preschool teachers, Head teachers, and Quality Assurance Officers who are significant stakeholders in the implementation of ECCDE programme. The study is concerned with comparative assessment of the implementation of Early Childhood Care and Development Education in public and private schools in Katsina State. The preschool teachers educational qualifications, , preschool teachers commitment to lesson attendance and delivery, the instructional materials used by preschool teachers, the methods of instruction used by preschool teachers, the influence of instructional supervision and the infrastructural/physical facilities needed for successful implementation of Early Childhood Care and Development Education Curriculum.



## **CHAPTER TWO REVIEW OF RELATED LITERATURE**

### **2.1 Introduction**

This chapter is concerned with the review of related literature. The researcher reviewed relevant literature under the following sub-headings such as Conceptual Framework where the researcher focused on the Concepts of Evaluation, Assessment, Early Childhood Care and Development Education, Curriculum, Curriculum Implementation, Methods of Teaching Pre-School Children Instructional Materials, among others. Theories like socio-cultural learning theory play and cognitive development theory and Schon's curriculum implementation model were also reviewed by the researcher. Similarly, this chapter discussed review of empirical studies pertaining to the research and summary and uniqueness of the study were thoroughly discussed.

### **2.2 Conceptual Framework**

The researcher explained key concepts that assisted in proper understanding and conduct of the research. This was done in order to guide the readers to a clear and proper understanding of what this research is all about. The following concepts were chosen for the review of conceptual framework because they directly related to both the independent and the dependent variables and objectives of this research work.

#### **2.2.1 Concept of Assessment**

Assessment is a fundamental tool that is used in finding the worth or otherwise of an educational programme. According to Yusuf (2012) evaluation and assessment are two concepts that are used by experts interchangeably. While others contend that evaluation is broader than assessment and involves making judgment about the merit or worth of something, assessment is said to primarily involves appraisals and characterization, i.e. determination of merit or worth. It

must be noted that, judgment cannot be made until some assessments have been conducted. This implies assessment is a prerequisite to evaluation. Based on this, the concept of assessment and evaluation were explained differently.

Assessment according to Council for the Curriculum, Examination and Assessment (2014) is the process of systematic collection, interpretation and use of information about learning. It gives teacher a better awareness of what pupils learn and understand, what their learning experience enables them to do and what their skills and personal capabilities are. Assessment is central to successful teaching and learning and also to the implementation of Early Childhood Care and Development Education (ECCDE) programme, in order to determine the effectiveness of the programme and also to determine whether the objectives have been achieved or not. Assessment is the link between teaching and learning. It is very important because without it there is no way to anticipate what pupils will actually take from their classrooms experiences and this might be quite different from what was intended to be achieved. It also plays a crucial role in improving learning and raising educational standards. It is a key professional competence for teachers that enable them to make learning and teaching more effective.

Al-Bashir, Kabir and Rahman (2016) asserted that when preschool children are enrolled in primary school the type of assessment they receive intentionally or unintentionally will play an important part in shaping their learning in the future educational pursuit. Blanton (2016) is of the view that young children's developmental growth and learning is rapid, variable, and influenced by numerous factors. For these reasons effective assessment of young children must be ongoing, relying on different types of information from multiple educational sources.

Looking at the above definitions, it is very clear that so many authors have different views and opinions with regard to the concept of assessment. For example Yusuf believed that both evaluation and assessment are two different concepts that are used interchangeably. The definition by National Council for the curriculum, examination and assessment shows that assessment is the process of collecting and analyzing information with a view to make informed educational decisions. Al-Bashir and Rahman also posits that assessment is an instrument used in shaping learning and future educational pursuit. One thing all these definitions have is that assessment is the process of collecting useful information in order to facilitate decision.

According to Peter, Art and Fred (2006), the curriculum assessment serves the following purposes to:

- i. identify aspects of a curriculum that are working and those that need to be changed.
- ii. assess the effectiveness of curriculum changes that have already been made.
- iii. demonstrate the effectiveness of the present educational programme.
- iv. meet regular programme review requirements.
- v. satisfy professional accreditations

The researcher is of the opinion that assessment is a fundamental tool that each and every teacher is expected to use to ensure that the goals of teaching and learning are realized. If properly used in the classroom situation it can serve as an instrument that makes the teacher especially at the preschool level to know the strengths and weaknesses of his pupils.

### **Characteristics of a Good Assessment**

The following are the characteristics of assessment according to Evans (2013):

One of the most important characteristics of any assessment is content validity: simply, content validity means that the assessment measures what it intended to measure. Every item in

a high-quality assessment goes through a rigorous development process with several levels of review, which ensures that the item content is clear, accurate and relevant. The result is a robust and aligned item pool that serves to provide the most accurate information possible about a student.

The second quality of a good assessment is reliability: It is the consistency with which an assessment yields the same result in measuring or assessing whatever it does assess. It is also the worthiness with which a measuring device measures something, the degree to which a test or any other instrument of assessment measures consistently whatever it does in fact measure. Ebel (1991) cited in Evans (2013) asserts that “the term reliability is consistency with which a set of a test scores measure whatever they do measure”. It is not always possible to obtain perfectly consistent results, because there are several factors such as physical health, memory, guessing, fatigue, forgetting which may affect the result from one assessment to the other. These extraneous variables may introduce some errors to our assessment.

Furthermore, objectivity: This is an important quality of a good assessment. It affects both validity and reliability of measurement/assessment. Objectivity of a measuring instrument means the degree to which different persons scoring the answer receipt arrived at the same result.

Good (1973) in Evans (2013) defines objectivity as the extent to which the instrument is free from personal error (personal bias) that is subjectivity on the part of the scorer. So an assessment is considered objective when it makes for the elimination of the opinion and bias judgment. It is important to note that there are two (2) aspects of objectivity which should be kept in mind while conducting assessment:

- i. Objectivity in scoring
- ii. Objectivity in interpretation of test items by the testee.

In addition to the above is usability: This is another important characteristic of a good assessment. This is because practical consideration of the evaluation instruments cannot be neglected. The assessment must have practical value from time to economy, and administration point of view. This may be termed as usability. So while conducting an assessment, the following practical aspects must be taken into consideration:

- i. **Ease of administration:** This means that the assessment instrument should be easy to administer so that the general classroom teachers can use it. Therefore, simple and clear direction should be given. The assessment instrument should possess very few sub tests. The timing of the test should not be too difficult.
- ii. **Time required for administration:** Appropriate time to take the test should be provided. Gronlund and Horn (1995) in Evans (2013) are of the opinion that somewhere between 20 and 60 minutes of testing for each individual score yielded by a published test is probably a fairly good guide.
- iii. **Ease of interpretation and application:** Other important aspects of assessments are interpretation of test score and application of test result. If the results are misinterpreted, it is harmful on the other hand if it is not applied, then it is useless.
- iv. **Cost of testing:** A test should be economical from preparation, administration and scoring point of view.
- v. **Availability of equivalent forms:** Equivalent forms test helps to verify the questionable test scores. It also helps to eliminate the factor of memory while re-testing on the same domain of hearing. Therefore, equivalent forms of the same test in terms of content level of difficulty and other characteristics should be available.

vi. **Comprehensiveness:** A comprehensive assessment is not necessarily a long one, nor must it treat every aspect of the performance in detail. The teacher must decide whether greater benefits come from a discussion of a few major points or a number of minor points. The teacher might assess what must be needed for improvement, or only what the students can reasonably be expected to improve. An effective assessment covers both strengths and weaknesses. The instructors' task is to determine how to balance the two. The researcher is of the view that teachers should learn about the characteristics of assessment before using any assessment tool. They must ensure that any assessment tool used in assessing the performance of students must be free from personal biased and must capture all the domains of learning.

### **2.2.2 Concept of Evaluation**

Evaluation is the systematic process of identifying, assembling or gathering data and making value judgment about such data to determine the merit, worth and significance of the curriculum (Yusuf, 2012). She further said that it is also the systematic process of determining the extent to which curriculum objectives are being achieved with the hope of suggesting approaches that could lead to improved teaching and better educational activities.

Farooq (2014) defines evaluation as the process of providing information for the sake of facilitating decision making at various stages of curriculum development and implementation. This information may be based on the programme as a complete entity or only to some of its components.

Evaluation also implies the selection of criteria, collection and analysis of data. It includes obtaining information for use in judging the worth of a programme and procedure.

Evaluation of curriculum is an integral and essential part of the whole process of curriculum. It is a continuous activity and not tail-end process.

Grinnell (2010) defines evaluation as an ongoing process of collecting, analyzing, synthesizing and interpreting information to aid in understanding what students learn and can do. It refers to the full range of information gathered in the school to make judgments about students' learning and programme effectiveness in each content area.

Ololobou (2009) is of the opinion that evaluation is concerned with the value or work of the object measured. It is a value judgment on the desirability or otherwise of the results of measurement. She further explained that evaluation is the systematic process of determining the extent to which instructional objectives have been achieved.

Sunnal and Haas (2002) in Ololobou (2009) also described evaluation as the process of using information to make judgments about how effectively a programme meets the needs of the learner. Thus, evaluation to the researcher is the appropriate process that involves obtaining information to objectively assess, grade, appraise and judge the performance of learners in the light of stated objectives in all aspects of learning.

Jabbarifar (2009) further explained that evaluation in the process of teaching and learning especially at the level of preschool children is a process of collecting, analyzing and interpreting information about teaching and learning in order to make meaningful and informed decisions that enhance student's achievement and the success of education. Claire (2019) maintained ensuring meaningful engagements of students in evaluation process came up repeatedly, regardless of the specific evaluation methodology used. She further explained students are the key stakeholders here and should be provided with opportunities to provide feedback through

both formal and informal channels. Eze(2018)believed that evaluation is an important part of teaching as it allows the teacher to plan and adapt instruction to meet specific need of the learner.

Wiggins (1990) in Nasab (2015) claims that authentic evaluation avails students with a wide range of skills and illuminates whether they have gained the ability to construct valid answers to the task presented. Moreover he asserts that evaluation sets a standardized criterion for scoring the task at hand by being highly reliable.

All the definitions given above by different authors described evaluation as a process of collecting relevant data for making judgment and informed educational decisions. This clearly shows that evaluation can be a vital tool in the hand of the teacher and other educational stakeholders to know the progress or otherwise of the pupils.

### **Types of Evaluation**

The following are the types of evaluation according to Yusuf (2012).

- 1. Formative Evaluation:** This is the type of evaluation that takes place at the early stage of the course/programme and runs through the programme. It is usually done as the instructional process is going on so as to monitor and guide the progress of the learner. It is basically carried out to provide continuous feedback information so that steps can be taken to clear confusions, doubts and prevent accumulation of errors that may be costly to correct. It has the advantage of revealing the areas of weakness of the students, ineffective methods, and encourages students to learn. The continuous nature of this type of evaluation provides a better opportunity for the realization of stated goals and objectives. It also ensures that a programme or programme activity is feasible, appropriate and acceptable before it is implemented. It is usually conducted when a new

program or activity is being developed or when existing one is being adapted or modified (David, 2016).

2. **Summative Evaluation:** This form of evaluation takes place at the end of the programme. It is usually carried out at the end of the lesson, unit or programme implementation to ascertain the level of achievement of the stated goals and objectives. The function is to determine the extent to which the student has acquired the skills taught to him/her. It is also done to determine the worth or value of the final outcome of the lesson, unit or programme. Richards (2017) also explained that summative evaluation determines whether the programme activities have been implemented as intended and resulted in certain output.
3. **Placement Evaluation:** This is a form of evaluation that is concerned with evaluating student's entry behavior in a sequence of instruction. It is also the placement tests designed by classroom teachers that measure whether students have the knowledge and skills that will enable them succeed in a planned instruction or course.
4. **Diagnostic Evaluation:** This is a form of evaluation that is conducted to determine the difficulties encountered by students in the course of their programme. Diagnostic test seeks to find out the causes of students learning difficulties. Zhao (2013) argues that diagnostic evaluation is primarily used to discover learner's strengths and weaknesses and provide detailed feedback for both teachers and learners to meaningful and informed decisions.
5. **Ultimate Evaluation:** This form of evaluation usually takes place when the student has completed the training programme and has obtained employment. This is carried out in

the industrial place of work to determine the extent to which the objectives of the programme have been achieved.

### **Characteristics of Evaluation**

Evaluation processes should be guided by the following characteristics according to Ololobou, (2009; 94);

- a. Focus on objectives:** Evaluation procedures should be directed at finding out the extent to which the set objectives have been achieved. The devices selected and used are to bear direct relevance to the stated objectives. Achievement of cognitively oriented objectives should be assessed through the use of formal evaluation techniques whereas psychomotor and affective objectives require the use of informal tools to assess their achievement.
- b. Comprehensiveness:** This implies that evaluation procedure adopted should cover all aspects of learning to give a total and balanced feedback on the growth and progress of learners. Thus, all learning domains (cognitive, affective and psychomotor) should be assessed and evaluated. To do this effectively the teacher should use a variety of evaluation techniques. Any teacher/caregiver who assesses one area of learning using one technique of evaluation is causing a great damage to all the stakeholders in education.
- c. Continuity:** Evaluation is an ongoing process that requires the behaviour of learners to be checked constantly and appraised in the light of outlined objectives. Constant and continuous evaluation enables the teacher to clear confusions, misconceptions and prevent accumulation of errors that may be costly to rectify. Constant evaluation also provides the teacher the opportunity for additional efforts during instruction to take

remedial actions to assist weak learners. Therefore, at every point, daily, weekly, monthly, at the end of the term and at the end of school year, evaluation should be conducted to ascertain the progress made by learners.

- d. Co-cooperativeness:** Evaluation is not a one-man show. Although the teacher occupies a prime position in the teaching and learning process, evaluation of learner's performance should involve all the relevant stakeholders. The teachers, parents, learners, educational administrators, counselors should be involved in sharing assessment information. The evaluation process and assessment procedures that support such relationships will help in the discussion of assessment information that lead to the development of a plan of action that will support the continued growth of the abilities of learners. A regular process of information sharing between the stakeholders about the growth and performances of learners will further encourage greater participation, self-evaluation and self-directed study which will benefit learners. Other characteristics that need close attention of the teacher include validity and reliability of evaluation tools and procedures.

### **Importance of Evaluation**

The following are the importance/purpose of instructional evaluation according to Yusuf (2012; 129);

1. It provides scientific base for the selection of useful instruments for the programme.
2. It provides feedback to the learner, the teacher and the curriculum experts concerning successes and failures.
3. It provides the curriculum planner with a direction to making final modification on the programme before general consumption.

4. It provides information on the variation in the achievement of each student and their individual difficulties.
5. It provides data which enable the school system to report to parents and school authorities about the success of the school.
6. It enables curriculum developers and those involved in curriculum implementation to find out how far the learning experiences are actually producing the anticipated results.
7. It helps in checking the effectiveness of the particular instruments, teachers materials and instructional methods used in implementing a particular curriculum.
8. It has a powerful influence upon the students' learning as it increases the students' motivation to learn.
9. It helps in the improvement of the existing knowledge, understanding, skills and values of any society.
10. The data obtained from evaluation is useful for guidance and counselling of students in the area of educational and vocational decisions, and also personal and social adjustment problems.

#### **2.2.2.1 Areas to be assessed in Early Childhood Education Programme:**

Early childhood care and education is a programme that is design in order to enable children to acquire knowledge, attitudes and skills that will enable to function effectively at primary and other levels of education. For that to happen there are areas that must be assessed. According to Ololobou (2009) these areas that need to be that need to be assessed in the implementation of any curriculum include the following:

- i. **Assessment of children learning outcome:**Erden (1998) in Aslan and Gunay (2016) sees assessment as the process of reaching result and making decisions about student's

performance. Assessments of children development and learning are essential for teachers and programmes in order to plan, implement and evaluate the effectiveness of classroom experiences they provide. Children are the clients of educative process. The focus of the instructional process is geared towards eliciting positive and desirable changes in the behaviors of children. Therefore, evaluation of children learning outcomes involved the collection and interpretation of data indicating the progress and development of children. Formal and informal techniques are identified and selected to facilitate the process. The assessment technique chosen depends on the behavior the teacher expects the children to demonstrate. The ECCDE teacher should ensure that this covers all aspects of behavior (cognitive, affective and psychomotor).

**ii. Evaluation of Teachers/Caregivers Effectiveness**

The ECCDE teachers and caregivers are central figures in the implementation of ECCDE programme. Their actions can make or mar the realization of the goals and objectives of the programme, hence, the need to constantly evaluate the ECCDE teacher/caregiver to improve his effectiveness. This exercise involves the teacher and others closely assessing his efforts in and out of the class interactive process to ascertain how they contribute to the attainment of the outlined goals and objectives. The evaluation process covers teachers' academic and professional training and personality characteristics. These areas directly or indirectly affect the way and manner the teacher organizes instruction and his evaluation of the performance of children.

**iii. Evaluation of the ECCDE Programme**

ECCDE programme evaluation is the systematic process of gathering and analyzing information on some or all aspects of the programme in order to make judgments or decisions on the programme. The essence is to improve the programme by highlighting its strengths and

weaknesses so that informed decisions are made on the aspects to maintain, improve or change the programme. ECCDE programme evaluation is not necessarily conducted at the end of the programme but an ongoing process of identifying areas of concern, collecting and analyzing data, judging and making decisions to improve the efficiency of the programme. It is a shared, cooperative and collaborative effort involving all the major stakeholders in ECCDE programme. The process can be done formally and informally.

### **2.2.3 Implementation**

Implementation is the execution of a plan. It is necessary in the context of curriculum. According to Oxford Dictionary (2015) implementation is the process of putting a decision, or plan into action, effect or execution. Friedman and Wallace (2005) cited in Sani (2016) defined implementation as a specified set of activities designed to put into practice or activity or programme of known direction. According to this definition implementation processes are purposeful and are described in sufficient details such that independent observers can detect the presence and strength of the specific set of activities related to implementation. To Bouro (2000) cited in Sani (2016) it involves putting curriculum to work, considering the process necessary to accomplish the predicted behavioral outcome in the learner. She further explained that implementation involves translating the general goals and objectives of a policy or programme based on the teacher's specific behavioral objective for concrete achievement through the execution of various activities. It can also be said that implementation is the translation of things such as policy, programme or any activity into action or practice.

To the researcher, implementation is the systematic process of using appropriate materials, methods and qualified personnel in the classroom setting for the realization of the goals and objectives of teaching and learning. It is also an interaction between the teacher,

leaner and instructional materials in the classroom and outside the classroom to achieve the objectives of the curriculum.

#### **2.2.4 Early Childhood Care and Development Education (ECCDE)**

Early childhood education consists of activities and experiences that are intended to affect the developmental changes in children prior to their entry into primary school (Corpuz, 2016:338). Early childhood is the most fundamental and critical stage of human development. It is a period of life where the human brain rapidly develops and is known to be the best stage to enhance skills. The first six years of life of the children are most vital. In early childhood, both intellectual and moral foundation must be built in every child. This is also the stage when a child learns through exploration and discovers about himself, his family, community and the world around us.

He further explained that, education for children in the early years lays the foundation for lifelong learning and for the total development of a child. The feature of the curriculum of ECCDE is congruent to Education for All (EFA) 2015, to which Nigeria is committed. It emphasizes the crucial role that early childhood education plays in the child's brain development. This educational level of the children provides for the physical, motor, health, nutritional, intellectual, aesthetic, emotional, and social development of preschool children (Nakpodia, 2011)

Maduyesi (1999) in Musa Abubakar and Danladi (2017) refers to Early Childhood Care and Development Education as the education offered to children who do not yet reach the statutory age of beginning primary school. They further maintained that it is a semi-formal arrangement, usually outside home whereby young children from about the age of 3 (three) years are exposed through play like activities in a group setting through mental, social and physical

learning suited to their developmental stages, until the mandatory age of government approved formal schooling. Early years in life are widely accepted as the most important period during which children experience cognitive, language, perceptual, socio-emotional and motor development which they will need for future achievements and social functioning. This informs the reasons why the period of early years needs to be handled with all special and detailed attention.

Estes (2004) in Musa et al (2017) has described the early years of children as a remarkable period of growth and development in the lives of children. Early years of children are the years of extreme vulnerability and tremendous potentials during which adequate care and stimulation are essential to provide the foundation for well being and development. In providing this foundation during the early years, early childhood education becomes a key factor.

Early Childhood Care and Development Education is the care, protection, stimulation and learning promoted in children from 0 – 4 years in a crèche or nursery (FRN, 2013:5). The researcher is of the opinion that early childhood education is a programme of instruction designed for young children in order to enable them acquire knowledge, attitude and skills to function effectively and efficiently as members of their family, community, society and the nation at large later in their life.

Early childhood is a critical time for individual growth. This short period is unique because of the unparalleled speed at which the brain architecture develops. The experiences in the first few years of life have serious, long-lasting consequences for every child's future health, learning, earning potentials, thus laying the foundation not only for human capital development but, indirectly, for societies and their sustainable development (UNICEF,2018).

Murundu, Indoshi and Okwara (2011) are of the opinion that Early Childhood Care and Development Education (ECCDE) constitutes a household, community, and the state's efforts to provide integrated development for children from birth to the age of entry into primary school. They further maintained that preschool teachers deal children aged between 3 and 6 years. Children who are below 3 years are generally taken care of by their parent/guardians and caregivers/child minders at home.

Bose (2001) also argued that early childhood care and development education refers to education and care in early years, which spans the human life from birth to the age of eight years. During this period, children develop very fast and need developmentally appropriate practices for an overall development. It is also understood to encompass a holistic view of the needs of the children as they grow old and mature. Children need to grow in a safe, caring and loving environment where they could fulfill their basic requirement of health, nutrition, sanitation and continue to master more and more complex levels of thinking, movement, feeling and interaction with others in the environment.

Mtahabwa and Rao (2009) are of the opinion that early childhood care and development education has received increasing global attention. They further explained that early childhood care and development education have been used to describe services for children from birth to eight years of age. These types of services are based on holistic approach and recognize the interdependence of the physical, emotional and cognitive domains of development. The term early childhood care and development education (ECCDE) is used interchangeably with Preschool Education (PSE) or Pre-Primary Education (PPE) and focuses on the services for children in the range of three to six years.

#### 2.2.4.1 Elements of Early Childhood Care and Development (ECCD)

Early Childhood Development (ECCD) can be described as having three (3) mutually necessary elements according to UNICEF (2018). They are as follows:

- i. **Early Childhood:** The period itself is critical to understand, since so much development is age-determined. In the broadest definition, early childhood run from before birth until the age of eight (8), but science is pointing to the primary importance of the first 1,000 days, also beginning at conception. Thus when the brain architecture is built from the bottom up at a lightning speed, with neural connections forming rapidly. The National Academies of sciences, engineering and medicine (2015) also explained that early childhood is a period when developmental changes are happening that can have profound and lasting influence on child's future. It is also a period of cognitive, social and emotional development of young children.
- ii. **Development:** By this term, what is meant is the continuous acquisition of skills and abilities across the domains of cognition, language, motor, social and emotional development. In short we need to think, solve problems, communicate, express our emotions, build resilience, and form relationships. Because of the prolific neural growth that occurs during this period, the development that occurs is also considered the foundation of learning and earning healthy productivity and well being that is the building blocks of human capital.
- iii. **Environment:** Because the brain is shaped by experiences, the child's development results from interaction with the environment. The brain is like a sponge that soaks up positive and negative experiences, which in turn influence the blueprint of its architecture. Consequently, negative experiences have potentials lifelong impacts.

Yoshikawa and Kabay (2015) assert that environment includes location of the childcare centers, space or room, equipment and materials. It sets the stage and creates the contexts for children's experiences in the environment where relationships are developed

#### **2.2.4.2 Objectives of Early Childhood Care and Education**

The following are the objectives of early childhood education in pre-primary schools according to the National Policy on Education (NPE) (2013; 5) which are to:

- a. effect a smooth transition from home to school;
- b. prepare children for primary level of education;
- c. provide adequate care, supervision and security for children while their parents are at work;
- d. inculcate social, moral norms and values;
- e. inculcate in the child the spirit of enquiry and creativity through the exploration of nature, the environment, arts, music and the use of toys;
- f. develop a sense of co-operation and team spirit;
- g. stimulate in the child good habit especially good health habits; and
- h. teach the rudiments of letters, numbers, colors, shapes, forms etc. through play

#### **Policy Guidelines for Implementation of ECCDE Curriculum**

As stated in the National Policy on Education (NPE) (2013) the implementation guidelines stated by the government in order to achieve these objectives include to:

1. establish pre-primary sections in existing public schools and encourage both community and private efforts in the provision of pre-primary education.
2. make provisions in the teacher education programmes for the specialization in early childhood pre-primary education.

3. ensure that the medium of instruction is principally the mother tongue or the language of the immediate environment and to this end government will:
  - i. develop the orthography of many more Nigerian languages and
  - ii. produce textbooks in Nigerian languages.
4. ensure 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, regulate and control the operation of pre-primary education. To this end, the teacher pupils ratio shall be 1:25.
5. Set and monitor minimum standard for early childhood centres in the country and
6. Ensure full participation of government, communities and teacher associations in the running and maintenance of early childhood education facilities.

#### **2.2.4.3 Types of Early Childhood Education**

Early childhood education has been categorized at various levels usually using parameters such as the age and developmental growth of the children. In Nigeria, pre-school education falls under various levels namely:

- i. Crèche 0 – 2 years
- ii. Day Care 2 – 3 years
- iii. Nursery 3 – 4 years, and
- iv. Kindergarten 4 – 5 years.

**Crèche (0-2 Years):** This is a nursery where babies and young children are cared for during the working day. Therefore, the demand is increasing by the day in every part of the world because of increasing number of working mothers outside home. The quality of children's early experiences has significant impact on children's learning and development, as the first two years are very crucial for child's brain development, a stimulating, enriching and interactive

environment may be provided for through crèche programme. This establishment is usually located where the mother is working. They are usually available within the campuses of tertiary institutions, hospitals, market or big factories (NOUN, 2014).

**Day Care (2-3 Years):** This simply refers to any place where children are cared for. It may, for instance just involve one on one homecare provided by parent, nanny or someone/caregiver. Children may also be provided in an out of home setting where they may simply be looked after. This type of learning centre provides structured play time with organized activities which allow kids to explore and learn. This type of education centre focuses on early learning and cognitive development and also prepares children for nursery schools. Working mothers use them as safe places to keep their children while they are work. It can be home based or center based. Evans (2000) in Olaleye, Florence and Omotayo (2009) noted that children learn faster during the three years of than they will ever learn in their lives. It is therefore imperative to provide quality learning environment for the young children in their schools.

**Nursery (3 – 4 Years):**Omozeghian (2014) defined nursery education as the education meant for children between the ages of 3-4 years. It is a special kind of education provided in an institution for children before they enter primary school. Nursery education experience according to Barnard (2001) in Agi and Ruth (2018) positively affects later home and school involvement in education. He further explained that a child who fails to acquire nursery education may suffer emotionally, socially, intellectually and even physically if he is taking to primary school without nursery education experience that will give him a solid foundation in the primary school. Nursery schools also involve some combination of play, exploration and learning. Like crèche and day care, the nursery schools have wide range of aims, approaches and philosophies. The

nursery schools are common in urban centers as well as small towns in Nigeria. They owned mainly by private individuals, group, faith based and institutions.

**Kindergarten (4 – 5 Years):** Kindergarten education is the foundation of learning because children who have weak learning foundation can hardly perform as exceptionally intelligent students in their entire academic life circle. It is at this early stage of learning that children are developed for higher academic exercise (Evelyn, 2015). From 4 to 5 years children are taken to kindergarten schools in order to improve access to pre-primary education for children. There is much more than teaching children colors, numbers, letters, shapes and others. The aim is to prepare children for primary education (Bowman, 1993 in Atta, 2012 and NOUN, 2014).

#### **2.2.4.4 Historical Development of Early Childhood Education**

Pre-primary education is the education given to younger learners before the age of entering primary schools. These types of education setting are currently provided by public and private entrepreneurs in Nigeria. Early childhood education can be traced to the efforts of prominent European educationists such as John Amos Comenius (1590 – 1690), Jean Jacque Rousseau (1782 – 1788), John Heinrich Pestalozzi (1748 – 1827), Fredrich Froebel (1782-1851) and Maria Montessori. These education experts championed the right of children to early education.

Many educationists and scholars including Maduewesi (1992) and Fafunwa (1967) support and advocate for the views held by these earlier educators that there is need for good early childhood education to help children develop their full potentials (Obiweluozor, 2014). She further maintained that the first pre-primary education was founded by Robert Owen in 1816. The early experts in early childhood education were anxious to see the children of the rich and poor have the opportunity and privilege to be educated. With the passing out of infant

classes, some parents began to feel the need for pre-primary schools, the demand for early childhood education was however, very low in Nigeria until recently.

In Nigeria, organized education of the children below school age did not receive official recognition until very recently it received the attention it deserved. The concept of infant schools was introduced in Nigeria by missionaries in the early 20<sup>th</sup> century when such schools were set up in the western and eastern region of Nigeria. Early childhood education in the form of nursery schools or pre-primary education is largely a post-colonial era development. The semblances of it during the colonial era were the kindergarten and infant classes, which consisted of groups of children considered not yet ready for primary education. As grouping for instruction in schools was not aged based during that period, some children aged six (6) or even more, could be found in some of the infant classes (Tor-Anyin, 2008 in Musa et al, 2017).

During that period (pre-independence) all efforts for provision of early childhood care education were confined to the voluntary sector and received little or no support from the government. It was for the first time in 1977 with the introduction of National Policy on Education (NPE) by the then military government of Nigeria that the importance and need for early childhood education was given official recognition and linked with the child's educational performance in primary schools. Gradually, early childhood institutions stayed, and by 1985, Nigeria had about 4,200 early childhood care education centers, while by 1992 the number increased to about 8,300 (FGN/UNICEF 1993 in Musa et al, 2017).

Nowadays, early childhood educational institutions are located in various places and buildings, campuses of universities and colleges, premises of some industries and private organizations, church buildings, residential buildings with unprecedented expansions owing to

the high demand for early childhood care education by parents. Also private entrepreneurs are directly or indirectly involved in the provision of early childhood education.

#### **2.2.4.5 Importance of Early Childhood Education**

The importance of pre-primary education cannot be overemphasized. According to Obiweluzor (2014) the importance of early childhood education includes the followings;

1. It enables children to improve on their self confidence since they are given the opportunity to interact with peers and adults too.
2. It helps children to learn how to share and co-operate with others and helps reduce selfish tendencies.
3. It helps to sharpen children cognitive abilities through learning rhymes and songs, while playing on the slides and swings helps in the physical development and build their muscles.
4. It assists in the emotional development of the child. Structured play with building blocks and puzzles, baby dolls and teddy bears help in emotional and intellectual development of the child.
5. It is very vital to the children, parents and society because it enables smooth transition from home to school, because it enables the child to feel free to interact with other people outside his immediate environment.

#### **2.2.5 Curriculum**

The term curriculum is of Latin origin and it came through a French word called “curere” meaning “to run”. Like in a race course, it is likened to a course through which people have to run in order to get a set goal (Yusuf, 2012:1). Portelli, (1987) in Mitchell (2016) said that there are over 120 definitions of curriculum. For example Cater (2013) defines curriculum as a

systematic group of courses or sequences of subjects required for graduation or certification in a major field of study, for example, Social Studies Curriculum, Physical Education Curriculum and others. Bellack and Kliebard (2010) defined curriculum as all of which is planned and guided by the school, whether or not it is carried on in classes, playground, or in other segments of the pupil's lives

To Wiles and Bondi (2016) a curriculum can be called a plan for learning, which contains assumptions about the purpose of education in our society. It also has a definite structure through which the vision of planners can be translated into learning experiences for the learner. Hence, any curriculum comprises of two dimensions: a vision and structure. Traditionalists are of the opinion that curriculum is a fixed number of subjects taught and learnt in the school. This concept of curriculum is too narrow and cannot stand the current conception of curriculum.

The progressive viewed curriculum as the sequence of potential experiences set up by the school for the purpose of disciplining children and youths in group ways of thinking (Guga and Bawa, 2012). Olorundare (2018) asserted that one of the functions of curriculum is to provide a template which enables learning to take place meaningfully in a conducive learning atmosphere. Akudolu (2019) opined that curriculum is the organized body of knowledge presented to learners in the school. She further explained that it covers every element in the learning environment. This includes the subject matter to be learned, the students, the teachers and the physical learning environment. Goodson (1994) cited in Su (2012) described curriculum as a multifaceted concept, constructed, negotiated and renegotiated at a variety of levels and in a variety of arenas. Longstreet and Shane (1993) in Atherton (2010) revealed another side of curriculum which requires decision making: curriculum is a historical accident. It has not been

deliberately developed to accomplish a clear set of purposes but rather it has evolved as a response to the increasing complexity of educational decision making.

Considering all the definitions given above, it can be said that all the definitions of curriculum may belong to traditionalists' view of conception of curriculum who described curriculum as a fixed number of subjects taught by the teacher and learnt by students or the progressives who perceived curriculum to be the sequence of potential experiences that the learner acquires under the guidance of the teacher and the school. It must also be pointed out that, the definition of curriculum by Su clearly represent what the curriculum suppose to be especially in a multi ethnic and multi religious society like ours. It must be negotiated and renegotiated so that the interest of different groups will be taken care of during negotiation process. But the definition by Longstreet and Shane cannot stand to be the definition of curriculum especially in the 21<sup>st</sup> century because curriculum cannot be a historical accident.

#### **2.2.5.1 Elements of Curriculum**

Curriculum is made up of five (5) elements according to Guga and Bawa(2012:9). They are as follows:

- 1. Objectives:**Curriculum objectives are statements of expected behavior of learners at the end of a programme. They are intended learning outcomes of the curriculum recipients (Offorma, 2018). They are very important component of the curriculum, because they indicate what the curriculum is geared towards achieving. Consequently, objectives guide the curriculum planner in the selection of the type and level of content that should be included in the curriculum. Objectives are usually stated in terms of expected outcomes Therefore, objectives determines the goals of a programme and offer guidelines for students and teachers (Zohrabi, 2011).

- 2. Content:** This is the subject matter that is shared to the students. This is often referred to as the syllabus or course outline. The content that is identified for any curriculum is dependent on the outlined objectives. For instance, if the objectives are practical oriented, the content has to be so designed that they provide practical experiences. It is obvious that learners especially preschool children are exposed to various sources of information such as mass media, peer and significant others. Therefore, the knowledge, skills, attitudes and values which the school deliberately exposes learners to constitutes the contents of curriculum at any level of education. Content can therefore be viewed as the totality of what is taught by the school system (Emah, 2018).
- 3. Learning experiences:** These are kinds of experiences that aid the learner to learn. Such experiences are acquired from diverse activities that the students engaged in. These are provided for in the curriculum in the form of students activities. As students engaged in such activities they acquired experiences or changes in behaviour that stands out in them as proof of their learning. Chauhan (1981) cited in Chidi and Muiyiwa (2013) suggest that school should begin with the immediate environment of the child. The experiences which the child has already acquired should form the basis of teaching and learning whatever content and learning experiences offered by the school must be deeply rooted in the child's life experiences so as to make learning meaningful to the child.
- 4. Methodology:** The methods outlined in a curriculum are the vehicle with which the content of the curriculum is taught. Flexible methods of teaching facilitate learning. The most important aspect for providing learning experiences is teaching strategies. Karatas and Oral (2015) explained that with different teaching methods and technical practices, students will be able to acquire various forms of knowledge, skills and positive attitudes.

5. **Evaluation:** This is the strategy to determine the worth of the curriculum. It is a means of ascertaining whether or not the curriculum goals have been achieved. This is conducted by assessing students' performances and assessing the programme. Demirel (2013) describes curriculum evaluation to involve determining whether there are any elements that fall short of meeting the needs in the implementation process or that prevent achievement of the targets, or identifying to which elements of the curriculum the problems, if any, are related and applying necessary corrections. Whereas Erden (1998) and Aslan (2016) emphasized that curriculum evaluation is the process of collecting data about the effectiveness and efficiency of curriculum by means of different assessment tools, interpreting the obtained data by comparing them with the criteria and reaching a decision on the quality and effectiveness of the curriculum.

#### 2.2.5.2 Types of Curriculum

The following are the types of curriculum according to Yusuf (2012:23). These are:

1. **Overt, explicit or written curriculum:** This is simply that which is written as part of formal instruction of schooling experiences. It may refer to a curriculum document, text, or supportive materials that are chosen to support the instructional agenda of a school. Srivastava and Kumari (2005) further explained that this could manifest in various forms for example this could take the form of a curriculum document..
2. **An intended curriculum:** This is the recommended, adopted, official curriculum. It serves as a documented map of theories, beliefs, and intentions about schooling, teaching, learning and knowledge evidence in the development of teacher proof curriculum. It may also include textbooks, content and concepts and ministry of education documents,

intended curriculum is the actual curriculum that is delivered and presented by each teacher (Mitchell, 2016).

3. **Curriculum-in-Use:** These comprise of those things in textbook, content and concept in the distinct curriculum guides. However, these formal elements are frequently not taught. The curriculum in use is the actual curriculum that is delivered and presented by each teacher. Cuban (1992) in Yusuf (2012) calls it the taught curriculum (implicit, delivered and operational) where a teacher's belief begins to alter the curriculum/teaching style.
4. **Received Curriculum:** These are those things that students actually take out of classroom, those concepts and contents that are truly learned and remembered. Cuban (1992) in Yusuf (2012) calls it learned curriculum. The gap between overt, explicit or written curriculum and what students actually receive or take out of the classroom varies between students based on teacher competence (and their opinions on what is important for students and possibly a teacher's own personal preferences) (Kelly, 2009).
5. **Rhetorical Curriculum:** These comprises of reports and ideas offered by policy makers, school officials, administrators or politicians. Additionally, these reports may come from organizations involved in concept formation and content changes (Wilson, 2015). This curriculum may also come from those professionals involved in concept formation and content changes, or from those educational initiatives resulting from decisions based on national and state reports, public speeches, or from text critiquing outdated educational practices. The rhetorical curriculum may also come from the publicized works offering updates on pedagogical knowledge.
6. **Societal Curriculum:** Cortes (1981) in Yusuf (2012) defines curricula as the massive, ongoing, informal curriculum of family, peer groups, neighborhood, churches,

organizations, occupations, mass media and other socializing forces that educate all of us throughout our lives.

7. **Concomitant Curriculum:** What is taught, or emphasized at home or those experiences that are part of a family's experiences, or related experiences sanctioned by the family. (This type of experiences may be received at churches, in the context of religious expressions, lessons on values, ethics or morals, molded behaviors or social experiences based on family preferences).
8. **Phantom Curriculum:** This is the message prevalent in and through exposure to media. Media and its uses have become important issues in schools. Exposure to different types of media often provides illustrative contexts for class discussions, relevant examples, and common icons and metaphors make learning and content more meaningful to real lives and interests of today's students (Gundy and Berger, 2016). Pillai (2012) further explained that the enculturation of students into the predominant meta-culture or acculturating students into narrower or generational subcultures.
9. **Hidden Curriculum:** Ubrebu (1985:3) in Yusuf (2012) describes hidden curriculum as the non-academic but educational significant component of schooling. Tanner and Tanner (1995) prefer to call it collateral curriculum. They argue that the word hidden implies deliberately concealing some learning experiences from students. Since this is not written or officially recognized, its influence on learning can manifest itself in students' attitudes and behaviour, both during and after completing their studies. What is acquired or learned from hidden curriculum is usually remembered longer than information learned at school. The hidden curriculum is the kind of learning children

derive from the very nature and organizational designs of the public and private schools as well as from the behaviors and attitudes of teachers and administrators.

10. **Null Curriculum:** This is the type of curriculum that we do not teach, thus giving students' message that these elements are not important in their educational experiences or in our society. Eisner (1985) in Yusuf (2012) offers some major points as he concludes his discussion of the null curriculum.

“The major point I have been trying to make thus far is that schools have consequences not only by virtue of what they do not teach, but also by virtue of what they neglect to teach. What students cannot consider, what they don't process they are unable to use, and have consequences for the kinds of lives they lead”.

### **2.2.6 Curriculum Implementation**

International Bureau of Education (2019) defines curriculum implementation as the actual teaching and learning taking place in schools through interaction between learners and teachers as well as among learners. For instance, how the intended curriculum is translated into practice and actually delivered. Also defined as the “curriculum in action” or “taught curriculum”, Wowi (2009) in Obillo and Adebayo (2012) defined curriculum implementation as a process that involves the dissemination of the structured set of learning experiences, the provision of resources to effectively execute the plan, and the actual execution of the plan in the classroom setting where teacher and learner interaction takes place.

Mkpa and Izuagba (2009) are of the opinion that in curriculum implementation, the learner for whom the programme is being planned interacts with the contents and materials in order to acquire the necessary skills, attitudes and abilities. They also went further to define

curriculum implementation as the actual engagement of the learner with the planned learning opportunities. This means that curriculum implementation is that stage of the curriculum process where the learner through the guide of the teacher interacts with learning activities so as to maximize learning as will be noticed in the learners new behavior/new approach to issues. The researcher is of the opinion that curriculum implementation is the translation of the curriculum document into action and the actual interaction between the learner, teacher and the instructional materials with a view to achieving the desired goals and objectives of teaching and learning.

It must be pointed out that the school head is charged with the responsibility for curriculum implementation and for determining the most appropriate way of providing organized assistance and monitoring the level of implementation. A curriculum framework will describe the processes and procedures that will be followed to assist all staff in developing the knowledge and skills necessary to successfully implement the developed curriculum in each and every content area. It is also the responsibility of the school administrative head to ensure that curriculum implementation activities progress of each content area related to curriculum implementation activities are developed in school to ensure effective curriculum implementation.

Alberta Teachers Association (2019) asserts that Implementation of curriculum is a complex undertaking. Careful consideration must be given to managing the process within diverse school and classroom contexts. In particular, attention must be given to building the capacity across the education system and among classroom teachers to deliver the instruction by ensuring that comprehensive communication strategies, adequate time, appropriate teaching and learning materials, relevant professional development and focused in-service activities are in place. All these must be available in both public and private schools. Effective curriculum implementation of ECCDE is a necessary tool for excellent academic attainment of preschool

children. Obinna (2007) and Ekwueme (2009) in Sunday 2016 believed that the major setback in effective curriculum implementation of ECCDE in recent times is lack of involvement of preschool teachers in designing and developing the curriculum. Chaudhary (2015) opined that curriculum implementation entails putting into practice the officially prescribed courses of study, syllabuses and subject. The process involves helping the learner acquire knowledge or experiences. It is important to note that curriculum implementation cannot take place without the learner because he is the central figure in curriculum implementation. Of all the definitions of curriculum implementation given, the definition by Mpka and Izuagba is more comprehensive because it gives emphasis to the learner in the process of curriculum implementation because he is the central figure and an important stakeholder in the implementation process.

#### **2.2.6.1 Importance of Curriculum Implementation**

Effective curriculum implementation is basically carried out of the classroom level through the process of teaching and learning. Therefore, the following are importance of curriculum implementation according to Guga and Bawa (2012). These include:

1. It helps in the achievement of the goals and objectives of the curriculum.
2. It helps the learners through the interaction with the teacher to develop self esteem and confidence.
3. It provides feedback on the areas that need to be revisited.
4. Curriculum implementation ensures that instructions are presented in a clear and logical sequence.
5. It assists the pupils to benefit from well structured guidance and counseling programme.
6. It assists learners to learn from each other

Kyasanku (2016) also highlighted the importance of ECCDE curriculum implementation in the following ways:

1. It is critical to the well being of a child. There is a positive link between early childhood learning and future holistic development.
2. A good early childhood education will help the child's brain grows optimally and also influence child brain development
3. Positive interactions with caregivers and early learning opportunities can improve children's health, educational, and even economic trajectories.
4. It reduce social inequality and benefit communities and societies at large.
5. It enhances physical well being and motor development, social and emotional development.

#### **2.2.6.2 Problems of ECCDE Curriculum Implementation**

Nigerian education system since independence can best be described as a system riddled with a lot of crises. It is not strange for this to be so, because we had inherited the system from our colonial masters (Eriba, 2011). Early childhood education in Nigeria is not left out in this crisis which tends to make gains of education less spectacular. The challenges which these problems have created for the country will be highlighted in some key areas. Therefore, the following are some of the challenges facing ECCDE in Nigeria and these include:

- 1. Funding:** When funds are available for ECCDE programme at the pre-primary school level, it helps the caregiver/teacher to nurture and support the development of young children, and to successfully implement curriculum. In spite of the fact that resources are critical to successful implementation of ECCDE programme, they are not found in many Nigerian pre-primary schools, especially in the public pre-primary schools that belong to

government. Funding must be a given maximum consideration, because it is very important to achieving success in any educational enterprise. In ECCDE centres, adequate funds need to be made available for provision of many resources and activities which include stimulating materials for teaching, training and re-training of staff (teachers/caregivers) enrichment and sensitization of programmes through regular workshops, monitoring, feeding, immunization, supervision, inspection, report writing, publications, school meals and training manual among others. The sad thing however, is that Nigerian ECCDE programme is ridiculously underfunded. This could be attributed to low budgetary allocation to the education sector in the country.

**2. Quality and Qualification of Teachers:** The quality of teachers determines the strengths of any educational programme and the value of learners. In Nigerian early childhood institutions today, the teacher quality is generally low. It is only few of the nursery schools especially those owned by educational institutions, private entrepreneurs and wealthy individuals that can afford to engage the services of university graduate teachers and holders of Nigerian Certificate in Education (NCE) teachers, competent and committed teachers and are also capable of retaining such teachers. Most others employ mainly Grade II teachers and secondary school leavers with school certificate or general certificate (ordinary level) qualification. In a situation where most of the teachers in early childhood institutions are unqualified or unprofessional, effective teaching and learning cannot be achieved.

**3. Language policy implementation:** In spite of the laudable provision of the language policy nothing much seems to have been achieved. The position of Nigerian languages as a medium of instruction is hard to come by. The FGN/UNICEF (1993) reported that

about 93.3% of teaching and learning in Nigerian pre-schools is done in English Language. The 6.8% that use language of the immediate environment shows clear lackadaisical attitudes towards the implementation of the issue of medium of instruction in mother-tongue or language of the immediate community. This problem is likely to be connected with parents and pupils interest in English Language which has been in use since 1842, as well as its official position in Nigeria. The lack of implementation of language policy has affected the quality of ECCDEprogramme in Nigeria.

**4. In-effective Supervision of Early Childhood Care and Development Education**

**Centers:** No educational programme no matter how excellent it may be can be effectively implemented if the school supervision is ineffective. State Ministry of Education Officials are in principle, supposed to visit and inspect the physical plant, the human and other resources available in a proposed nursery school and if these are found to be adequate, the ministry would approve the school of operation.

Supervision of ECCDE centers can be used to correct errors, modify practices where necessary and motivate as well as encourage those involved in its implementation. Usually, the changes that result from supervision of ECCDEcenters can strengthen the implementation of such programme. Supervision of ECCDE leads to the holistic development of children, enables effective implementation of the curriculum, checks whether the objectives have been achieved, promotes maintenance of basic standards, identifies challenges and constraints, motivates, enriches and promotes personal as well as professional growth of all that involved in curriculum implementation of ECCDEprogramme. Despite the immense benefits that supervision has to offer the ECCDEprogramme, the Nigerian ECCDE at pre-primary school level is not provided

with these benefits as it is usually left unsupervised. This cannot help in effective implementation of ECCDE programme.

**5. Teacher-Pupils ratio:** The position of National Policy on Education of teacher-pupils ratio is 1:25. This is not implemented due to lack of proper supervision and monitoring. Indeed, since businessmen/women dominate this sector of education, profit maximization is their primary concern. As such employing more teachers to maintain this ratio is not beneficial to them, hence early childhood institutions have a ratio that depends on available children. Higher teacher-child ratio referring to a smaller number of children per teacher, are usually found to enhance ECCDE quality and facilitate better developmental outcomes for children. Hunestman (2008) in Musa, etal (2017) states that when there is higher teacher-child ratio, teachers are able to interact better with children, they experience less stress and they are able to provide more supports to different children's developmental domains. He further noted that higher teacher-child ratio makes children become more cooperative in activities and interactions and children tend to perform better in cognitive and linguistic assessments. On the contrary, lower teacher-child ratio in ECCDE centers will make teachers to give less attention to children and they will not give optimal performance. This will in turn affect children as they may experience neglect and poor development in all domains. The lower teacher-child ratio is the scenario in most Nigerian pre-primary schools. Researches have shown that classrooms in some early childhood care education centers in Nigeria are overcrowded with an average of not less than 100 pupils per classroom.

**6. Proliferation of Early Childhood Centers:** The official provision made in the National Policy on Education (FGN, 2004) mandated the government to encourage private and

community efforts in the provision of early childhood education in the country. More so, owing to the high demand for early childhood education by parents, it does not take a long time for newly established early childhood institutions to grow and develop. Nwakaego (2007) in Musa et al (2017) asserted that, it is becoming customary to operate early childhood institution in every household. Currently, ECCDE institutions are located in various places and building campuses of some universities and colleges, premises of some industrial and business organizations, church premises, residential buildings, some parts or the whole of which are hired for use as early childhood schools. The negative effect of this proliferation of early childhood institutions is that, the issue of standard and regulations have been waved off. The end result is that the young children are offered substandard and irregular education that cannot breed egalitarianism and self reliant individuals of the society (Musa et al, 2017).

7. **Negligence on the part of the government:** of all the measures that Federal Government undertook in order to facilitate the achievement of the objectives of early childhood education, the only one it has effectively accomplished is the granting of permission to for private sector in the provision of early childhood education in the country, with virtually less or non participation by the public sector. It must be pointed out that significant provision is yet to be made in public and private teacher training institutions in the country for the production of specialists' teachers (Sooter, 2013).

### **2.2.7 Concept of Public and Private Schools**

#### **Public Schools:**

Public pre-primary education is a system of elementary institutions and measures that ensures the education and upbringing of pupils in accordance with the interest and requirement

of society and state. A public primary school in Nigeria is an elementary school supported by public funds and providing free education for children of a community or district. It is maintained at public expense for education of the children of such community or district. These pre-primary schools are owned and funded by federal, state and local governments. Some of the characteristics of public schools are as follows:

- i. Tuition free
- ii. Centrally run by board
- iii. Managed by the Ministry of Education
- iv. Adjusting managerial styles for improved service delivery.
- v. Responding to change (innovations improved school provision).

#### **Private Schools:**

Private pre-primary education is received from educational institutions at the elementary level where individuals or group of individuals, organizations or mission bodies come together to establish and run educational institutions. It is the responsibility of entrepreneurs, agencies or groups such as religious bodies, communities, universities, corporate bodies and foreign communities to supplement government effort of providing quality education. These educational institutions are established, conducted and supported by private individuals. They are not operated by any public authority regardless of whether they receive financial support from public authorities. The characteristics of private schools according to Guga (2014) in Badau (2015) are as follows:

- i. Supported by private organizations or individuals rather than by state.
- ii. Independent schools that are supported wholly by the payment of fees.
- iii. Schools that are not administered by local, state or federal government.

- iv. They are schools that retained the right to select their students.
- v. They are schools that do not depend on mandatory taxation through public or government funding.

### **2.2.8 Curriculum Content of Early Childhood Care and Development Education**

Curriculum or the content of teaching in early childhood centers may be designed to encourage learning process, cognitive reasoning as well as the acquisition of specific information such as names of letters, counting numbers and so on. Therefore, the curriculum of early childhood care and education include the followings:

- i. **English Language/Early Literacy:** Language is a medium of communication. Since language is pervasive in almost everything children do, it should be central to the early childhood education programmes (Achola, Gudo and Benson, 2016). Early childhood is the period of the most rapid language development. It is essential that young children have a variety of appropriate literacy and language experiences infused throughout the day, in environments that are rich in language and purposeful print. English Language Arts in pre-school is composed of emergent reading, emergent writing, listening and speaking, foundational skills and language. Literacy learning begins at birth and can be encouraged through participation in meaningful conversation and activities with adults (Morrow, 2015 in Bredekamp, 2017). These literacy behaviors grow and eventually become habit. Children's interest and motivation to read is apparent before they are able to read. Emergent reading and emergent writing behaviors flourish in a setting where literacy experiences are consistently encouraged and fostered, and meaningfully integrated throughout the day (Strickland, 2010 in Bredekamp, 2017).

- ii. Mathematics:** Past research has indicated that children have interest and ability to engage in mathematical thinking and learning. With natural curiosity and eagerness for learning, they construct an informal knowledge of mathematics through interaction with materials, peers and supportive adults in their daily lives. As a result preschoolers begin to name numerals, count objects, compare the size or quantity of objects, order objects or sequence familiar events, recognize shapes, make graphs with data collected from their experiences and investigations, classify objects with a purpose, recognize simple patterns, and use basic words for comparison, directions, sequence, shapes, time, and numbers. In addition, pre-school teachers can encourage children to solve simple problems from daily life by applying their current mathematical knowledge and skills.
- iii. Arts:** All young children are naturalists as they investigate line, shape, color, texture, form, movement, melody, rhyme and pattern (Koster, 2012 in Bredekamp, 2017). When we refer to the arts in the early childhood years, we include the visual arts (i.e. drawing, painting, collage, printing, mural making, sculpting), music and the performing arts (i.e. dramatic play, storytelling, dance, singing, playing simple instruments, improvisation, creative movements). The arts should be included in the everyday life of the pre-school child, not only in the area of arts, dramatic play centre, and music area but in the other centers, routines, transitions and integrated into the curriculum. For the pre-school child the emphasis is always on the creative process, not the finished product. However, teachers also need to help children acquire varied art techniques as well as respect their product. Creative arts are children's first language used to communicate thoughts, ideas, and feelings. Some of the most effective means children have for explaining and understanding their world is through arts (New Jersey Department of Education, 2014).

- iv. **Science and Nature:** This course enables children to identify and appreciate objects in the environment, and talk about them, and use them purposefully (Anini, 2011). The intent of science education in early childhood classrooms is to build on children's natural sense of wonder and curiosity. Children employ their five senses to develop an understanding of scientific principles through multi-sensory experiences and the teachers' use of open-ended questions. In the context of individualized play, children will explore experiment and learn new skills through trial and error and their own investigations and discovery. It is important that teachers are knowledgeable of basic science concepts. Pre-school teachers need to be prepared and look for opportunities to explore concepts during child's play in all content areas since children's play is an essential vehicle for use as an indicator of their growth and learning. Play supports children's progress along the developmental sequence. Teachers should introduce science concepts during their interactions with materials, people and everyday activities.
- vi. **Social Norms:** This is where children's personal and social skills, values and attitudes acquired through their interactions and experiences within their homes and immediate environment are recognized and fostered. Opportunities to play activities, stories, rhymes, music and drama, the environment and personal health and hygiene are taught to children giving them a sense of belonging, personal worth, self confidence, self control and self discipline.
- vii. **Physical Development:** This is where the psycho-motor skills of the child are developed through freedom of movement, inventiveness, adventures and stimulating play. This provides children with the opportunity to develop their physical skills, learning abilities and self confidence (Atta, 2012 and Bredekamp, 2017).

### 2.2.9 Learning/Instructional Material in ECCDECenters

Learning has been found to be optimally enhanced by adequate and appropriate selection and use of instructional materials by the teacher and the learner as well (Azikiwe, 2019) For successful implementation of any curriculum, there is need for the acquisition and provision of adequate and relevant instructional and learning materials that are suitable and appropriate to the age and interest of the learners. This is because instructional and learning materials bring life to learning by stimulating students to learn. Good teaching materials in the classroom have the potential to help the teacher explain new concepts clearly to students (Tuimur and Chemwei, 2015). These materials include:

1. **Block material:** Unit and large hollow blocks with accessories such as small people, vehicle, signs and animals. Unit blocks, most often wooden, are those designed to be in mathematical centers. The teacher may include large plastic or cardboard blocks as well as loose parts such as cones, ramps, heavier cardboard tubing, corrugated cardboard and other interesting building additions. There should be enough blocks, spaces and accessories for children to build sizeable independent structures.
2. **Library materials:** A variety of developmentally appropriate fiction and non-fiction books organized on a book shelf with covers displayed at the child's eye level. Books may include variety of genres as well as topics of interests to young children. Inappropriate books may contain topics and illustrations that are frightening, show violence, or give negative social images, such as biased point of view or using aggression to solve problems. Thus, most fairy tales are considered for pre-school children. Some scholars recommend that there should be at least 30 books for every 15 children in a

class. Comfortable furnishing such as rug, pillows or child sized couch should also be included.

- 3. Writing materials:** A variety of pencils, pens and markers, papers in assorted sizes, shapes, and weights, lined and unlined and other writing materials should be provided in ECCDE centers. Scissors, stapler, hole punchers, stickers, letters, name cards, picture word cards, stamp with ink pads, stencils, card stock, and envelopes add interest and engage children in ECCDE centers.
- 4. Creative arts materials:** A variety of drawing materials such as crayons and markers, paper, paints and brushes, easel, clay, collage materials, chalk, tools (such as scissors, tape and hole punches) and interesting three (3) dimensional objects and loose parts. All materials should be safe and non-toxic and organized with accessible containers or bins. A convenient table chairs and smocks should be available.
- 5. Manipulatives/Table Toys:** At least three (3) kinds of five motor objects which include interlocking building materials such as table blocks, bristle blocks, links and unifix cubes, a variety of puzzles (knobbed, unknobbed, framed, unframed, and floors) and manipulative such as stringing beads, pegs and peg boards; materials to support math concepts such as parquetry blocks, tan grams, counters, numbers, games and matching, sorting and seriating and patterning materials and games are often included in Early Childhood Care and Development Centers. Tables, chairs and adequate organized storage with labeled containers as well as floor space for material use should be adequately provided to promote teaching and learning of ECCDE. Oremeji (2017) asserted that any preschool teacher who takes advantage of these materials and help

children to use them correctly will find that they make incalculable contribution to instruction.

6. **Sand/Water Materials:** Age appropriate toys, smocks, measuring cups, funnels, sponges, small containers and shovels for digging and pouring should be adequately provided. While changes can be made to sand or water table (e.g. adding food, coloring, ice or snow, bubbles or liquid soap, the sensory materials should be dig gable or pourable.
7. **Natural science materials:** Living things (non-toxic houseplants, terrarium, pets, and farm), natural objects (pinecones, shells, leaves, rocks, nests), at least five (5) factual books and games about nature and science and tools, for example magnifying glasses, magnets, eye droppers, color wands, prisms, reflectors, tweezers, tongs, etc. with complementary materials. Materials that engage the senses and encourage curiosity, exploration, investigation, and figuring out are most appropriate loose parts and take parts (old telephones, radios, cameras, clocks) attract interest and appeal to children sense of wonder.
8. **Computer materials:** Computers, ipads, tablets and headphones with needed supports (mouse, mouse pad, speakers etc.) and developmentally appropriate software and media should be adequately provided in ECCDE centers. All materials should be working and include appropriate content that is neither violent nor culturally insensitive. Television sets, video, satellite should also be provided in the ECCDE centers. The importance of computer in preschool is so evident in the 21<sup>st</sup> century. Children who have no access to computer and its material will struggle in their future professions, as most jobs require some type of computer work (Jose and Basilan, 2018)

9. **Music materials:** A variety of musical instruments for children to enjoy should also be provided. At least 10 instruments in good condition should be accessible for children to use freely. This may include bells, stocks, clappers, drums, maracas, shakers, ankle bells, symbols, triangles, tambourines and instruments children make. CD players with head phones and CDs of varied music may also be added.
10. **Cozy area:** An area for privacy or relaxing with friend with abundance of soft furnishings such as pillows, comforters, soft chairs/couch and stuffed animals should equally be provided in ECCDE centers (Bredenkamp, 2017). A cozy book area should be very small and have a clear boundary if only one or two children are to play there. Cozy and well defined play spaces should be provided to discourage running indoors. Wide open areas tend to encourage children to use cozy space for rowdy, high speed play (Department of Early Education and Care, 2002)

#### **2.2.10 Appropriate Teaching/Instructional Methods at ECCDECenters**

Methods refers to that set of instructional techniques and strategies which enable teaching and learning to take place and provide opportunities for the acquisition of knowledge, skills and attitudes dispositions within a particular social and material context (Anders, 2015) Teaching methods should be suitable and appropriate to the age, ability of the learners. The use of a variety of instructional methods is necessary for effective and efficient implementation of curriculum (Yusuf, 2012). Some of these methods include demonstration, lecture, discussion, field trip, discovery, experimental; play way, peers teaching and dramatization. UBEC (2013) explained that the required teaching methods that will be suitable to the age, interests and abilities of the learners are as follows:

**i. Play Way Method:**

Wuest and Bucher (1999) in Mabagala and Mabagala (2013) play is regarded as being spontaneous, free from rules, involving active engagement and it also include a range of self chosen activities, undertaken by children for their own interest, enjoyment, and satisfaction. According to Yusuf (2012), this method of instruction evolved on the basis that a child is naturally creative and not just receptive vessels and that self activity, play, freedom and experiences are important ways by which a child learns. Furthermore, since freedom and free activity promote learning, a sort of play in teaching will incorporate them. Play has been defined as any pleasurable activity. In the play way method, the children learn through play and activities that have a definite purpose. UNICEF (2018) believed that play is one of the most important ways in which children gain essential knowledge and skills.

**Advantages of Play Way Method**

The advantages of play way method include the following:

1. It allows the pupils the freedom to choose any activity to carry out.
2. Pupils have freedom to experiment with whatever they are learning about.
3. Pupils receive training of being independent.
4. It is very useful for nursery and lower levels of primary schools.

**Disadvantages of Play way Method**

In spite of the advantages, play way method also has some disadvantages, which include:

1. It is time consuming.
2. Sometimes the environment where the play activities take place may become chaotic.
3. Some children may get injury in the process of play (Yusuf, 2012:172).

## **ii. Discovery Method:**

The importance of discovery method has been the subject of debate among educational stakeholders. Mayer (2003) cited in Okwute (2015) explained that guided discovery was the best methods for those that want promote the learning of certain rules. While Clute (2011) maintained that guided discovery is important in promoting learning among preschool children. Jenny (2011) believed that instructional methods that depend on and foster interaction will be more suited to teach preschool children. This is a method of teaching where the classroom teacher provides children with the opportunities to explore new facts, new rules, new methods or techniques of solving problems as well as new values for themselves. This method as the name implies a method by which the children discover things for themselves. The method uses fact that the pupils own experiences is the basis or the foundation of real learning. It is an activity method where pupils are mentally active all the time (Yusuf, 2012:177).

### **Advantages of Discovery Method**

The following are the advantages of the discovery method teaching:

1. It equips the learner with a vital means of acquiring knowledge on his own through active participation and develops his mind by using it to solve problems.
2. It exposes the learner to find out information for himself.
3. It facilitates assimilation and retention of knowledge discovered by students themselves.
4. It helps students to develop manipulative skills as they have contact with materials and apparatus.
5. It encourages mental adventure which is very rewarding.
6. It encourages analytical thoughts.

## **Disadvantages of Discovery Methods**

Discovery method as a method of imparting knowledge and skills has the following disadvantages:

1. It is very slow and time consuming.
2. It cannot be used in a large class, in terms of number of students. This is because effective teacher supervision will not be achieved.
3. It places considerable amount of burden on the parents of children. The method has a very financial implication because funds are needed to buy equipment and materials needed in subject areas like sciences and others (Yusuf, 2012:177).

### **iii. Dramatization Method:**

Drama is one of the most significant models of learning and is a basic activity for learning. It is a way of helping children to think about their individual or social problems. Children can learn to explore issues, events and connections by means of drama. Drama is a powerful teaching and learning tool with profound positive effects on a student's cognitive, social, emotional and physical development. The benefits of regular theater arts spill over into so many school subjects and everyday life (Clark, 2013). This method usually involves the children or learners in role playing of real life situations. It is a process in which problems are dealt with through action. Usually a problem is identified, acted out, and discussed with some children playing roles and others observing. In classroom situation, if the problem area is buying and selling, then it can be dramatized by having some learners represent traders and others customers. The teacher in some cases provides money and various costumes for dramatization (Yusuf, 2012:174). Freebody (2013) argues that drama can be used as a tool to help students develop empathy by experiencing various social situations which they may otherwise not

encounter, thereby providing opportunities for them to deeply consider cultural stereotype as well as other social issues. Amours (2017) also explained that in the context of drama pupils learn to use space, voice, body language, music gestures, and posture as they work and communicate with their peers in order to create new representation

### **Advantages of Dramatization Method**

Advantages of dramatization method include the following:

1. The lesson is made practical and concrete.
2. It makes learners to be actively involved in the process of teaching and learning.
3. It provides real life experiences to children.
4. It helps children to develop problem solving skills.

### **Disadvantages of Dramatization Method**

Some of the disadvantages of the method are as follows:

1. It usually takes time for the learners to get involved in dramatization activities. Thus, it is time consuming when not properly planned.
2. The teacher's imagination, skills and organizational competence determine the success of the method (Yusuf, 2012:175).

### **vi. Field Trip Method:**

Field trip has been expressed in various forms such as educational trips, outdoor activities, study trips, excursions or educational visits. Ayaba (2007) defined field trip as first hand experiences which arise from direct learning situations. Nacino Brown, Oke and Brown (1985) in Bariham (2015) explained that outdoor activities involves planned organized visits to points of interest outside the classroom such factories, universities, agricultural projects, museums, lakes or mountains. To Yusuf (2012) field trip is an excursion taken outside the

classroom for the purpose of making relevant observations and also for obtaining some specific information. Well planned field trips afford the students the opportunity to become actively engaged in observing, collecting, classifying, studying relationships and manipulating objects. It is a very valuable method of teaching as it provides the most realistic means for the study of real things and real processes. Field trip can be undertaken to places like zoos, chemical industries, tourist attraction centres, botanical gardens, centres of social services like post office, water board, hospitals, radio stations, etc. According to Hairston (2012) there are two types of field trips which include field trips for educational purposes and those just for fun. To use field trip as a method of teaching, the teacher should consider the following guidelines:

- i. Be of genuine interest to students.
- ii. Be suitable to the age and class levels of the children.
- iii. Be clearly relevant to curriculum goals and objectives.
- iv. Fit naturally into the sequence of the children's work.

### **Advantages of Field Trip Method**

The following are some of the advantages of the field trip method:

1. It enables the students to have first-hand experiences of real things. Thus, it is considered as providing learning experiences, which cannot be brought into the classroom practically.
2. It tends to relate things studied in the classroom with actual activities outside the classroom. (That is the society or community). This makes class work or subject matter instruction more meaningful and enhances students' understanding of subject matter.
3. It affords children the valuable opportunities to develop interest in some careers.

4. It helps to arouse children's interest and increase their motivation to learn a subject and related subjects.
5. It provides opportunities for children to interact with experts indifferent fields and this will enhance learning.

### **Disadvantages of Field Trip Method**

Some of the disadvantages of field trip method are as follows:

1. It is time consuming.
2. It is difficult to plan and execute.
3. It is not effective and feasible if a school has large number of students.
4. It is expensive to execute as it creates extra financial burden both for the school and the students. This is because it involves cost in transportation and feeding.
5. There is danger of accident while going or returning from field trip and even at field trip location (Yusuf, 2012:169-171).

### **vii. Demonstration Method:**

Demonstration refers to the type of teaching method in which the teacher is the principal actor while the learners watch with the intention to act later. In demonstration method, the teacher does whatever the learners are expected to do at the end of the lesson by showing them how to do it and explaining the step by step process to them (Ameh, Daniel and Akus 2007 in Ekeyi 2013) . Demonstration is a skill that can be learnt and taught. It involves showing by or offering examples of how something works or the steps involved in the process. This method is often used in the teaching of young children because children see their teachers as role models and begin to learn and emulate what they are teaching. This method can be used in sciences and other subjects in ECCDE centers (Yusuf, 2012:165).

Similarly, Yusuf (2012) identified the advantages and disadvantages of demonstration method in the teaching of young children. These include:

### **Advantages of Demonstration Method**

1. With limited time and for a particular topic, demonstration method saves time.
2. It enables children to retain concepts basically because what is demonstrated is not easily forgotten.
3. In sciences, demonstrations by teachers are useful to show how to use fragile or dangerous equipment so as to prevent breakages and accidents.
4. It is an attention inducer and powerful motivator especially when it is used to introduce a lesson.

### **Disadvantages of Demonstration Method**

1. It is not students' centered because students are not given the opportunity to perform activities themselves.
2. Limited time is offered to the students to become well acquainted with equipment and materials and also for observing and recording.
3. In large classes, students often have difficulties in observing details of the object demonstrated.

### **2.2.11 Infrastructural/Physical Facilities in ECCDE Centers**

Infrastructural facilities are all the available assets of the school that can be used to foster and facilitate effective teaching and learning as well as to protect the physical well being of the occupants (Dare, 2014). The combination of both indoor and outdoor physical arrangements is two key components towards the creation of an environment supportive for learning. Pre-school environments provide a foundation for young children to thrive. Walking into a pre-school

environment should be a warm and overall welcoming homelike feeling, building a sense of community and security. Oyedeji (2012) stated that poor and inadequate infrastructural facilities have negative significant impact on any educational programme and the implementation of the curriculum. Some of the infrastructural facilities that should be provided in ECCDE according to Bredekamp (2017) are as follows:

- i. Classroom buildings:** Ozuzu (2013) defined classroom as a place where pupils or students gather for teaching and learning purposes, it holds them together and give them ample opportunity for group socialization through interacting with one another. Classroom arrangements need to be well planned, organized and be developmentally appropriate to meet all children needs. Classroom serves as a place where teaching and learning take place. The physical arrangement of the classroom needs to create in a child a friendly flow with clear traffic patterns that neither interfere with children's play nor promote any type of running or dangerous behaviors in the classroom. A preschool classroom should be clean and free of clutter. Materials are of students' interest, age appropriate and ready for hands-on-learning. To achieve quality education, learning environment especially classroom building is an important variable (Mabatuk, 2016).
- ii. The furniture** should be child sized which will help the children feel more comfortable as they sit in chairs that allow their feet to touch the floor with tables lowered to about elbow height with their knees able to fit comfortably under the table. Furniture should be clean with no sharp edges. All furniture in the classrooms and library should be convenient for easy care and easy accessibility. When placing furniture in the classroom, teachers should also keep in mind where electric outlets (covered with a child safety plug) and computer cables are located. Khan and Iqbal (2012) believed that the type of

furniture provided in pre primary schools has a great influence on the physical development of preschool children. Furniture can also influence how they play and learn.

- iii. **School Library:** Library encourages and promotes children's literacy development. The library areas are quiet places for children to go and develop their reading, writing, listening and comprehension skills. These areas will help promote language arts literacy and encourage children to learn about interests while developing an enthusiasm for reading and writing. Nwosu and Uba (2019) further explained that a well designed and functional library buildings provide pupils with a wide array of materials that will promotes teaching and learning.
- iv. **Health care and safety facilities:** Health and safety facilities in preschool environment will help teach the children to demonstrate appropriate hygiene practices and increase children's development of self-help skills. Children will also develop the necessary skills needed to become aware of any potential hazards to themselves or others in their immediate surroundings. Contamination is common but preventable in a preschool programme. Health practices are to be used daily. Disinfecting tables, sinks, toilets and used areas are to be completed when children are not in that particular area or they are in a transition period. Beds and sheets used during nap time are to be stored so that they do not touch each other. Also make sure that cots/mats are at least 36 inches apart from each other and the children are alternated head to foot so that they will not spread germs to each other. Chepkonga (2017) explained that Sanitary and hand washing facilities are very important for the hygiene and health of the child as good hand washing reduces transmission of diseases and infections.

### **2.2.12 Lesson Delivery**

Lesson delivery refers to the interaction among and between the students, the teacher, the content and the knowledge/skills/dispositions that the students will need for learning and collaborating with others in a diverse society and rapidly changing world (Kid Friends, 2018). The process of lesson delivery involves applying a repertoire of instructional strategies to communicate and interacts with students around academic contents and to support student's engagements. Jeremiah and Alamina (2017) cited in Wordu and Ojarka (2018) explained that, lesson delivery is the set of all kind of activities engaged in by the teacher with the aim of facilitating change in the behaviour of the learners by using different kinds of delivery attempts. The process of instructional delivery must be based on the stated and well defined objectives of the lesson, it is based on this that when the process of instructional delivery is over, then the opportunity to determine if the aims and objectives of the lesson have been achieved or not arises, which is the evaluation act that will tell whether the stated objectives of the lesson has been achieved or not. Lesson delivery has also been seen as the process showing every activity the teacher and the learner does in the classroom setting. So every efforts that the teacher makes in order to have a fruitful time with the students by exposing the contents, employed methods and strategies, the pupils interaction with the environment, instructional resources available and even the evaluation process sums up to mean lesson delivery (Meziobi, 2009) in (Wordu and Ojarka, 2018). When a teacher consciously utilizes his training, knowledge, skills and value and relays it in order to change the behavioral position of the learner, he is carrying out instructional delivery. To Eruk and Umoh (2003) also cited in Wordu and Ojarka (2018) instructional delivery is the knowledge of teaching techniques and their application for learning to take place in such a flexible manner that would not distort the original intent of the teacher for being in

classroom. Lesson delivery is also the deliberate interface between the learners and learning activities, therefore, it is from this interaction process that learning will actually take place. This interface is the implementation stage of the curriculum. Here, the teacher, the learner and the learning activities are on stage. The teacher who is the leader on this stage is free at this point to modify the plan of action based on the reaction of the learners to the learning activities in order to promote learning.

### **2.2.12.1 Models of Lesson Delivery**

The models for lesson delivery are presented under the following categories according to Vikoo (2003) and Jeremiah and Alamina cited in Worju and Orjaka (2018). They are as follows:

- 1. Cognitive Development Model:** this model of lesson delivery may include strategies such as discussion, Questioning, team teaching, talk and chalk, field trips etc.
- 2. Affective Development Model:** this may include strategies such as simulation, dramatic role, playing etc
- 3. Psychomotor Development Model:** this lesson delivery model may include methods and strategies such as inquiry, discovery, process approach, demonstration, laboratory, programmed instruction, assignment, project, micro teaching.
- 4. Teacher Centered Model:** they listed teacher centered model to include lecture, demonstration and storytelling.
- 5. Learner Centered Model:** this lesson delivery model play way, project, discussion and field trip
- 6. Innovative Model:** this lesson delivery model proposed the use of constructivism, concept mapping, flipped teaching, cooperative and mobilized instruction.

### **2.2.12.2 Tips for Teachers Effective Lesson Delivery**

Lesson delivery is an important activity that each and every teacher has to consider very important in the process of curriculum implementation. There are some tips that the teachers are expected to consider when delivering lesson to pupils. These tips for effective lesson delivery are outlined by Mozingo (2017). These include:

- 1. Alignment with required standard:** teachers should ensure that the lesson is aligned with curriculum pacing, sequence and schools blueprint frameworks.
- 2. Clear statement of objectives:** teachers should frame the objectives with behavioral verbs, performance conditions and evaluation criteria.
- 3. Use of essential questions:** teachers should revisit open-ended questions aligned with lesson objectives, reinforcing the big ideas and the “why” and “how” of what students are learning.
- 4. Activate learning activities:** teachers are expected to use warm-ups to engage student’s interest, activate prior learning and make connections with their experiences.
- 5. Helping pupil’s move from concrete to representational and abstract ideas:** teachers should begin by modeling, using tangible demonstrations of key skills or concept. Then move students to acquire and integrate contents in increasingly independent and generalizable ways.
- 6. Revisiting objectives:** teachers should helps students to develop schema to organize their thinking by revisiting lesson outcomes and big ideas.
- 7. Focus on formative assessment feedback and coaching:** throughout the lesson the teacher should provide students with on-the-spot criterion feedback to help them monitor and adjust their learning.

- 8. The importance of student discourse and self-reflections:** teachers should understand that the more active and engaged students are, the greater their levels of learning. Speaking and listening task accompanied by opportunities for self reflections and self assessment are critical.
- 9. Meaning closure of the lesson:** teachers should know that lessons are like great narratives. They require a meaningful ending that allows students to reflect on how well they have achieved the lesson objectives and pose questions for clarification.

### **2.2.13 Instructional Supervision**

Supervision is an activity designed to oversee the works done by the individual teachers to assist them to perform their work better. According to Oke (2016) instructional supervision is an activity designed to advise, guide, refresh, stimulate, encourage and facilitate goal achievement. Individuals charged with advisory functions have responsibility for planning, designing and controlling various activities for the systematic achievement of predetermined goals and objectives. Nwagu (2001) cited in Oke (2016) views supervision as one of the requirements of administration that concerns itself with the tactics of efficiency and effective management of human and material resources. Supervision if well managed and executed would achieve uniformity in early childhood care delivery, capacity building on the part of early childhood teachers. It has the tendency of ensuring effective implementation of the national curriculum of early childhood and care development education, to maintain standard in delivery, ensure quality control and identify deficiency in curriculum content and implementation to bring school and community to closer end and more productive relationship. Well supervised early childhood care and development education delivery provides in-service training for teachers, strengthens data base as record are properly kept. Ukeje (1992) cited in Oke (2016) defined

instructional supervision as a collaborative effort involving a set of activities designed to improve the teaching and learning process. The act of teaching and learning is supervised to in order to find out whether the desired objectives have been achieved or not. During supervision subjects are examined in relation to teaching methods applied instructional resources available for use and teacher himself in terms of educational qualification and training. Instructional supervision is very crucial because it has direct bearing on the pupils, teachers, curriculum and instruction.

Functionally, supervision concerns itself with the process of improvement and enhancement of performance. To be effective, early childhood care and development teacher must draw upon a broad range of teaching skills as well as on the human quality of humility, patience, empathy as well as a component of authority. When a child first teacher is poorly trained and motivated, the very foundation on which all subsequent learning will be built upon will be unsound.

#### **2.2.13.1 Types of Instructional Supervision**

There are two types (2) of instructional supervision according to Firz (2006) cited in Gloria and Nonye (2016). These include the following:

- 1. Internal Supervision:** this type of instructional supervision is carried out by school administrators such as head teachers, assistant head teachers, principals and vice principals. Internal supervision helps teachers to be dedicated to their duties and helps less effective and inexperienced teachers to improve their teaching.
- 2. External Supervision:** this kind of instructional supervision is mostly conducted by government and delegated agents Modebelu and Walker (2006) cited in Gloria and

Nonye (2016) were of the opinion that external supervision is more effective in promoting teacher instructional effectiveness in schools.

### **2.2.13.2 Techniques of Instructional Supervision**

There are different techniques that can be employed during instructional supervision. Petermode (1995) cited in Oke (2016) outlined different techniques that an instructional supervisor can utilize to bring about desirable effect in the behaviour of the teacher for achieving teaching effectiveness. These include:

- 1. Orientation meeting:** this very necessary to assist preschool teachers improve and function at an acceptable level. During this meeting, preschool teachers are furnished with necessary information for coping with challenges of involved in caring and teaching of preschool children. Udeozor (2004) in Oke (2016) noted that, nothing is frustrating to workers especially newly employed ones as being ignored and left uninformed about the activities of the organization.
- 2. Classroom observation:** this involves observing a teacher and analyzing his or her classroom practices, the teaching learning processes, teacher's personality, pupil's teacher interactions, lesson notes and lesson presentation. All these are observed by the supervisor who is present as a witness. Experience person explains or practically demonstrate a skill or a certain therapeutic preparation while teachers observe and take notes. The effectiveness of this strategy depends on the awareness of the purpose by the observer.
- 3. Capacity building workshops:** this organized to improve performance through the acquisition of new knowledge, insights, skills and competencies. This activity involves a

small group of people temporarily formed discuss specific topics trying to find solutions to a specific problems in face to face situation.

4. **Listening to tapes, radio or recordings:** this involves using sound recordings to present ideas to one or more listeners in such a way as to help develop understanding or skills. The use of visual presentations through the media, film, television, video tape is increasingly important in the supervisory process.
5. **Guided practice:** this supervision technique involves individuals or small group manipulative activities. It is an approach in which doing is more emphasized rather than talking with practice activities arrange out of context.

### **2.2.13.3 Relevance of Instructional Supervision to Teaching and Learning**

Supervision of instruction plays an important role in effective learning and it is the tool with which educational and lesson objectives are achieved. Knoll (1997) cited in Oyewole and Ehinola (2014) outlined the relevance of instructional supervision to teaching and learning. These include the following:

1. It provides opportunity for teachers to gain knowledge and information about a wide range of teaching skills.
2. It clarifies schools goals and improves the values of the teachers thereby ensuring good quality teaching and learning.
3. It offers guidance to the teacher so that he can be competent in self analysis, self criticisms and self improvement.
4. It stimulates desirable educational practices and provides a basis for action by the teachers, head teachers, supervisors and other officials.
5. It improves instructional programme

6. It helps to assess the tone of the school and identify some of its urgent needs.
7. It helps to determine whether a teacher should be transferred, retained, promoted or dismissed.
8. It helps to know the direction of the school.

#### **2.2.14 Role of Preschool Teachers in ECCDE Centers**

It is the responsibility of the teacher to ensure that the activity areas provide opportunities to children for spontaneous, unstructured play which is child initiated. The teacher has to arrange the classroom in appealing activity areas as per the available space, interest of children and the content being covered (National Council of Educational Research and Training, 2019). As once observed by Estes (2004) cited in Phajane (2014) early childhood teachers assume many vital roles and responsibilities as they strive to meet the care and education needs of young children early. Maxwell et al (2007) in Phajane (2014) classified the roles and responsibilities of early childhood education teachers into four major areas:

- i. **Teachers as Caregivers and Nurturers of Children:** This includes keeping children safe and protecting them from harm, providing them with their basic survival needs of food, water and shelter as well as providing space for them to move around so that they can develop their large and small muscles. This also includes building relationships which is also done by showing great love and affection to the children so that they can feel happy and acceptable in the classrooms, talking with and encouraging children of all age to use language and interacting frequently with children showing interest and respect for them. ECCDE teachers need a number of professional competences and skills in order to be able to offer high quality learning opportunities for young children. It is important to emphasize that specialized professional knowledge of ECCDE is necessary, given the

significant differences between this stage and future stages of education (Wall, Litjens and Taguma, 2015).

- ii. **Teachers as facilitators of learning:** This includes providing opportunities and activities that encourage creativity and problem solving in the children, using a variety of teaching strategies and experiences to enhance children's learning and development throughout the day, providing activities and experiences that encourage children to participate actively and construct their knowledge and understanding. It also includes taking decisions on books and materials to use, the stories to tell and other things necessary for the development of the whole child. Skillful and competent teachers uses as many methods and techniques as possible to facilitate learning because there is no single method which is regarded as the best for every teaching and learning situation. (Shofoyeke, 2016).
- iii. **Teachers as observers and assessors of children's development:** These roles involve the collection and analysis of information to help gain an understanding of children's development and programme effectiveness, using developmentally appropriate observation, assessment instruments and providing objective, accurate and detailed descriptions of children's behaviors and avoiding subjective comments.
- iv. **Teachers as Professional Advocates:** This is taking interest in the professional development of novice educators, taking interest in community based efforts to promote the well being of children and families, taking interest in personal, professional growth and development by joining professional associations and attending conferences and workshops. It also involves obtaining higher qualifications, appreciation and supporting close ties between the child and the family as well as respecting the dignity, worth and uniqueness of each individual child, family members and colleagues). Thus, without a

clear understanding of the unique dual roles as both childhood caregivers and teachers, those bestowed with the responsibility of taking care of children may be doing more harm than good. It is very important and necessary therefore, for those who are aspiring to become early childhood education teachers to be very familiar with the roles and responsibilities expected of them.

### **2.2.15 Participants in ECCDE Curriculum Implementation**

In ECCDE curriculum implementation, a large number of participants are directly or indirectly involved. Guga and Bawa (2012) asserted that curriculum implementation engage many participants both within and outside the school. The participants within the school include students/pupils, teachers, caregivers, nursery assistants/teachers aids, security staff, Parents Teachers Association among others. While participants outside the school include the Universal Basic Education Commission (UBEC), National Teachers Institute (NTI), Nigeria Educational Research and Development Council (NERDC), National Commission for Colleges of Education (NCCE), Institute of Education of Universities, among others are the bodies that are engage in research work, training, planning and production of instructional materials as well as facilitation of any introduced innovation.

#### **2.2.15.1 Participants outside the School**

The major stakeholders outside the school environment that participate in the implementation of Early Childhood Care and Development Education (ECCDE) curriculum include the following:

**i. Local Government Education Authority (L.G.E.A.)**

This administrative body plays a major role in curriculum implementation of ECCDE. Suleiman (2012) in Sani (2016) explained that the roles and responsibilities of local government

in respect to primary and pre-primary education are carried out by the Local Government Education Authority (L.G.E.A.). The duties are to initiate and execute specific projects for the achievement of the goals and objectives of pre-primary and primary education, assist in providing the needed infrastructure and other facilities for the scheme and co-ordinate, supervise, monitor and evaluate the implementation of the ECCDE programme in the Local Government. It also sensitizes and mobilizes the target groups, parents and other relevant stakeholders for their effective involvement and participation as well as fulfills its financial obligations and support needed for effective implementation of the ECCDE programme and ensures probity, accountability and transparency for all the funds allocated to the programme.

**ii. State Universal Basic Education (SUBEB)**

According to Suleiman (2012) in Sani (2016) State Universal Basic Education Board (SUBEB) is charged with the following responsibilities:

1. Management of early childhood care centers, primary schools, nomadic schools and junior secondary schools.
2. Recruitment, appointment, promotion and discipline of both teaching and non-teaching staff on Grade Level 07 and above.
3. Posting and deployment of staff including inter-state transfers.
4. Disbursement of funds allocated to it from both the federal and state sources.
5. Inspects nomadic primary and junior secondary schools including private and community schools as contained in Act No. 6 of 4<sup>th</sup> August, 2004.
6. Retirements and re-absorption of teaching and non-teaching staff on Grade level 07 and above.
7. Undertaking new capital projects.

8. Responsible for approval of training and re-training of teaching and non-teaching staff on Grade level 07 and above.
9. Ensure that annual reports are provided by Education Secretaries, Heads of Schools and the Teachers appointed to serve under them.
10. Dealing with leave matters including annual vacation and
11. Ensuring annual auditing of account.

**iii. Universal Basic Education Commission (UBEC)**

The Universal Basic Education Commission (UBEC) was established in the year 2004. The UBE Act (2004) establishing the commission makes provision for basic education comprising of ECCDE, primary and junior secondary school education. UBEC as the regulatory and implementation body of basic education in Nigeria has a dominant coordinating role in the implementation of ECCDE curriculum (Akpa, 2018) the financing of basic education is the responsibility of states and local governments. However, the Federal Government decided to intervene in the provision of basic education with 2% of its consolidated revenue fund. For states to fully benefit from the fund, criteria were established which they have to comply with. It must also be pointed out that the act establishing the commission mandated it to co-ordinate the implementation of the Universal Basic Education programme at the state and local government levels through the State Universal Basic Education Board (SUBEB) of each state and the Local Government Education Authority (L.G.E.A.).

UBEC Online in Sani (2016) stated that the vision of the commission is to be a world class education intervention and regulatory agency for the promotion of uniform, qualitative and functional basic education in Nigeria. Furthermore, the scope of UBEC is to conduct

programmes and initiatives for early childhood care education and three (3) years of junior secondary education. The following are the objectives of UBE programme:

1. Ensuring access to nine (9) years of formal basic education.
2. The provision of free, universal basic education for every Nigerian child of school age.
3. Reducing drastically, the incidence of drop-out from the formal school system through improved relevance, quality and efficiency.
4. Ensuring the acquisition of appropriate level of literacy, numeracy, manipulative, communicative and life skills as well as the ethical, moral and civic values needed for laying a solid foundation for life-long education.

#### **2.2.15.2 Participants within the School**

UBEC (2013) in Sani (2016) indicated that the participants within the school organization include the students/pupils, head teachers, teachers, caregivers, security personnel and the Parents Teachers Association (P.T.A.).

##### **i. Students/Learners:**

Guga and Bawa (2012) assert that children/learners are the focus of attention of any curriculum implementation and they are considered as strong partners in the implementation of any curriculum. As the teacher teaches, the pupils/students provide a feedback to the teacher on the effectiveness of his methods and approaches to teaching. Based on such feedback, the teacher decides on whether to continue, review or completely change the method of instruction. Students as participants in curriculum implementation assist greatly in keeping the environment clean, participate actively in co-curricular activities such as sports, form relevant class group and sometimes as school prefects helps to maintain orderliness in the school. Giving learners the opportunity to learn materials and content is a major determinant of their learning. This means

that when learners are involved in a classroom activities', learning is facilitated (Offorma, 2018). Yusuf (2012) in Sani (2016) is of the opinion that, curriculum planning must be given adequate consideration to the learner. The whole idea of curriculum planning and development will be meaningless if the learners who are actively involved in curriculum implementation are not taken into consideration. Teachers must also be mindful that not all preschool children will immediately feel comfortable within the learning community, and that some learners may need time to develop trusting relationships with their classmates (Gee, 2015)

## **ii. Teachers**

Teachers are considered as important stakeholders in curriculum implementation. They implement the curriculum through daily lesson plan, unit plan or yearly plan. The teacher designs, enriches and alter the curriculum to suit learner's characteristics, interests and needs. They decide on the method of instruction to be used, resources and evaluation techniques that are suitable for the lesson and the learners. Sani (2016) maintained that the classroom teacher is the cornerstone in any curriculum implementation. It is important to note that, within the context of Early Childhood Care and Development Education (ECCDE) a teacher is someone who possesses the minimum teaching qualification that is Nigerian Certificate in Education (NCE). Onu, Obiozor, Agbo and Chiamaka (2010) believed that the importance of teachers and the roles they play in any educational system cannot be overemphasized. Teachers are usually associated with issues related to teaching and learning goals, learning achievement, organization of programmes and the performance of the educational system which involves an analysis of the role of teachers, their behaviours, performances, and skills. Okeke (2012) also noted that teachers are the most effective agents of change because they functions as administrators,

curriculum developers, instructors, career guidance counselors and mediators in all educational matters.

**iii. Head Teacher:**

The head teacher is someone who is charged with the responsibility of managing the affairs of schools. According to Bello (2003) cited in Sani (2016) headmaster is a school manager who performs some functions such as planning, co-coordinating, organizing, controlling and evaluating the activities of school and teachers in order to achieve the desired goals and objectives. Hughes (2002) observed that the head teacher is ultimately responsible for every aspect of school life. He or she must ensure that each task is adequately covered that is to say all areas of responsibility are clearly defined and that line of communication is established in order to ensure that the head teacher is well informed and the staff and the pupils are not left in isolation. Wanjiku (2012) also argued that the head teacher has the responsibility to select and produce instructional materials which help the teachers to their duties better and improve instruction. Sani (2016) further identifies the following roles of teachers in curriculum implementation:

1. The school administrators should assist teachers to improve through organizing workshops and seminars in the schools on the skills and competencies they are lacking such as writing lesson plans, filling of scheme of work, marking of attendance register, test construction etc.
2. He also maintains cordial and harmonious working relationship between the school and the community in which the school is located.
3. He ensures co-operation between teachers, parents and other staff in the school.

4. He assigns duties and responsibilities to teachers, especially allocation of subjects, which if properly executed will lead to the achievement of the goals and objectives of school and education.
5. He maintains and controls discipline among teachers and between teachers and students.

**iv. Caregiver:**

UBEC (2013) inSani (2016) sees the caregiver as someone designated by SUBEB, L.G.E.A., School Based Management Committee (SBMC) or Parent Teachers' Association (PTA) to provide care, stimulate, protect, guide and supervise children within and outside classroom environment. Awopegba, Oduolowu and Nsamenang (2013) believed that Caregivers are the most critical providers of stimulation, care and support for young children all over the world. The caregiver is an enabler of the curriculum and is expected to fulfill various roles in the course of his or her duties. The caregivers roles include that of building relationships, scaffolding children's learning, planning for assessing learning and engaging in lifelong learning to improve his or her knowledge and competences. Oke (2016) also argued that caregivers are the backbone of the entire ECCDE programme. Their efficiency is the most important factor affecting the future development of education process. The caregiver should be a properly trained person and preferably a female. He/she should be interested in understanding the children he/she relates with and their cultural contexts. He/she must possess desirable personal attributes such as love, affection, warmth, patience, tolerance, the ability to respond to the children's needs and interests. The major role of the caregiver is to provide love, care and support to children. He/she should ensure safety of the children; encourage democratic practices by ensuring active participation of all children as well as understanding developmental "teachable moments" or "red flag alert" in

children as they grow. Aleshin (2012) cited in Sani (2016) suggested the following as part of the human resources requirement for ECCDE:

1. The caregivers and helpers should be medically fit, committed and trustworthy.
2. Refresher course for caregivers and helpers should be organized routinely.
3. Maintenance of security
4. A caregiver and one (1) helper for 20-25 pupils aged 0-3 years, or 30-35 pupils aged 3 – 5 years.
5. Security personnel: To UBEC (2013) in Sani (2016), security is the act of protecting the child from threat, danger, injury or loss. The assurance of security and safety encourages holistic development of the child. Accidents happening in ECCDE environment can inflict wound and cause damage to children. It is the responsibility of early childhood education providers to provide and maintain accident free learning environment to reduce the risks and hazards of wounds and injury to children.
6. Parents Teachers Association (PTA): Gonzalez-Mena (2011) defined parental involvement as a combination of commitment and active participation on the part of the parents to the school and the child. Also in similar manner Anyikwa and Obidike (2012) describe parental involvement as the participation and support of parents at school and in the home, which directly and positively impacts the performance of their children. Lee (2009) in Olibie (2014) also asserted that the involvement of parents is crucial to enable children to achieve at minimum the knowledge and skills prescribed in the curriculum. This development makes parents and teachers comes together to form an association known as Parents Teachers Association (PTA). Parents Teachers Association (PTA) has been advocated and promoted in Nigeria in recent times, which aims to promote parent

involvement in the education of their children. The number of PTAs has been increasing and has contributed directly or indirectly towards promoting students' academic achievements. Parents Teachers Association (PTA) is a body that consists of parents and teachers who collectively donate funds and materials of any kind that are useful in carrying out schools programme (Sani, 2016).

### **2.2.16 Child's Right**

Children's right to quality life, respect and well being are major priorities in child's right as well as the adults' role in enabling children to realize their potentials. The United Nations Conventions on the Rights of the Child General Comment No. 7 (2006) supports the view of children as right holders and maintain that the early years are critical for the realization of these rights (Navarrete, 2015). Therefore, if children are to be regarded as capable participants in the learning process, they must be listened to and invited to participate in democratic dialogue and decision making as well as giving them the opportunity to become self-assessors of their own learning. According to Druphy (2008) in Navarrete (2015) children are regarded as agents of vital importance in developing their identity and self-esteem, taking into consideration their active role in the process of assessment. The involvement of children in assessing their own learning and encouraging a reflective attitude presents opportunities not only for the children, but for teachers as well. Research has shown that children's perceptions of progress may be different from that of adults, and suggests that this mismatch and the absence of the child's view in the assessment process may lead to children adopting adult responsibilities. This is because children develop differently from each other. Assessment of learning towards child's right perspective entails decisions made through negotiations between children and adults, where listening to the child's voice is not only considered but deemed essential.

Also the United Nations Convention on the Rights of the Child General Comment Number 7 (2005) also explained the preschool children are entitled to special protection measures and in accordance with their evolving capacities and the progressive exercise of their rights. The Convention requires that young children, including the very youngest be respected as persons in their own right. They should also be recognized as active members of families, communities and societies, with their own concerns, interest and points of view. For the exercise of their rights, young children have particular requirements for physical nurturance, emotional care and sensitive guidance, as well as for time and space for social play, exploration and learning.

## **2.3 Theoretical Framework**

This sub-section reviewed relevant and related literature concerning the study under the following sub-headings:

### **2.3.1 Socio-Cultural Learning Theory**

The socio-cultural learning theory was propounded and developed by Russian scholar Les Vygotsky in 1978. In the socio-cultural perspective, children's development is seen within the context of the culture and society which they belong, highlighting how children gain competencies and identities significant to their culture through their engagement with people and their surroundings. While some concepts in this theory may have developmental roots, there is also a focus on children as partners and co-constructors in the process of their development (Basford and Bath, 2014) in Naverrete (2015).

Interaction is a vital element in this social constructivist theory, where it mediates learning through active engagement with the child, curriculum, educators and learning materials. Teachers' interactions with children are the key for building collaboration of knowledge in the

assessment process. Furthermore, understanding the interactions and processes that promote children's learning is essential to know how to assess it and shaping the assessment process so that it includes and involves all children.

Vygotsky (1978) viewed the role of adult as integral to children's learning process. The adult teacher is seen not only as someone who imparts knowledge, but one who supports and extends children's understanding. Vygotsky identified two levels of development: "the level of actual development" and "the level of potential development". Moreover, he describes a space called "The Zone of Proximal Development (ZPD) that is the distance between the two levels of development or those functions that are still in the process of maturation. It is in this space, Vygotsky asserts that learning occurs because it pushes children towards higher developmental levels rather than staying static. This approach is the one that effectively integrates teaching and assessment together through child-adult collaboration within the Zone of Proximal Development (ZPD) teachers can determine the capabilities of children and the kind of assistance that they need, as well as gauging how the assessment impacts children's progress. Teachers become more effective when they develop interventions that consider the child's Zone of Proximal Development (ZPD).

The contributions of adults and children, their interactions, communications and collaborations are core elements that promote effective teaching and learning in pre-primary schools. Often associated with concept of ZPD is "scaffolding" or the process where adults engage with children within their ZPD. Here, adults facilitate aspects of a task so that children initially keep their attention on what they can manage, before slowly leading them to take more responsibility as their proficiency increases. However, the ZPD and scaffolding are different concepts, characterizing the later as a "specific technique focusing on what experts provide for

novices” and how teachers respond to children’s successes or failures. Jordan (2004) in Navarrete (2015) points to scaffolding as adults being more in control and suggests that co-construction views the child as having more powerful role in the interaction process. Co-construction indicates a sense of togetherness of educators and children and concentrates on building meanings rather than specific outcomes. In assessing children to support their learning, teachers must go beyond scaffolding and acknowledge children’s contribution to the process of learning.

Within this perspective, outcomes are considered vital to children’s learning. While still predominantly adult-led, teaching and learning strategies should consider children’s individual perspectives and involve them actively in the process of teaching and learning through collaboration and co-construction. Pupil’s literacy development is highly influenced by the cultural and social contexts in which the child grows up (Davidson, 2010).

The researcher is of the view that children are social beings and needs interactions with one another if they are to develop their cognitive, physical, emotional and social abilities. Therefore, the preschool children must be given adequate opportunity for interaction between and among them and also encourage them to visits many places in order to widen their horizon and ensure that their intellectual abilities are developed through interactions. This theory has implication on the implementation of ECCDE curriculum implementation because through interaction a lot of knowledge and experiences will be gained.

### **2.3.2 Play and Cognitive Development Theory**

Cognitive development takes place throughout the developmental stages of one’s life. Jean Piaget was a Swiss psychologist and was the first to make systematic study of cognitive development of child and also explains how a child construct mental image of the world

(McLeod, 2018). This theory can be applied to a certain group of children in pre primary and primary schools. It focuses on development rather than learning, so it does not address learning of information or specific behavior (Agbo, Vereshe, Odiye and Ugwo, 2019). Piaget (1962) sees play as assimilation or the child's effort to make environmental stimuli match his or her concept. Piagetian theory holds that play in and of itself, helps greatly in the formation of new cognitive structures. Piaget is also of the opinion that children learn best through play. He also believed that cognitive development is the process of restructuring knowledge through play and interaction with the environment. (Semmar and Al-Thani, 2015). Scharer (2017) also emphasized that a child with no play experiences is likely to show deficits in his or her cognitive and social emotional development. He sees the idea of play as the leading activity for children aged 3 to 6 years. At the end of preschool and at the beginning of primary school, children start to only talk about their play and stop acting it out until time is spent negotiating roles and rules. Play as a leading activity starts to die out and is replaced by the learning activity (Gajdamaschko, 2011).

The Piagetian theory is the premier window on children's cognitive development and plays development, the relationship between play and cognition is deeply developed and using objects to facilitate play is the hallmark of this theory (Bhagat, Haque and Jaalam, 2018). This is why curriculum for young children should be based on play. Despite its fun nature, play cannot be considered a frivolous waste of time, or an activity to be put aside for children to focus on real learning. Play has intrinsic value far beyond a way to fill time. It provides unlimited possibilities for learning and development. Giving children the opportunity to choose and direct their play experiences empower children to take the lead in their own learning. Children want to participate in self-directed play. They have control of their experiences and create their own knowledge. This means that children should be able to decide where, when and how to play, and

their play often has an element of pretense or imagination. Children should be in charge of the play and therefore, the learning that goes along with it. Teachers and parents can make use of play as a tool to support and enrich teaching and learning process. Play as tool can be developed creatively by teachers and parents (Berger, 2014). When it is self-directed, play leads to feeling of competence and self-confidence (Hewes, 2006).

Other skills and concepts children learn through unstructured, open-ended play of their own design include:

- i. Social skills and relationship building;
- ii. Negotiation, conflict resolution and problem solving;
- iii. Empathy and self-regulation;
- iv. Independence and safe risk taking;
- v. Leadership skills;
- vi. Communication skills;
- vii. Imagination and creativity (Hewes, 2006).

The child-centered approach to curriculum is focused on meeting the needs of each child and builds around the idea that children create their own knowledge and learns through active involvement in play. Piaget further maintained that as children grow and develop, play changes, so their interactions, relationships, environments and experiences must evolve with them. Opportunities to learn through play should be based on children's interest, abilities and needs. These opportunities must be built on children's existing knowledge and should be challenging but within reach. Demetriou, Spanoudis and Mouyi (2011) further emphasized that preschool child, usually around the age of four begins the journey of differentiating representations from one another and from the object which they represents. Such representations reflect an essential

developmental milestone since they afford preschoolers the opportunity to intentionally use symbols and symbol system

Teacher's role is to extend children's play and provide play-based experiences to help them grow learn and develop. To learn more about children's play, the teacher should join in, listen to children conversations and make comments that deepen the children thinking. Be flexible to extend children's previous experiences and incorporate their interests. This will personalize each child's experiences in the programme. For teacher to implement curriculum in a flexible and personalized manner, he must see all children as individuals who are:

1. Competent, curious and motivated learners.
2. Active and social learners.
3. Bring previous knowledge and experiences.
4. Have a variety of learning styles and ways of understanding and constructing knowledge.
5. Come to the programme influenced by family, gender, culture and previous experiences (Manitoba, 2010).

Looking at the above theory, the researcher is of the opinion that play is significant in the implementation of ECCDE curriculum in preschool centres. Adequate playing materials, ample time for play and stimulating environment for play both at home and in the school should be adequately provided in order to arouse the interests and curiosity of preschool children towards preschool education programme. Play especially between and among preschool children whether in alone or in group will undoubtedly, create something meaningful to the children and help them explore their immediate environment. Play activities provide opportunities to all categories of children whether slow learners or smart learners. Researchers have shown that, formative years of children is very critical for physical and brain development and therefore opportunities to play

are necessary and important which preschool teachers, caregivers and parents should consider very important and significant.

### **2.3.3 Schon's Curriculum Implementation Model**

Curriculum implementation is the process of translating curriculum document into actions. There are many curriculum implementation models among which are Schon's curriculum implementation model. Schon (1971) in Yusuf (2012) classified this curriculum implementation model into three. These are:

- i. Centre Periphery (C-P) model
- ii. Proliferation of Centre (P-C) model
- iii. Shifting Centre Model.

#### **i. Centre Periphery Model:**

According to Schon, the assumption of centre periphery model is that the process of curriculum implementation must be centrally controlled and managed by either the government or a related agency to monitor the implementation process. He further maintained that the curriculum is planned and prepared in detail prior to its implementation and that the process of implementation is one way from the centre out to the consumer on the periphery or other parts. The guide to lesson preparation and presentation is directed from a centre which could be Ministry of Education or resource centre and other agencies. The centre is charged with the responsibility of managing the resources needed for curriculum implementation. The centre furthermore, provides training programmes on long and short terms for teachers who are major stakeholders in curriculum implementation. For successful and effective execution of this model, there is need for adequate communication network, effective supply of materials and constant monitoring or feedback from the centre. Blenklin (1975) cited in Emisini, Ogah and Eze

(2013)make it clear that this model can only be effective if the resources and energy generated at the center are high enough that is if it has large area coverage and efficient network of generating and monitoring feedback.

**ii. Proliferation of Centre Model:**

The Proliferation of Centre Model attempts to create secondary centre in the process of curriculum implementation from the primary centre. The primary centre is supportive and manages the secondary centre. The secondary centre engages in diffusing or spreading the changes in their individual areas of control. In this approach, more than one centre is used in the process of curriculum implementation. The educational zones serve as the primary centre while the schools are the secondary centers. All centers are provided with the training materials and other necessary items for effective implementation of the curriculum. There should also be effective monitoring network and supervision of the entire process. Saidu (2018) further explained that in this model of curriculum implementation there should be both primary and secondary implementation centers. The primary centers are responsible for managing the secondary centers by providing materials and resources needed for implementation.

This model is just an elaboration of the centre periphery model, as it checkmates points of limitations and failures inherent in the first. The proliferation of centre model retains the basic centre periphery structure of the centre periphery model, but differentiates between its primary and secondary centers. Therefore, the primary centers are responsibility for the different innovations that is the originators are also expected to disseminate the information. In this approach, it is the responsibility of secondary centre to implement the curriculum, while the primary centers specialize in training, deploying supports and monitoring/managing of the innovation.

### **iii. Shifting Centre Model:**

In Shifting Centre Model the implementation of curriculum involves movement from one centre to another. It is the strategy in which the implementation of an innovation takes place in a particular place at a particular time. This model does not suffer from dependence on limited resources and competence and from undue rigidity of a centre doctrine. Problems are assessed on their merit and where there is need for reform, this is disseminated to the central agency which makes input on how to overcome the problem. Duru (2018) asserts that Schon introduced this model as a survival prone model which may provide a useful guide in the understanding of the change process in 21<sup>st</sup> century.

All the models explained above are considered very important by the researcher because they highlighted the processes that must be followed in order to ensure that the goals and objectives of education are realized. The above mentioned models will also go a long way in providing vital information on how preschool education curriculum should be provided and the resources needed to implement the curriculum were all explained by these models.

## **2.4 Review of Empirical Studies**

The researcher presented the following empirical studies for the purpose of this research work:

Suleiman (2012) conducted a research on Assessment of the Implementation of Universal Basic Education Programme in Nigeria (1999-2009). She based her study on the assessment of the adequacy of infrastructural and instructional facilities, funding, monitoring and evaluation process, community participation, involvement of international communities and donor agencies among others. The descriptive survey method was adopted for the purpose of investigation. The

total number of sample for the study was one thousand, three hundred and twenty five (1,325) made up of principals of junior secondary schools (144), 345 teachers in junior secondary schools (JSS), 132 head teachers, 349 primary school teachers, 229 SUBEB staff and 36 education secretaries in Nigeria. She used random sampling technique to select two states from the six (6) geo-political zones of Nigeria. Questionnaire was used as an instrument for data collection. Analysis of Variance (ANOVA) and Duncan Multiple Page Test were used to test the hypotheses. The findings of the research revealed that infrastructural and instructional facilities were inadequate for the implementation of Universal Basic Education Programme (UBEP) in Nigeria. This study is also similar to the present study in the sense that it adopted descriptive research design and used also used questionnaire to collect data, the present study also adopted a descriptive survey research design and used questionnaire to collect data, it also differed from the present study because it focused on Universal Basic Education while the present study is on Early Childhood Care and Development Education.

Sani (2016) carried out a research on the Evaluation of the Implementation of Early Childhood Care and Development Education Curriculum in North-West Geo-Political Zone of Nigeria (2009-2015). She based her research on the adequacy and standard of infrastructure, the standard and availability of resources including personnel and whether the Early Childhood Care and Development Education programme has any influence on the academic performance of pupils at the primary level of education. The sample number of respondents was 592 made up of 146 Head Teachers, 138 ECCDE teachers, 68 Supervisors of L.G.E.A., 35 Supervisors of SUBEB and 5 Coordinators of UBEC. Purposive sampling technique was used to select two (2) states out of seven (7) states of the geo-political zone. The instruments used for data collection were observation, questionnaires and test. Descriptive survey method and ex-post facto design

were used for the purpose of the research. Analysis of Variance (ANOVA), descriptive statistics, chi-square and t-test were the statistical tools used in analyzing the data and testing of hypotheses. The research findings show that the ECCDE programme prepared children for primary education but there were inadequate instructional materials, human resources and health care aid with most of the ECCDE centers facing teacher-pupils ratio challenges and the programme was partially implemented. This study is also similar to the present study in the sense it focused on the implementation of ECCDE the present study also focused on that variables. It also differs from the present study because it used ANOVA and T-Test to test the hypotheses while the present study used chi square test the hypotheses.

Adejobi, Omoare and Oyediran (2017) conducted a research on Comparative Assessment of the Implementation of the Early Childhood Education Curriculum in Public and Private Schools in Rural Areas of Ogun State, Nigeria. They based their study on the comparison of ECE curriculum implementation in public and private schools in rural areas of Ogun State, Nigeria. Descriptive survey research design was used for the research. Multi-stage sampling technique such as simple random sampling, stratified sampling technique, purposive sampling technique were used to select 240 educational instructors that include 5 teachers, 8 head teachers, 8 assistant head teachers and 219 teachers for the research. Data were collected with the aid of questionnaire and analyzed using descriptive statistics, chi-square and t-test. The study revealed that implementation of ECE curriculum was generally low as most schools especially public pre-primary schools lack basic school facilities and instructional materials and had no current edition of ECE curriculum. This study is also similar to the study under investigation in terms of variables because they are almost the same. It also differs in the sense that the study used chi

square and t-test to test the null hypotheses while the present study used only chi square to test the hypotheses.

Oluwafemi, Nma, Osita and Olubenga (2014) conducted a research on the Implementation of Early Childhood Education: A Case Study of Nigeria. They based their research on the assessment of the implementation of ECE Curriculum in Chanchanga Local Government Area in Niger State. The sample size was 32 teachers selected from 10 schools out of 31 schools in the Local Government through the use of stratified sampling technique. A descriptive survey research design was applied. Questionnaires, interviews and observations were used as instruments for data collection. Chi-square and t-test were the statistical tools used in analyzing the data. The study found out that while the enrolment level is high and appreciable, there are teachers who specialize in ECE, basic teaching and learning resources are inadequate and most of the centers are overcrowded. This study is also similar to the present study in the sense that it adopted a descriptive survey research design and the present study also intends to use the same research design. It is different to the study under investigation because it used many data collection tools like questionnaires, interview and observation. The present study used questionnaire only to collect data.

Atta (2012) also conducted a study on Comparative Study of Early Childhood Education in selected public and private pre-schools in Kumasi, Ghana. He based his research on describing and identifying the curriculum used in the selected pre-schools and instructional resources used by pre-school teachers. The research adopted the qualitative research method to study and compare public and private pre-schools in Kumasi, Ghana. Purposive sampling technique was used to select the sample. Interviews and observations were used to collect data. Thematic and comparative analysis was used in analyzing the data collected. However, the

findings of the study established that children in both public and private schools exhibited relatively different cognitive and social competencies in varied percentages. This study is also similar to the present study in the sense that the variables are the same. It also differs from the present study because it adopted a qualitative approach to research while the present study used quantitative approach to research and use statistical tools to analyze the data.

Oludele, Abuovbo and Abosedo (2015) also carried out a research on Evaluation of the Implementation of Early Childhood Education Curriculum in Osun State, Nigeria. The study focused on the quality of personnel on ground, adequacy or otherwise of teaching and learning facilities, comparison of the expected curriculum and observed curriculum, and the constraints to its implementation. The study adopted a survey research design. The population of the study comprises of all the ECCE centers (both public and private) in Osun State. Random sampling was used to select five (5) Local Government Areas out of thirty (30) Local Government Areas and one (1) school from each Local Government Area were picked randomly. Observation, questionnaire and checklist were used to collect data, with the help of five (5) research assistants. Inferential statistical and descriptive statistical tools were used to analyze the data. The findings of the research revealed that many pre-primary schools in Osun State do not have trained quality teachers for ECE, teaching and learning resources were inadequate and that many schools do not even have the recommended national curriculum. This study is also similar to the present study in terms of variables and it also differs to the present study because it employed five (5) research assistants and the present study used only two (2) research assistants.

Offor, (2013) also conducted a research on Assessment of the Implementation of the Universal Basic Education (UBE) in Imo State: Towards Qualitative Education. The study was aimed at ascertaining the availability and adequacy of educational facilities which are needed in

schools to cope with the new enrolment. The population of the study consisted of all the principals in the 270 junior secondary schools in Imo State. A sample size of 54 principals (20%) was drawn from both rural and urban centers using proportionate sampling technique. Instruments for data collection involved checklist for availability and rating scale for adequacy of the facilities. Frequency counts, percentages, mean and standard deviation scores and chi-square were the statistical tools used in analyzing the data and testing of hypothesis. The findings of the study show that most facilities were unavailable and the available ones were inadequate. This study is also related to the present study because it focused on the implementation of (UBE) and the present study also focused on the implementation of ECCDE curriculum. It is also different to the present study because it used checklist as the main instrument for data collection while the present study used questionnaire to collect data.

Chepkonga (2017) also investigated the Influence of Learning Facilities on Provision of Quality Education in Early Childhood Development Centers in West Pokot County, Kenya. His study focused on the availability and adequacy of learning facilities in public ECDE centres. The study adopted mixed research approach for the purpose of the investigation. The population of the study comprises of ECDE officers, Head teachers and teachers of preschool children. The instruments that were used for data collection includes questionnaire, checklists and interview guide. The collated data was analyzed by using descriptive and inferential statistical tools. The findings of the research revealed that there was lack of adequate learning facilities such as classes, desks, water, kitchen, stores among others. This study is also similar to the present study because it focused on Early Childhood Care and Development Education in public schools. It also differs in the area of research design because the study adopted a mixed approach of

qualitative and quantitative research design while the present study adopted a descriptive survey research design that is purely quantitative in nature.

Kangethe, Jane and Karana (2015) also conducted a study on the Assessment of the Early Childhood Development Policy Implementation in Kenya, Case Study of Ruiru District. They based their research on the examination of the extent to which the government has managed to implement the ECD policy some years after its introduction. The researchers used descriptive survey research design and mixed methods of qualitative and quantitative approach. Purposive, stratified and simple random sampling were used to select the sample from Ministry of Education officials, National Level 1, District Inspectors 1, Head teachers 4, Practicing ECD Teachers 4, ECD Teachers Trainees 16. Interview observations and questionnaires were used in data collection and both descriptive and inferential statistical tools were used to analyze the data and test hypotheses. The findings of the research indicated that the Early Childhood Development (ECD) policy has achieved some gains including teacher employment and enhanced quality education standards. This study is also similar to the present because it also focused on the Implementation of Early Childhood Education, the present study is also about the Implementation of ECCDE curriculum. It is different from the present study because it adopted mixed approach that is qualitative and quantitative approach to research while the present study adopted only quantitative approach.

Ekpo, Samuel and Folaranmi (2016) conducted a research on the Appraisal of the Implementation of Early Childhood Education in Owerri Education Zone 1 of Imo State, Nigeria. The study adopted a descriptive survey research design. Two hundred and four respondents were used from selected fifty one public primary schools in Owerri Education Zone 1 of Imo state. The instrument used for data collection is Questionnaire while mean and standard deviation were

the statistical tools used to analyze the data and ANOVA was used to test the null hypotheses. The findings of the research revealed that the pre primary section of the public primary schools in Owerri Education Zone 1 in Imo state is developed to a great extent and that the head teachers and pre primary classroom teachers agreed that government developed curriculum for pre primary schools are used for teaching and learning This research is similar to the present study because it is conducted on early childhood education. It is also different to the study under investigation because it used chi-square to test the null hypotheses.

Hellen (2019) also carried out a research on Teacher Preparedness in the Implementation of Early Childhood Education Development Curriculum in Kenya: A Case Study of Baringo North Sub County Kenya. She focused on teacher's educational qualification in the implementation of the new ECCD curriculum in pre schools. A descriptive survey research design was adopted. The respondents for the study involved sub county officers in charge of ECCDE, head teachers and preschool teachers. Questionnaire and interview schedule were used for collection of data. Data collected was analyzed by using descriptive statistics. The findings of the research clearly shows that majority of preschool teachers in the county were not well prepared in the implementation of early childhood education development curriculum. This study is also similar to the present study because it focused on early childhood development education it is also different to the present study because it used questionnaire and interview as the main instrument for data collection while the present study used questionnaire only to collect data from the respondents.

Moyo, Wadesango and Kurebwa (2012) also embarked on research with a title Factors that Affect the Implementation of Early Childhood Development Programmes in Zimbabwe the study employed a descriptive survey research design. Simple random sampling was used to

select 12 primary school head teachers and 12 early childhood development teachers in Chiwundura. Circuit Data was collected through the use of questionnaire and semi structured interviews while the data was analyzed, presented and interpreted by using frequency distribution table and descriptive statistics. The findings of the research indicated that the qualification of teachers affected their ability to deliver effective lesson, large number of pupils in the class reduced teacher pupil's interaction, teachers and parents had positive attitudes towards early childhood development programmes. This research is also similar to the study under investigation because it was conducted in early childhood development education and it is different to the present study because it was about factors affecting the implementation of early childhood development education in public preschools in Zimbabwe while the present study makes a Comparative Assessment of the Implementation of Early Childhood Care and Development Education in public and private schools in Katsina state, Nigeria.

Also Al-Othman, Gregory, Jessel and Khalil (2015) conducted a research in Early Literacy Model in Saudi Arabian preschools: Implementation in a Different Cultural Context. They based their study on the need to understand how literacy practices that are implemented in different context linguistically and culturally can contribute to early literacy acquisition in Arabic. The research adopted ethnographic approach. Data was collected through participant observation, interviews and gathering relevant documents and artifacts. The respondents were 18 children and 2 teachers. The findings revealed that a variety of literacy activities are integrated throughout the daily schedules, and the majority of children demonstrated the tendency to write their names in Arabic rather than in English. It also shows that there seems to be an absence of children's motivation in literacy activities particularly in the interest areas and teachers vary in their interpretation of literacy practices. This study is also similar to the present one because it is

conducted on early literacy which is similar to early childhood care and development education. It is also different to the present study because it adopted ethnographic approach and used participants observation and interviews to gather data while the present study adopted a descriptive survey research design and used questionnaire to collect data.

Chiparange (2016) also conducted a study on the Critical Analysis of Factors that Inhibit the Effective Implementation of Early Childhood Development Programme in Mutare District - Zimbabwe. The study adopted qualitative and quantitative approaches. The research employed a purposive sampling technique to select fifty seven (57) participants. The findings of the research indicated that in Mutare district there was a great shortage of human and material resources in most early childhood development centers. This study is also similar to the present study because it is on Early Childhood Education. It is also different to the present study because the researcher adopted and used only quantitative research design and used descriptive and inferential statistics to analyze the data.

Wangila (2017) also assessed the Factors Influencing the Implementation of Early Childhood Development and Education Policy in Bungoma County, Kenya. She based her study on the assessment of human resource capacity in the implementation of ECDE policy in Kenya. The study adopted mixed research design that is combining both qualitative and quantitative research design. The population comprises of quality assurance and standard officers, head teachers, ECDE teachers and non teaching staff in respective Early Childhood Development centers. 9 Quality Assurance and standard staff, 27 head teachers, 81 teachers of ECDE and 27 non teaching staff were selected by using simple random sampling, stratified sampling and purposive sampling techniques. Focused group interview and observation were used as tools for data collection. The quantitative data was analyzed using descriptive statistics, mean, frequencies

and percentages while the qualitative data was analyzed by using content analysis procedures. The findings of the research established that ECDCs in Bungoma County had sufficient, qualified and trained ECDE teachers and head teachers had good leadership skills although ECDCs did not have enough non-teaching staff. Regarding the nature of resource materials used, the study revealed that they were not sufficient and the families were the major sources of funding to ECDCs making it difficult to effectively run the programme. This study is also similar to the present study because it was carried out in the field of early childhood education. This clearly shows that there are some similarities. It is also different to the study under investigation because it used both qualitative and quantitative approach while the present study adopted quantitative approach only.

Sharpley (2014) also investigated the Implementation of Early Childhood Development Policy in Early Childhood Centers (A study of Fisantekraal northern district, Cape Town, South Africa). The study adopted a qualitative approach. Purposive sampling technique was used to select the sample while questionnaire and focus group were used for data collection. The findings of the research indicated that preschool teachers undergoes training from time to time in order to improve their skills, most Fisantekraal ECCD centers do not make use of the newly revised curriculum and several Non Governmental Organization (NGOs) provide valuable support and contributions to ECCD centres. This study is also similar to the study under investigation because it was based on the implementation of early childhood development education. The present study is also about ECCDE curriculum implementation. It is different to the present study because it adopted a qualitative approach to research while the present study adopted quantitative research and used both descriptive and inferential statistical tools to analyze the data.

Thomas (2014) also investigated the Implementation of Quality Services in Early Childhood Educational Institutions: A Case Study of Ntitaru Division, Kuria East District, Kenya. He based his research on finding out the quality service standard as outlined in the ECD policy. The study adopted a descriptive research design. The population of the study comprises of fifteen (15) head teachers, fifteen (15) preschool teachers, three (3) pupils from the targeted schools and at least a parent to each preschool identified. Simple random sampling technique was used to select the sample. Questionnaire and interview was the main instrument used for the collection of data while the collated data was analyzed by using descriptive statistical tools. The findings of the research indicated that there was inadequate teaching and learning materials, poor implementation of ECD policy due to shortage of qualified teachers, use of inappropriate method of teaching and lack of government supervision in the region. This study is also similar to the study under investigation because it used descriptive survey research design and also the present study also used descriptive survey research design. This study also differs from the present study because it was carried out in far away Kenya while the present study was conducted in public and private schools in katsina state.

Asttake and Kassaw (2017) also assessed Early Childhood Care and Education: practices and Challenges: A Case Study of Woldia Town, North East Ethiopia. They focused on the practices and challenges of ECCDE in private schools alone. A mixed research approach of qualitative and quantitative was employed for the purpose of investigation. The population of the study consists of One hundred and twenty three (123) preschool children, thirty two (32) teachers, eight (8) head teachers, nineteen (19) caregivers and thirty four (34) parents. Purposive, comprehensive, stratified and simple random sampling techniques were used to select the sample. The main data gathering instruments used for the study was observation, questionnaire

and focused Group Discussion (FGD). Thematic data analysis techniques were used to analyze the qualitative data whereas the quantitative data were analyzed by using statistical technique of analysis of variance (ANOVA). The findings of the research revealed that there were inadequate trained preschool teachers, inaccessible physical environment for preschool children and inadequate teaching and learning materials in most of the schools where the study was carried out. This study is also similar to the present study because it focused on the implementation of Early Childhood Education in preschools it also differs from the present study because it adopted both qualitative and quantitative approaches to research while the present study adopted only quantitative approach and use statistical tool of chi square to test the hypotheses.

Noor Tbaei (2017) also conducted a study on A Comparative Study on Early Childhood Teachers Preparation and Role in England and Kuwait. He based his study on different aspects influencing the early childhood teacher education and performance of the kindergarten teachers in terms of attitude, belief, and knowledge in classroom practice. The study adopted a qualitative research design for the purpose of investigation. The population of the study comprises of 16 teachers, 16 preschool centres and 8 school supervisors, the total figure stand at 40 and the respondents were selected by using simple random sampling technique. The instrument used for the collection of data was interview while the collated data was analyzed through the use of coding. The findings of the study revealed that the preschool teachers in both countries create attractive, well organized learning environments that are rich in variety of learning materials and it was also revealed that there is a difference in pedagogical practices of teachers in England and Kuwait. The study also found that English preschool teachers have more experiences in arranging their learning activities based on the maturity and abilities of the learners. The study is also similar to the present study in terms of variables and it is different to the present study

because it used coding in analyzing the data while the present study used mean, percentages and standard deviation to analyze the data while chi-square was used to test the null hypotheses.

Mudzanani and Makagato (2016) Quantitatively Examined School Managers Roles on the Curriculum Delivery in Teaching and Learning Practices: Perspective from Poorly and well Performing Schools in Vhembe District of Limpopo Province. They based their study on the impact of lesson delivery on the performance of students. Participants were purposely selected from ten (10) secondary schools in the Vhempe district. The study adopted descriptive survey design; the population consists of teachers and students and the total figure stands at 16068, the sample size used for the study was 300. Questionnaire is the main instrument used for the collection of data. The data that was collected using questionnaire was analyzed using frequency and percentages mean and standard deviation and chi-square was used to test the hypotheses. The finding of this investigation shows that teachers are committed to lesson attendance in Vhempe district of Limpopo. This study is also similar to the present study because it used questionnaire for data collection and it is different to the present study because of the location where the researches were conducted are not the same.

## **2.5 Summary of Literature Review and Uniqueness of the Study**

In this chapter, the study reviewed concepts, theories and empirical studies that are related and relevant to the implementation of Early Childhood Care Education Curriculum from both conceptual and theoretical framework. The concepts of evaluation, assessment, early childhood education, curriculum implementation, curriculum content of ECCDE, methods of teaching pre-school children, learning and instructional materials needed in the ECCDE centres were reviewed. Socio-cultural learning theory developed by Les Vygotsky, Jean Piaget play and cognitive development theory as well as school's curriculum implementation models were

reviewed. This study is different from the previous studies because the previous studies that were reviewed because the findings of the reviewed literature shows that the respondent's responses were negatively inclined while the findings of this study revealed that the respondent's responses were positively inclined. This study is also different from the previous studies because most of the reviewed works were conducted in other places while this study was conducted in Katsina State. This study is unique from the previous studies because it used chi-square statistics to test the null hypotheses while the reviewed studies used ANOVA, t-test and Retrogression to test the null hypotheses.

## **CHAPTER THREE RESEARCH METHODOLOGY**

### **3.1 Introduction**

This chapter dwells on the methods and procedure that were used in the conduct of this investigation. These include research design, Population of the study, sample and sampling technique, instrumentation, validity of the instrument, pilot study and reliability of the instrument, procedure for data collection and method for data analysis.

### **3.2 Research Design**

The researcher adopted descriptive survey research design in order to make a Comparative Assessment of the Implementation of Early Childhood Care and Development Education Curriculum in public and private schools in Katsina state. This research design was adopted because it enables the researcher to accurately and systematically describe the population, situation or phenomenon. This research design was adopted because it is suitable for the study of this nature. In this type of design the researcher does not control or manipulate any of the variables but only observes and measures those variables (McCombes, 2019). He further explained the suitability of the descriptive survey research when the population is scattered over a wide range of location. It is therefore, for this reason that the researcher consider this research design to be appropriate and suitable for this study because it helps in collecting data from large number of respondents from public and private pre primary schools in Katsina state.

### **3.3 Population of the Study**

The population used in the conduct of this study is eighteen thousand nine hundred and ninety seven (18997) that comprised of preschool centres, Quality Assurance officers, Head teachers, and preschool teachers drawn from the thirty four (34) Local Government Areas of Katsina State. This consists of the three senatorial zones of the state.

**Table 1: Population Distribution**

S/N	Sen. Zone	No. of L.G.As	No. ECD Centers		No. of ECD Teachers		No. of Head Teachers		QAO	Total		Grd. Total
			Pub.	Pri.	Pub.	Pri.	Pub.	Pri.		Pub.	Pri.	
1	Katsina	11	624	190	3,892	2570	624	190	196	5327	2950	8277
2	Daura	12	445	158	2,339	1758	445	158	151	3392	2074	5466
3	Funtua	11	465	178	2,395	1372	465	178	190	3526	1728	5254
	<b>Total</b>	<b>34</b>	<b>1,534</b>	<b>526</b>	<b>8,606</b>	<b>5700</b>	<b>1,534</b>	<b>526</b>	<b>537</b>	<b>12245</b>	<b>6752</b>	<b>18997</b>

**Source:** Department of Research Planning and Statistics, SUBEB, Katsina, (2019).

### 3.4 Sample and Sampling Technique

The sample size used in the conduct of this study is 370. This is because in a population of 18997, a sample size of 370 can be used as recommended by Research Advisor (2006) at 95 % confidence level and 5 % margin of error. Furthermore, Roscoe (1975) cited in Babo, Zakari and Mukhtar (2017) explained that, for any study in Social Sciences (including Education) the sample size of thirty (30) to five hundred (500) should be used hence, the choice of three hundred and seventy (370) respondents. The breakdown of sampled respondents is 306 preschool teachers, 58 Head teachers and 6 Quality Assurance Officers. The researcher also used multistage sampling technique. Alvi (2016) explained that this type of sampling technique is used when the elements of population are spread over a wide geographical region. The researcher also used simple random sampling technique in order to select the Local Government areas, Head teachers, teachers and Quality Assurance Officers of the location where the study was conducted. Alvi (2016) further explained that, in simple random sampling technique each and every element of the population has an equal chance of being selected in the population. He further explained that, in simple random sampling technique there is no possibility of sampling biases. Similarly, stratified random sampling technique was also used to select public and

private schools for the study. Ackoff (1953) in Taherdoost (2016) asserted that stratified random sampling is often used where there is a great deal of variation within the population. Its purpose is to ensure every group is adequately represented. The researcher also used proportionate sampling technique to select the respondents from the population. Sulaiman (2015) Explained that proportionate sampling is used when the populations vary considerably in size because it assures that those in larger sites have the same probability of getting into the sample as those in the smaller sites, and vice versa.

**Table 2: Sample Size Breakdown**

S/N	Sen. Zone	L.G.As	ECD Teachers		Head Teachers		Quality Assurance		Total Population	Total Sample
			SF	S	SF	S	SF	S		
1	Katsina	Katsina	2,687	125	163	14	25	1	2,875	140
		Charanchi	377	18	48	6	20	1	445	25
2	Daura	Daura	1,575	63	154	11	25	1	1,754	75
		Kankia	775	31	91	7	20	1	886	39
3	Funtua	Funtua	1,039	50	109	12	25	1	1,173	63
		Bakori	406	19	69	8	24	1	499	28
<b>Total</b>			<b>6,859</b>	<b>306</b>	<b>634</b>	<b>58</b>	<b>139</b>	<b>6</b>	<b>7,632</b>	<b>370</b>

Key

SF= Sample Frame

S=Sample

### 3.5 Instrumentation

The instrument used in the conduct of this study is the researcher made questionnaire. One (1) questionnaire was used in the conduct of this study tagged“Questionnaire on Comparative Assessment of the Implementation of Early Childhood Care and Development Education Curriculum in Public and private schools in Katsina State” (QCAIECCDEC). The

questionnaire consists of two sections A and B. Section A deal is with the demographic data of the respondents while section B deals with the items of the instrument. The instrument was designed with the intention of gathering data and responses from the respondents. The questionnaire is on four point's scale of Strongly Agreed (4), Agreed (3), Disagreed (2) and Strongly Disagreed (1) and Very High (4), High (3) Low (2) Very Low (1). The questionnaire consists of 60 items that covers all the six (6) research objectives/ questions.

### **3.5.1 Validity of the Instrument**

The instrument was subjected to construct and content validity. Four (4) copies of the instrument were given to researcher's supervisors for validation in the Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria, expert in the field of test and measurement in the Department of Psychology and Counseling , expert in Early Childhood Care and Development Education (ECCDE) Faculty of Education, Ahmadu Bello University, Zaria. The instrument consists of sixty (60) items. These experts were requested to study the items and assess the suitability of the language in terms of clarity, adequacy and relevance of the items in addressing the research questions bearing in mind the purpose of the study. In this regards, it was discovered six (6) items in the instrument could not serve what they suppose to measure therefore, as a result of that they were dropped and replaced with items that are more likely to serve what they are expected to measure. Their corrections and amendments were effected. This was done with the aim of ensuring that the measuring tool measures accurately and thoroughly what it intends to measure.

### **3.5.2 Pilot study**

A pilot testing was conducted at Mai-Ruwa Model primary school and Gaskiya International Nursery and Primary School in Faskari Local Government Area of Katsina

State with the administration of twenty (20) copies of the instrument in order to ascertain the reliability of the instrument. The purpose of the pilot study is to determine the reliability of the research instrument.

### **3.5.3 Reliability of the Instrument**

The data obtained from the pilot study were statistically analyzed in order to establish reliability coefficient. A reliability coefficient using Cronbach Alpha formula reveals a reliability coefficient of 0.976 which was considered reliable. According to Rama (2007) in Aliyu (2014) the reliability coefficient can range from 0 to 1 with zero representing an instrument that is full of error and 1 representing total absence of error. A reliability coefficient of 0.976 is considered reliable because it is closer to 1; this shows that the instrument designed for this study is highly reliable.

### **3.6 Procedure for Data Collection**

The researcher collected an introduction letter from the office of the Head of Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria. The researcher visited the schools where the study was carried out in the three (3) senatorial districts of Katsina State and the Local Government Education Authorities (LGEAs) of Bakori, Funtua, Katsina, Charanchi, Daura and Kankia. The aim is to meet the respondents in order to administer the questionnaire. All these were done with the help of two (2) research assistants who were trained on how to administer and retrieve the questionnaire from the respondents. The researcher trained the research assistants for complete five (5) hours in order to acquaint them with the skills of administering and retrieving the research instrument. This assists greatly in the collation of data from the respondents. Furthermore, three hundred and eighty (380) copies of the questionnaire were distributed to the respondents and three hundred and seventy

(370) were returned, six (6) were not returned and four (4) were spoiled. The researcher and research assistants spent two (2) weeks in each of the senatorial zone in order to collect data from the respondents. The challenges that were encountered by the researcher and research assistants include non co-operation from some of the school administrators because some school administrators perceived the researcher and research assistants to be government officials who came to their school to spy on what they do and as such they collected the copies of the instrument with suspicion in their minds.

### **3.7 Method of Data Analysis**

With the collection of the raw data from the respondents, the researcher used descriptive statistics such as frequency distribution, percentage, mean and standard deviation. For the analysis of demographic data, frequency and simple percentage were used, and to answer the research questions mean and standard deviation were used while at the inferential level chi-square was also used to test the null hypotheses. The analysis was conducted with the aim of making informed decision and judgment.

## CHAPTER FOUR DATA PRESENTATION AND ANALYSIS

### 4.1 Introduction

This chapter dwells on the analysis and interpretation of data collected from the field. In the course of analysis of data, tables, frequencies and percentages were used to present the demographic information of the respondents. Descriptive statistics was used to analyze responses to research questions where mean and standard deviation were used. At the inferential level Chi-square statistics was used to test the null hypotheses at 0.05 alpha levels.

#### 4.2.1 Descriptive Analysis

This section of the chapter describes the demographic data of the respondents. Variables are presented in frequency and percentage.

**Table 3: Distribution of Respondents by Status**

<b>Status</b>	<b>Frequency</b>	<b>Percent (%)</b>
<b>Teachers</b>	306	82.7 %
<b>Head teachers</b>	58	15.7 %
<b>Quality Assurance Officer</b>	6	1.6 %
<b>Total</b>	<b>370</b>	<b>100 %</b>

Table 3 shows that 306 of the respondents which represent 82.7% of the total respondents were teachers, the head teachers were 58 representing 15.7%, while 16 respondents which represent 4.3% were Quality Assurance Officers. This shows that majority of the respondents were teachers.

**Table 4: Distribution of the Respondents by Gender**

<b>Gender</b>	<b>Frequency</b>	<b>Percent (%)</b>
<b>Males</b>	224	60.5 %
<b>Female</b>	146	39.5%
<b>Total</b>	<b>370</b>	<b>100 %</b>

Table 4 shows the distribution of the respondents by gender. It shows that 224 of the respondents which represent 60.5% were males while 146 respondents which represent 39.5% were females. Therefore, the majority of respondents were males.

**Table 5: Distribution of Respondents by School type**

<b>School type</b>	<b>Frequency</b>	<b>Percent (%)</b>
<b>Public</b>	185	50 %
<b>Private</b>	185	50 %
<b>Total</b>	<b>370</b>	<b>100 %</b>

Table 5 shows the distribution of respondents by school type. It shows that 185 respondents which represent 50% of the total respondents were from public schools while 185 respondents which represent 50% were also from the private schools. Therefore, both public and private schools have equal number of respondents.

### **Analysis of Responses to Research Questions**

The research questions in this study were answered using items from the questionnaire. They were analyzed using mean scores and standard deviation. The analysis is presented as follows:

:

**Research Question 1:** To what extent does the educational qualifications of preschool teachers promotes the implementation of Early Childhood Care and Development Education curriculum in public and private schools in Katsina state?

This research question was responded to using item 1-10 of the instrument, it was analysed using mean and standard deviation and the result is presented in table 6.

**Table 6: Analysis of responses on the Educational Qualifications of teachers for the implementation of ECCDE curriculum in public and private schools in Katsina State**

S/N	Item Statements	Public ECCDE		Private ECCDE	
		Mean	SD	Mean	SD
1.	Preschool teachers in my school do attend seminar, workshops and conferences on the implementation of ECCDE	2.50	1.21	2.40	1.06
2.	Preschool teachers in my school possess the minimum teaching qualification of NCE to teach pre-school children	3.64	0.69	3.31	.75
3.	Pre-school teachers in my school specialized in ECCDE	2.93	0.85	3.16	.81
4.	Pre-school teachers in my school are non NCE holders	2.37	1.04	2.21	.07
5.	Pre-school teachers in my school registered with TRCN	2.36	1.01	3.00	.78
6.	Pre-school teachers in my school read other NCE courses not ECCDE	2.24	1.00	2.92	.87
7.	ECCDE teachers who specialized in early childhood teaches the programme effectively	3.16	0.81	3.37	.79
8.	ECCDE teachers receive adequate in-service training to acquire educational qualifications in early childhood education in my school	3.11	0.82	3.25	.72
9.	Teachers with teaching experiences possess adequate methods, skills, techniques and strategies to teach ECCDE curriculum	3.29	0.47	3.20	.87
10.	My ECCDE centre recruit qualified teachers to teach preschool children	3.16	1.11	3.12	.84
	<b>Cumulative Mean</b>	<b>2.88</b>	<b>.90</b>	<b>3.00</b>	<b>.76</b>

***Decision mean = 2.50***

The result presented in table 6 shows that preschool teachers in both public and private schools agreed that teachers in preschool centres possessed the needed educational qualifications to teach preschool children because the cumulative mean of 2.88 for public preschool centres and 3.00 for private preschool centres is higher than the decision mean of 2.50. In both cases their responses are positively inclined.

**Research Question 2:** How does the teacher's commitment to attendance of lesson enhance the implementation of Early Childhood Care and Development Education curriculum in public and private schools in Katsina State?

This research question was responded to using items 11-20 of the instrument, it was analysed using mean and standard deviation and the result is presented in the table 7.

**Table 7: Analysis of responses on teacher’s commitments to lesson attendance for the implementation of ECCDE curriculum in public and private schools in Katsina state**

S/N	Item Statements	Public ECCDE		Private ECCDE	
		Mean	SD	Mean	SD
11	Preschool teachers in my school do attends their lesson regularly	3.41	.59	3.48	.69
12.	Preschool teachers in my school use effective means of communication in delivering their lesson to preschool children	3.33	.66	3.33	.66
13.	Preschool teachers in my school do not enter class to teach preschool children regularly	2.29	1.04	2.12	.99
14.	Preschool teachers in my school deliver their lesson based on the stated objectives of the lesson	3.52	.88	3.26	.83
15.	Both preschool teachers and preschool children engaged in different kind of learning activities in the process of lesson delivery in my school	3.12	.88	3.26	.70
16.	Preschool teachers in my school have knowledge of different methods and techniques of delivering instructions to preschool children	3.29	.67	3.35	.66
17.	Preschool teachers in my school interact with preschool children regularly in the process of ECCDE curriculum implementation	3.09	1.13	3.11	.76
18.	Preschool teachers in my school do not have adequate knowledge of the instructional methods used in delivering instruction to preschool children	2.49	1.03	2.50	1.13
19.	Preschool teacher's commitment to lesson delivery enables preschool children to acquire knowledge, skills and positive attitude	3.56	.85	3.27	.74
20.	Preschool teachers in my school possess the knowledge of the content to be delivered to preschool children preschool children	3.22	1.08	3.08	.84
	<b>Cumulative Mean</b>	<b>3.08</b>	<b>.88</b>	<b>3.13</b>	<b>.80</b>

***Decision mean = 2.50***

The result presented in table 7 indicated that preschool teachers in both public and private preschool centres are committed to lesson attendance because the cumulative mean of 3.08 for public preschool centres and 3.13 for private preschool centres is higher than the decision mean

of 2.50. Hence, private preschool teachers are more committed to the attendance of lesson than public preschool teachers. In both cases their responses are positively inclined.

**Research Question 3:** What is the extent to which instructional materials are adequately provided and used by preschool teachers for the implementation of Early Childhood Care and Development Education curriculum in public and private schools in Katsina state?

This research question was responded to using items 21-30 of the instrument, it was analysed using mean and standard deviation and the result is presented in table 8.

**Table 8: Analysis of responses on the extent of the adequacy of instructional materials for the implementation of ECCDE curriculum in public and private schools in Katsina State**

S/N	Item statements	Public ECCDE		Private ECCDE	
		Mean	SD	Mean	SD
21.	My ECCDE centre has adequate instructional materials for the implementation of ECCDE curriculum	2.87	.94	3.21	.82
22.	Audio-visual materials (motion pictures, television, computer and video) are adequately provided for the implementation of ECCDE curriculum in my preschool centre	2.78	1.03	2.98	.98
23.	Instructional materials to support quantitative learning such as bottle tops are adequately provided in my preschool centre	3.00	.85	2.98	.90
24.	Instructional materials provided in my centre are of high quality	2.80	.83	2.98	.81
25.	Art materials, clay, drawing materials papers, wet sand and writing materials are adequately provided in my preschool centre	2.96	.82	3.03	.94
26.	Audio materials such as tape, cassette and radio are sufficiently provided in my preschool centres	2.75	.94	2.85	.88
27.	Instructional materials provided in preschool centres are relevant to the level and maturity of preschool children in both public and private schools	2.95	1.05	3.09	.82
28.	Preschool teachers in my centre improvised instructional materials if they are not provided	2.99	.84	3.09	.79
29.	Chalkboard/whiteboard and relevant textbooks are adequately available in my preschool centre	3.01	1.10	3.12	.78
30.	Visual materials such as photo, slide, filmstrip and overhead projectors are adequately provided in my preschool centre	2.56	1.02	2.83	.98
	<b>Cumulative Mean</b>	<b>2.87</b>	<b>.94</b>	<b>3.02</b>	<b>.87</b>

**Decision mean = 2.50**

The result presented in table 8 shows that both public and private preschool centres have adequate instructional materials because the cumulative mean of 2.87 for public preschool centres and 3.02 for private preschool centres are higher than the decision mean of 2.50. Hence, private preschool centres have more instructional materials than public preschool centres. Therefore, in both cases their responses are positively inclined.

**Research Question 5:** How appropriate are the instructional methods used by teachers in the implementation of Early Childhood Care and Development Education curriculum in public and private schools in Katsina State?

This research question was responded to using item 31-40 of the instrument, it was analysed using mean and standard deviation and the result is presented in table 9.

**Table 9: Analysis of responses on the instructional methods used by Early Childhood Care and Development Education teachers for the implementation of ECCDE curriculum in public and private schools in Katsina State**

S/N	Item statements	Public ECCDE		Private ECCDE	
		Mean	SD	Mean	SD
31.	Preschool teachers are using instructional methods that are appropriate to the age and maturity of the learners in my school	3.48	.9	3.35	.71
32.	Preschool teachers use lecture method in teaching preschool children in my school	2.47	1.11	2.40	1.18
33.	Preschool teachers used child-centered methods such as play, discovery, dramatization and field trips in the implementation of ECCDE curriculum in my school	3.23	.74	3.38	.69
34.	Preschool teachers in my school use story telling method to teach preschool children	3.26	1.02	3.15	.75
35.	Preschool teachers in my school use play way method to teach preschool children method to teach preschool children	3.53	.85	3.42	.73
36.	Preschool teachers in my school use field trip method to take preschool children outside the school to have concrete learning experiences and knowledge	2.82	.89	2.68	.97
37.	Preschool use dramatization method to teach preschool children how to perform different roles in my school	2.98	.80	3.10	.81
38.	Preschool teachers in my school use discovery method to give preschool children the opportunity to learn and discover new things	2.85	.86	2.81	.92
39.	Preschool teachers in my school use demonstration method in teaching preschool children	3.44	.89	3.26	.74
40.	Preschool teachers in my school use recitation method to teach preschool children	3.07	.80	3.00	.96
	<b>Cumulative Mean</b>	<b>3.11</b>	<b>.89</b>	<b>3.05</b>	<b>.85</b>

**Decision mean = 2.50**

The result presented in table 9 also indicated that preschool teachers in both public and private are using instructional methods that are appropriate to the level of preschool children because the cumulative mean of 3.11 for public preschool centres and 3.05 for private preschool centres are higher than the decision mean of 2.50. Hence, in both cases their responses are positively inclined.

**Research Question 5:** What is the extent to which infrastructural facilities are available in the implementation of Early Childhood Care and Development Education curriculum in public and private school in Katsina State?

This research question was responded to using item 41-50 of the instrument, it was analysed using mean and standard deviation and the result is presented in table 10

**Table 10: Analysis of responses on the infrastructural/physical facilities in Early Childhood Care and Development Education centres for the implementation of ECCDE curriculum in public and private schools in Katsina State**

S/N	Item Statements	Public ECCDE		Private ECCDE	
		Mean	SD	Mean	SD
41.	In my preschool centre, play areas have fences/natural barriers that prevent access to animal, unauthorized people and other hazards	3.12	.92	2.96	.95
42.	In my preschool centre, we have access to portable drinking water for preschool children	3.55	.87	3.21	.69
43.	In my preschool centre, children classrooms have enough space for children's play and activities	3.07	.78	3.28	.73
44.	My preschool centre has access to fire extinguisher and other safety equipment	2.58	1.07	2.89	.95
45.	My preschool centre has enough child-sized chair and tables	2.72	1.02	3.17	.76
46.	My preschool environment is provided with variety of playing materials	3.01	.85	3.24	.74
47.	My preschool centre has toilet facilities with segregated female toilets	3.04	.89	2.93	.98
48.	My preschool learning environment is provided with basic sanitation, adequate ventilation that promotes good health practices	3.25	1.05	3.35	.75
49.	In my preschool, classrooms are built in such a way that electric wires and outlets are covered to protect children	2.91	.83	3.25	.73
50.	In my preschool, we have classrooms that provide children with enough space for storing their bags and other personal belongings	2.85	.88	3.06	.89
<b>Cumulative Mean</b>		<b>3.01</b>	<b>.92</b>	<b>3.13</b>	<b>.82</b>

**Decision mean = 2.50**

The result presented in table 10 indicated that both public and private preschool centres have the needed infrastructural facilities because the cumulative mean of 3.01 for public preschool centres and 3.13 for private preschool centres are higher than the decision mean of 2.50. Hence, in both cases their responses are positively inclined.

**Research Question 6:** What is the extent of instructional supervision conducted in ECCDE centres in the implementation of Early Childhood Care and Development Education curriculum in public and private schools in Katsina State?

This research question was responded to using item 51-60 of the instrument, it was analysed using mean and standard deviation and the result is presented in table 11

**Table 11: Analysis of responses on the instructional supervision conducted in public and private preschool centres for the implementation of ECCDE curriculum in public and private schools in Katsina State**

S/N	Item Statements	Public ECCDE		Private ECCDE	
		Mean	SD	Mean	SD
51.	Supervisory team from LGEA inspects the activities of preschool teachers regularly in my school	3.19	.74	3.30	.71
52.	Supervisors who visits my preschool centre are well trained professionals and experienced	3.11	.78	3.38	.62
53.	Supervisors provide report to preschool teachers on the areas that need improvement in my school	3.27	1.01	3.11	.76
54.	Supervisors come to my school to supervise ECCDE programme but not for fault finding	2.60	1.09	2.77	.94
55.	Lesson supervision in my school enhance the performance of preschool teachers	3.49	.84	3.36	.71
56.	Collections of data by supervisors improves the implementation of ECCDE programme in my school	3.47	.88	3.16	.99
57.	Supervisors who visit my preschool centre are friendly	3.04	1.07	2.99	.98
58.	Feedback mechanisms is put in place to help correct lapses in the implementation of ECCDE curriculum in my school	3.18	1.09	3.02	.85
59.	Supervisors evaluate preschool teachers' performance especially the newly recruited ones in my school	3.05	.73	3.16	.74
60.	Supervisors assess the performance of preschool children when they visit my school	3.05	1.07	3.13	.79
	<b>Cumulative Mean</b>	<b>3.14</b>	<b>.93</b>	<b>3.14</b>	<b>.81</b>

**Decision mean = 2.50**

The result presented in the table 11 indicated that instructional supervision is adequately conducted in both public and private preschool centres because the cumulative mean of 3.14 for both public and private preschool centres are higher than the decision mean of 2.50. Therefore, in both cases their responses are positively inclined.

#### 4.2.2 Inferential Statistics

The following hypotheses were tested using non parametric statistical tool of chi-square:

**Ho<sub>1</sub> Hypothesis:** There is no significant difference in the educational qualifications of teachers for the implementation of ECCDE curriculum in public and private schools in Katsina state.

The abovehypothesis was tested using chi-square ( $X^2$ ) statistics. The result is presented in table 12

**Table 12: Chi-square ( $X^2$ ) statistics test on the Assessment of Educational Qualifications of Preschool Teachers for the Implementation of ECCDE curriculum in public and private schools in Katsina state.**

N	Mean	SD	$\chi^2$	Df	$\alpha$	P-value	Decision
370	3.02	.89	2.993	3	.05	.224	Retained

Table 12 shows the result of test of hypothesis one, which says there is no significant difference in the educational qualifications of teachers for the implementation of ECCDE curriculum in public and private schools in Katsina state. The result of the chi-square test shows that there was no significant difference in the educational qualifications of teachers for the implementation of ECCDE curriculum in public and private schools in Katsina state. It shows that  $X^2 = 2.993$  at Df 3, with p-value of .224 at 0.05 alpha level;  $p = .224 > 0.05$ . Therefore, the null hypothesis is retained.

**Ho<sub>2</sub> Hypothesis:** There is no significant difference in teacher’s commitments to lesson attendance for the implementation of ECCDE curriculum in public and private schools in Katsina state.

The above hypothesis was tested using chi-square ( $X^2$ ) statistics. The result is presented in table 13

**Table 13: Chi-square ( $X^2$ ) statistics test on assessment of Preschool Teacher’s Commitments to Lesson Attendance for the Implementation of ECCDE curriculum in public and private schools in Katsina state.**

N	Mean	SD	$\chi^2$	Df	$\alpha$	P-value	Decision
370	3.10	.83	.224	3	.05	.894	Retained

Table 13 shows the result of hypothesis testing which says there is no significant difference in teacher’s commitments to lesson attendance for the implementation of ECCDE curriculum in public and private schools in Katsina state. The result of the chi-square test as shown above revealed that no significant difference exists in teacher’s commitment to lesson attendance for the implementation of ECCDE curriculum in public and private schools in Katsina state. It shows that  $X^2 = .224$  at Df 3, with p-value of .894 at 0.05 alpha level;  $p = .894 > 0.05$ . Therefore, the null hypothesis is retained.

**Ho<sub>3</sub> Hypothesis:** There is no significant difference in the extent of the adequacy and teachers’ use of instructional materials for the implementation of ECCDE curriculum in public and private schools in Katsina state

The above hypothesis was tested using chi-square ( $X^2$ ) statistics. The result is presented in table 14

**Table 14: Chi-square ( $X^2$ ) statistics test on Assessment of the Adequacy of Instructional Materials for the Implementation of ECCDE curriculum in public and private schools in Katsina state.**

N	Mean	SD	$\chi^2$	Df	$\alpha$	P-value	Decision
370	2.94	.90	8.643	3	.05	.013	Rejected

Table 14 shows the result of test of hypothesis three which says there is no significant difference in the extent of the adequacy and teachers' use of instructional materials for the implementation of ECCDE curriculum in public and private schools in Katsina state. The result of the chi-square test as shown above revealed that, significant difference exists in the extent of the adequacy and teachers' use of instructional materials for the implementation of ECCDE curriculum in public and private schools in Katsina state. It shows that  $X^2=8.643$  at Df 3, with p-value of .013 at 0.05 alpha level;  $p=.013<0.05$ . Therefore, the null hypothesis is rejected.

**Ho<sub>4</sub> Hypothesis:** There is no significant difference in the instructional methods used by Early Childhood Care and Development Education teachers for the implementation of ECCDE curriculum in public and private schools in Katsina state

The above hypothesis was tested using chi-square ( $X^2$ ) statistics. The result is presented in table 15

**Table 15: Chi-square ( $X^2$ ) statistics test on Assessment of the Instructional Methods used by Early Childhood Care and Development Education Teachers for the Implementation of ECCDE curriculum in public and private schools in Katsina State.**

N	Mean	SD	$\chi^2$	Df	$\alpha$	P-value	Decision
370	3.08	.86	.179	3	.05	.914	Retained

Table 15 shows the result of test of hypothesis four, which says there is no significant difference in the instructional methods used by early childhood care and development education teachers

for the implementation of ECCDE curriculum in public and private schools in Katsina state. The result of the chi-square test as shown above shows that no significant difference exists in the instructional methods used by early childhood care and development education teachers for the implementation of ECCDE curriculum in public and private schools in Katsina state. It shows that  $X^2 = .179$  at Df 3, with p-value of .914 at 0.05 alpha level;  $p = .914 > 0.05$ . Therefore, the null hypothesis is retained.

**Ho<sub>5</sub>Hypothesis:** There is no significant difference in the infrastructural facilities in Early Childhood Care and Development Education centres for the implementation of ECCDE curriculum in public and private schools in Katsina state

The above hypothesis was tested using chi-square ( $X^2$ ) statistics. The result is presented in table 16

**Table 16: Chi-square ( $X^2$ ) statistics test on Assessment of the Infrastructural/Physical Facilities in Early Childhood Care and Development Education Centres for the Implementation of ECCDE curriculum in public and private schools in Katsina state.**

N	Mean	SD	$\chi^2$	Df	$\alpha$	P-value	Decision
370	3.07	.87	19.690	3	.05	.000	Rejected

Table 16 shows the result of test of hypothesis five, that says there is no significant difference in the infrastructural facilities in Early Childhood Care and Development Education centres for the implementation of ECCDE curriculum in public and private schools in Katsina state. The result of the chi-square test as shown above shows that significant difference exists in the infrastructural facilities in early childhood care and development education centres for the implementation of ECCDE curriculum in public and private schools in Katsina state. It shows

that  $X^2 = 19.690$  at Df 3, with p-value of .000 at 0.05 alpha level;  $p = .000 < 0.05$ . Therefore, the null hypothesis is rejected.

**Ho<sub>6</sub>Hypothesis:** There is no significant difference in the instructional supervision conducted in ECCDE centres for the implementation of ECCDE curriculum in public and private schools in Katsina state

**Table 17: Chi-square ( $X^2$ ) statistics test on Assessment of the Instructional Supervision for the Implementation of ECCDE curriculum in public and private schools in Katsina State.**

N	Mean	SD	$\chi^2$	Df	A	P-value	Decision
370	3.14	.86	5.06	3	.05	.08	Retained

Table 17 shows the result of test of hypothesis six, which says there is no significant difference in the instructional supervision conducted in ECCDE centres for the implementation of ECCDE curriculum in public and private schools in Katsina state. The result of the chi-square test as shown above shows that no significant difference exists in the instructional supervision in the implementation of ECCDE curriculum in public and private schools in Katsina state. It shows that  $X^2 = 5.06$  at Df 3, with p-value of .08 at 0.05 alpha level;  $p = .08 > 0.05$ . Therefore, the null hypothesis is retained.

**Table 18: Summary of Hypothesis Testing**

S/N	Hypothesis statement	Statistical tool used	P-Value	Result	Remarks
<b>Ho<sub>1</sub></b>	There is no significant difference in the educational qualifications of teachers for the implementation of ECCDE curriculum in public and private schools in Katsina State	Chi-Square	.224	Calculated P-value is greater than .05 alpha level	Retained
<b>Ho<sub>2</sub></b>	There is no significant difference exists in teacher's commitments to lesson attendance for the implementation of ECCDE curriculum in public and private schools in Katsina State	Chi-Square	.894	Calculated P-value is greater than .05 alpha level	Retained
<b>Ho<sub>3</sub></b>	There is significant difference in the adequacy of instructional materials for the implementation of ECCDE curriculum in public and private schools in Katsina State	Chi-Square	.013	Calculated P-value is less than .05 alpha level	Rejected
<b>Ho<sub>4</sub></b>	There is no significant difference in the instructional methods used by early childhood care and development education teachers for the implementation of ECCDE curriculum in public and private schools in Katsina State	Chi-Square	.914	Calculated P-value is greater than .05 alpha level	Retained
<b>Ho<sub>5</sub></b>	There is significant difference in the infrastructural/physical facilities in Early childhood care and development education centres for the implementation of ECCDE curriculum in public and private schools in Katsina State	Chi-Square	.000	Calculated P-value is less than .05 alpha level	Rejected
<b>Ho<sub>6</sub></b>	There is no significant difference in the instructional supervision conducted in ECCDE centres for the implementation of ECCDE curriculum in public and private schools in Katsina State	Chi-Square	.08	Calculated P-value is greater than .05 alpha level	Retained

### 4.3 Summary of Findings

The following are the findings revealed by this investigation. They are as follows:

1. Private preschool centres have more qualified teachers than public preschool centres ( cumulative mean of 3.00 for private preschool centres is higher than the cumulative mean of 2.88, in both cases their mean scores are higher than the decision mean of 2.50)

2. Private preschool teachers are more committed to the attendance of lesson than their counterparts in public preschool centres (cumulative mean of 3.13 for private preschool centres is higher than the cumulative mean of 3.08 for public preschool centres, in both cases their mean scores are higher than the decision mean of 2.50)
3. Private preschool centres have more instructional materials than their counterparts in public preschool centres (cumulative mean of 3.02 for private preschool centres is higher than the cumulative mean of 2.87 in public preschool centres, in both cases the mean scores for public and private preschool centres are higher than the decision mean of 2.50)
4. Public preschool teachers used instructional methods that are appropriate to the level and maturity of the preschool children than their counterparts in private preschool centres (cumulative mean of 3.11 for public preschool centres is higher than the cumulative mean of 3.05 for private preschool centres, in both cases their mean scores are higher than the decision mean of 2.50)
5. Private preschool centres have more infrastructural/physical facilities than public preschool centres (cumulative mean of 3.13 for private preschool centres is higher than the cumulative mean of 3.01 for public preschool centres, in both cases their mean scores are higher than the decision mean of 2.50)
6. Instructional supervision is adequately conducted in both public and private preschool centres (both public and private preschool centres have a cumulative mean of 3.14 which is higher than the decision mean of 2.50).

#### **4.4 Discussion of Findings**

Assessment of early childhood care and development education in Nigeria today is very paramount and must be carried out periodically to ascertain the level of effective implementation in Nigeria and around the globe. Therefore, this research work titled Comparative Assessment of the Implementation of Early Childhood Care and Development Education Curriculum in public and private schools in Katsina state revealed that: there is no significant difference in the educational qualifications of teachers for the implementation of early childhood care and development education curriculum in public and private schools in Katsina state and the responses also revealed that most preschool teachers in both public and private preschool centres possessed the needed educational qualifications to implement early childhood care and development education curriculum in public and private schools in Katsina state. This finding disagreed with the finding of Oludele, Abuovbo and Abosede (2015) who conducted a study on the Evaluation of the Implementation of Early Childhood Education Curriculum in Osun State, Nigeria reported that, many preschool teachers in Osun state are not well trained and are not adequately qualified to handle early childhood curriculum. The researcher's personal view on this finding is that, preschool teachers in public and private preschool centres possessed the needed educational qualifications for the implementation of Early Childhood Care and Development Education curriculum in Katsina state. Hence, there is need to train them adequately for the successful implementation of Early Childhood Care and Development Education curriculum in both public and private preschool centres.

The second finding revealed that, there is no significant difference in the teacher's commitment to lesson attendance for the implementation of early childhood care and development education curriculum in public and private schools in Katsina state and most

preschool teachers in public and private schools are committed to lesson attendance and as such preschool children performs better when they are enrolled into primary schools. This finding agreed with the finding of Mudzanani and Makgato (2016) who conducted a study on the Roles of School Managers on the Curriculum Delivery in Teaching and Learning Perspectives: Perspective from Poorly and well Performing Schools in Vhembe District of Limpopo Province reported that there was a high lesson attendance by teachers and most of the teachers cover the contents adequately. The researcher is of the opinion that, the preschool teachers are committed to lesson attendance; they should sustain the momentum and pay adequate attention to the implementation of Early Childhood Care and Development Education programme.

The third finding indicated that, there is a significant difference in the extent of adequacy and teachers use of instructional materials in the implementation of early childhood care and development education curriculum in public and private schools in Katsina state and also instructional materials needed for the implementation of early childhood care and development education curriculum in public and private schools in Katsina state are adequately provided. This finding agreed with the finding of Thomas (2014) who conducted a study on the Implementation of Quality Services in Early Childhood Educational Institutions: A Case Study of Ntimaru Division, Kuria East District, Kenya reported that there was adequate teaching and learning materials. The researcher is of the opinion that, instructional materials help preschool teachers in no small measure to carry out their functions and responsibilities effectively and efficiently so that, the laudable objectives of Early Childhood Care and Development Education programme should be achieved.

The fourth finding established that, there is no significant difference in the instructional methods used by early childhood care and development education curriculum teachers in public

and private schools in Katsina state and those preschool teachers used the recommended instructional methods of instruction for teaching preschool children. This finding disagreed with the finding of Adejobi, Omoare and Oyediran (2017) who conducted a study on the Comparative Assessment of the Implementation of Early Childhood Education Curriculum in Public and Private Schools in Rural Areas of Ogun State, Nigeria reported that preschool teachers do not use instructional methods that are recommended by the National Policy on Education and other educational stakeholders for the implementation of early childhood care and development education curriculum. The researcher's personal view is that, preschool teachers should use child centered instructional methods that arouse the interest and curiosity of preschool children.

The fifth finding indicated that there was a significant difference in the infrastructural/physical facilities in early childhood care and development education centres on the implementation of early childhood care and development education curriculum in public and private schools in Katsina state and that infrastructural facilities needed for the implementation of early childhood care and development education curriculum are adequately available and provided. This finding disagreed with the finding of Offor(2013) who conducted a research on Assessment of the Implementation of Universal Basic Education in Imo State: Towards Qualitative Education reported that most of the infrastructural facilities needed for the implementation of early childhood care and development education curriculum were unavailable and the ones that are available are grossly inadequate. The researcher's personal opinion is that, physical facilities in Early Childhood Care and Development Education centre should be available and functional because of they are instrumental in the implementation of Early Childhood Care and Development Education curriculum in both public and private preschool centres.

The sixth finding revealed that there is no significant difference in the instructional supervision conducted in Early Childhood Care and Development Education centres on the implementation of Early Childhood Care and Development Education Curriculum in public and private schools in Katsina state and that instructional supervision is adequately conducted in Early Childhood Care and Development Education centres. This also disagreed with the finding of Suleiman (2012) who conducted a research on Assessment of the Implementation of Universal Basic Education Programme in Nigeria (1999-2009) reported that there was poor supervision of universal Basic Education programme in the northwest geopolitical zone and most of the supervisors lacked the needed vehicles and other facilities to carry out their functions and responsibilities as instructional supervisors. The researcher's personal view is that, instructional supervision should be conducted regularly in order to ensure that the objectives of Early Childhood Care and Development Education programme are achieved.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents the summary, conclusion and recommendations of the work entitled “Comparative Assessment of the Implementation of Early Childhood Care and Development Education Curriculum in Public and Private Schools in Katsina State, Nigeria”.

#### **5.2 Summary**

The study makes a Comparative Assessment of the Implementation of Early Childhood Care and Development Education Curriculum in Public and Private Schools in Katsina State, Nigeria. In chapter one (1) the researcher explained background to the study, statement of the problem, six (6) research objectives, six (6) research questions and six (6) hypotheses were formulated in order to guide the study, the beneficiaries who will benefit from the study were identified and how they will benefit from the study were explained. The scope of the study in terms of content coverage and location was also explained.

In chapter two (2) relevant literatures were reviewed that includes conceptual framework where relevant concepts such as the concepts of evaluation, assessment, curriculum, curriculum implementation, Early Childhood Care and Development Education, instructional supervision, lesson attendance, infrastructural/physical facilities, instructional materials, instructional methods were reviewed by the researcher. In theoretical framework, Socio Cultural Learning theory, Play and Cognitive Development theory and Schon’s Curriculum Implementation Model were reviewed. Twenty (20) empirical studies that are related and relevant to the present study were reviewed as well as the summary of literature review and uniqueness of the study were thoroughly discussed in chapter two.

In chapter three (3), a descriptive survey research design was adopted in the conduct of this investigation; for sample and sampling technique a sample size of 370 was selected using research advisors (2006) and respondents were selected by the use of proportionate sampling technique. Questionnaire is the only instrument used for data collection from the respondents. The instrument was validated by the researcher's supervisors, experts in the field of test and measurement and also experts in Early Childhood Care and Development Education. A pilot study was conducted and the data obtained from the pilot study were statistically analysed using Cronbach Alpha Formula. The reliability coefficient of 0.97 was obtained. The data gathered from the field were statistically analyzed using both descriptive and inferential statistical tools where frequency counts and percentages were used to analyzed demographic data, mean and standard deviation were used to answer the research questions and chi-square statistics was also used to test the null hypotheses and hypotheses number 1, 2, 4 and 6 were retained while hypotheses 3 and 5 were rejected.

In chapter four (4) the findings of the investigation were presented where the findings investigation revealed that preschool teachers in both public and private schools possessed the needed educational qualifications for the implementation of Early Childhood Care and Development Education curriculum, preschool teachers in both public and private schools are committed to lesson attendance for the implementation of Early Childhood Care and Development Education curriculum, that instructional materials are available in both public and private preschool centres, preschool teachers are uses instructional methods that are appropriate to the age and maturity of preschool children, infrastructural/physical are adequately available in Early Childhood Care and Development Education centres and instructional supervision is

adequately conducted in both public and private Early Childhood Care and Development Education centres.

In chapter five (5) summary of the research work, conclusion, recommendations, suggestions for further studies and contributions to knowledge were presented. Some of the recommendations include government and private school proprietors should continue to recruit eminently qualified preschool teachers and ensure that, they are trained and retrained by way of conferences, seminars, symposiums and workshops for the successful implementation of Early Childhood Care and Development Education in both public and private preschool centres, preschool teachers in both public and private preschool centres should continue to remain committed to lesson attendance and government and private school proprietors should provide incentives and motivation to preschool teachers for the successful implementation of Early Childhood Care and Development Education in both public and private preschool centres.

### **5.3 Conclusion**

This study assessed the Implementation of Early Childhood Care and Development Education Curriculum in Public and Private Schools in Katsina State, Nigeria. Based on the findings of this research, it was concluded that preschool teachers in both public and private schools in Katsina state possessed the needed teaching qualifications to teach preschool children, preschool teachers are committed to lesson attendance in both public and private schools in Katsina state, instructional materials that are required for the implementation of early childhood care and development education curriculum in both public and private preschool centres are adequately provided, preschool teachers in both public and private preschool centres are using instructional methods that are appropriate to the level and maturity of preschool children, that infrastructural facilities such as classrooms, child sized chairs, toilet facilities are adequately

provided in both public and private preschool centres and finally, there was adequate monitoring and supervision by quality assurance officers in both public and private preschool centres in Katsina state for successful implementation of early childhood care and development education curriculum in public and private schools in Katsina state.

#### **5.4 Recommendations**

Based on the findings of this investigation, the following recommendations were made:

1. There is need on the part of government agencies and private school proprietors to continue to recruit and employ preschool teachers that are qualified and provide them with adequate training and retraining by way of workshops, seminars, and conferences, higher educational qualifications to ensure effective implementation of ECCDE curriculum in both public and private preschool centres.
2. Preschool teachers in public and private schools should remain committed to lesson attendance and government and private school proprietors should provide incentives and motivation to preschool teachers for successful implementation of early childhood care and development education curriculum.
3. There is need for government and private school proprietors to continue to provide relevant instructional materials of high quality for the successful implementation of early childhood care and development education curriculum in both public and private schools in Katsina state.
4. Preschool teachers should remain committed to the use of instructional methods that stimulates and arouse the interests and curiosity of preschool children in order to achieve the desired goals of early childhood care and development education in public and private preschool centres.

5. Government and private school proprietors should continue to pay so much attention to the provision of infrastructural/physical facilities such as classrooms, play grounds, libraries, toilet facilities and others that are required for effective implementation of early childhood care and development education curriculum.
6. Instructional supervisors should continue to put more efforts and carry out their duties in every nooks and crannies of the state to ensure successful implementation of early childhood care and development education curriculum in both public and private preschool centres.

### **5.5 Suggestions for further studies**

An investigation of this nature cannot cover every area hence there is need for further studies in this field for the advancement of knowledge and the course of early childhood care and development education. Therefore, further research can be conducted in the following areas:

1. Assessment of the Influence of Preschool Teachers Educational Qualifications in the Implementation of Early Childhood Care and Development Education Curriculum in public preschool Centres.
2. Assessment of the Impact of Instructional Materials on the Academic Performance of Preschool Children in private preschool centres.
3. Assessment of the Roles of Infrastructural/Physical Facilities in the Implementation of Early Childhood Care and Development Education Curriculum in public and private preschool centres.
4. Assessment of the Roles of Socio-Cultural Learning Theory in the Implementation of Early Childhood Care and Development Education Curriculum in Public Preschool Centers.

5. Assessment of the Effects of Play way and Demonstration Methods on the Academic Performance of Preschool Children in Private Preschool Centers.

### **5.6 Contributions to Knowledge**

The essence of scientific educational research is to contribute to the existing body of knowledge. Therefore, this study contributed to new knowledge in the following ways:

1. The study provided empirical evidence that preschool teachers in public and private preschools centres possessed the needed educational qualifications for the implementation of early childhood care and development education curriculum in public and private schools.
2. The study also confirmed that preschool teachers are committed to lesson attendance for the implementation of early childhood care and development education curriculum in public and private preschool centres.
3. The study also revealed that instructional materials are provided for the implementation of early childhood care and development education in public and private preschool centres.
4. The study also discovered that preschool teachers are using instructional methods that are relevant to the age, maturity and development of preschool children in public and private preschool centres for the implementation of early childhood care and development education curriculum.
5. The study also revealed that infrastructural facilities are provided in most public and private preschool centres for the implementation of early childhood care and development education curriculum in public and private schools.

6. The study also found that instructional supervision is conducted periodically in public and private preschool centres to ensure the successful implementation of Early Childhood Care and Development Education curriculum in public and private preschool centres.

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## APPENDIX 1

### QUESTIONNAIRE ON COMPARATIVE ASSESSMENT OF THE IMPLEMENTATION OF EARLY CHILDHOOD CARE AND DEVELOPMENT EDUCATION CURRICULUM IN PUBLIC AND PRIVATE SCHOOLS IN KATSINA STATE, NIGERIA

Faculty of Education,  
Department of Educational Foundations and  
Curriculum,  
Curriculum and Instruction Section,  
Ahmadu Bello University, Zaria.

Dear Respondent,

This questionnaire is designed with the aim of obtaining information from you on the “Comparative Assessment of the Implementation of Early Childhood Care and Development Education Curriculum in Public and Private Schools in Katsina State Nigeria (QCAIECCDEC)”. Please provide candid and honest response to the items in the questionnaire by ticking (√) the appropriate column. You should also note that the questionnaire will be scored on the following scale:

- SA - Strongly Agree
- A - Agree
- D - Disagree
- SD - Strongly Disagree
- VH - Very High
- H - High
- L - Low
- VL - Very Low

Your candid opinion in this study will contribute immensely to the success of the work and the implementation of Early Childhood Care and Development Education Curriculum. You should be rest assured that your response will be kept confidential and used strictly for the purpose of this research.

Thanks in anticipation of your co-operation.

Garba ABDULLAHI

Researcher

**SECTION A: Bio Data**

Please tick (√) as appropriate in the box.

1. Status: a. Teacher ( ) b. Head teacher ( ) c. Quality Assurance officer ( )

2. Gender: a. Male ( ) b. Female ( )

3. Type of school: a. Public ( ) b. Private ( )

**SECTION B:**

Please read each of the statements in this section carefully and tick (√) the appropriate responses.

**Pre-School Teacher's Educational Qualifications**

S/N	Item Statement	SA	A	D	SD
1	Teachers do attend conferences, seminars and workshop on the implementation of ECCDE curriculum.				
2	Preschool teachers in my school possess the minimum teaching qualification of NCE to teach pre-school children.				
3	Pre-school teachers in my school specialized in Early Childhood Care and Development Education (ECCDE).				
4	Preschool teachers in my school are non NCE holders.				
5	Preschool teachers in my school registered with Teachers Registration Council of Nigeria (TRCN).				
6	Preschool teachers in my school read other NCE courses not Early Childhood Care and Development Education (ECCDE).				
7	ECCDE teachers who specialized in Early Childhood Education teach ECCDE programme effectively.				
8	ECCDE teachers receive adequate in-service training to acquire educational qualifications in early childhood education in my school.				
9	Teachers with teaching experiences possess adequate methods, skills, techniques and strategies to teach ECCDE curriculum.				
10	My ECCDE centre recruit qualified teachers to teach preschool children.				

**Preschool Teacher's commitment to lesson attendance**

		<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
11	Preschool teachers in my school attends their lesson regularly				
12	Preschool teachers in my school use effective means of communication in delivering their lesson to preschool children				
13	Preschool teachers in my school do not enter class to teach preschool children regularly				
14	Preschool teachers in my school deliver their lesson based on the stated objectives of the lesson.				
15	Both preschool teachers and preschool children engaged in different kind of learning activities in the process of lesson delivery in my school				
16	Preschool teachers in my school have knowledge of different methods and techniques of delivering instruction to preschool children				
17	Preschool teachers in my school interact with preschool children regularly in the process of ECCDE curriculum implementation				
18	Preschool teachers in my school do not have adequate knowledge of the instructional methods used in delivering instruction to preschool children				
19	Preschool teacher's commitment to lesson delivery enables preschool children to acquire knowledge, skills and positive attitude in my school				
20	Preschool teachers in my school possessed the knowledge of the content to be delivered to preschool children				

### Adequacy of Instructional Materials

S/N	Item Statement	SA	A	D	SD
21	My ECCDE centre has adequate instructional materials for the implementation of ECCDE curriculum.				
22	Audio-visual materials (motion pictures, television, computer and video) are not adequately provided for the implementation of ECCDE curriculum in my pre-school centre.				
23	Instructional materials to support Quantitative learning such as bottle tops are adequately provided in my preschool centre.				
24	Instructional materials provided in my centre are of high quality.				
25	Art materials, clay, drawing materials papers, wet sand and writing materials are adequately provided in my preschool centres.				
26	Audio materials such as tape, cassette and radio are adequately provided and used in my preschool centres.				
27	Instructional materials provided in pre-school centres are relevant to the level and maturity of pre-school children in both public and private schools.				
28	Preschool teachers in my centre improvised instructional materials if they are not provided				
b29	Chalkboard/ whiteboard and relevant textbooks are adequately available in my preschool centre.				
30	Visual materials such as photo, slide, filmstrip and overhead projectors are adequately provided in my preschool centre.				

### Appropriate Instructional Methods

S/N	Item Statement	SA	A	D	SD
31	Pre-school teachers are using instructional methods that are appropriate to the age and maturity of the learners in my school.				
32	Pre-school teachers use lecture method in teaching preschool children in my school				
33	Pre-school teachers used child-centered methods such as play, discovery, dramatization and field trips in the implementation of ECCDE curriculum in my school.				
34	Preschool teachers in my school use story telling method to teach preschool children.				
35	Preschool teachers in my school use play way method to teach preschool children.				
36	Preschool teachers in my school use filed trip method to take preschool children outside the school to have concrete learning experiences and knowledge.				
37	.preschool teachers use dramatization method to teach preschool children how to perform different roles in my school				
38	Preschool teachers in my school use discovery method to give preschool children the opportunity to learn and discover new things.				
39	Preschool teachers in my school use demonstration method in teaching preschool children.				
40	Preschool teachers in my school use recitation method to teach preschool children.				

### Infrastructural/Physical Facilities

S/N	Item Statement	SA	A	D	SD
41	In my preschool centre play areas have fences/natural barriers that prevent access to animal, unauthorized people and other hazards.				
42	In my Pre-school centre we have access to portable drinking water for preschool children.				
43	In my centre Pre-school children classrooms have enough space for children's play and activities.				
44	My pre-school centre has access to fire extinguisher and other safety equipment.				
45	My preschool centre has enough child-sized chair and tables.				
46	My Pre-school environment is provided with variety of playing materials.				
47	My Pre-school centre has toilet facilities with segregated female toilets.				
48	My pre-school learning environment is provided with basic sanitation, adequate ventilation that promotes good health practices.				
49	In my pre-school classrooms are built in such a way that electric wires and outlets are covered to protect children.				
50	In my pre-school we have classrooms that provide children with enough space for storing their bags and other personal belongings.				

### Instructional Supervision

		<b>VH</b>	<b>H</b>	<b>L</b>	<b>VL</b>
51.	Supervisory team from LGEA inspects the activities of preschool teachers regularly in my school.				
52	Supervisors who visits my preschool centre are well trained professionals and experienced				
53	Supervisors provide report to preschool teachers on the areas that need improvement in my school				
54	Supervisors come to my school to supervise ECCDE programme but not for fault finding				
55	lesson supervision in my school enhance the performance of preschool teachers				
56	Collections of data by supervisors improves the implementation of ECCDE programme in my school				
57	Supervisors who visits my preschool centre are friendly				
58	Feedback mechanisms is put in place to help correct lapses in the implementation of ECCDE curriculum in my school				
59	Supervisors evaluate preschool teachers' performance especially the newly recruited ones in my school.				
60	Supervisors assess the performance of preschool children when they visit my school				

APPENDIX 2

INSTRUMENT VALIDATION FORM (A)

DEPARTMENT OF EDUCATIONAL FOUNDATIONS & CURRICULUM  
FACULTY OF EDUCATION  
AHMADU BELLO UNIVERSITY, ZARIA

Instrument Validation Form

Dear Sir/Ma,

The candidate is a postgraduate student of Educational Foundations and Curriculum Department, Ahmadu Bello, Zaria. He/she is hereby humbly requesting your assistance in validating this research instrument. Please, grant the candidate all the necessary assistance. Thank you.

Head of Department (Signature)  Official Stamp

Student's Surname: ABDULLAH Other Name: GARBA

Registration Number: 11111111111111111111 Programme: M.Ed CURRICULUM

Title of the Instrument: PSYCHOLOGICAL TEST

Please comment on the following:

1. Appropriateness of the instrument for the research work: Instrument found suitable for the study
2. Clarity and simplicity of the language used: Simple and clear!
3. Suitability of the instrument for the level of respondent: The instrument can measure what it is intended to measure
4. The extent in which the items cover the topic it meant to cover: Spread across the research variables.
5. Is the instrument properly structured in line with objectives and research questions? Yes!
6. Others (grammatical errors, spelling errors and others): Very minimal, if there are any.

7. General comment on the instrument..... *The instrument is suitable for the research work*

Suggestion(s) for improving the quality of the instrument

1. *get more qualified and capable hands to vet it.*

2. ....

3. ....

4. ....

**ATTESTATION SECTION**

I hereby testify that the above named student brought his/her instrument for validation

Name of Attester: *Dr. S. Ismail*

Designation: *Senior Lecturer (Supervisor)*

Name and Address of Institution: *Dept of E.F.C., XBU Zaria*

Phone No: *08065323933* E-mail: *suleismailoo@gmail.com*

*[Signature]*  
Signature and Date *25-01-20*

Thank You

APPENDIX 3

INSTRUMENT VALIDATION FORM (B)

DEPARTMENT OF EDUCATIONAL FOUNDATIONS & CURRICULUM  
FACULTY OF EDUCATION  
AHMADU BELLO UNIVERSITY, ZARIA

Instrument Validation Form

Dear Sir/Ma,

The candidate is a postgraduate student of Educational Foundations and Curriculum Department, Ahmadu Bello, Zaria. He/she is hereby humbly requesting your assistance in validating this research instrument. Please, grant the candidate all the necessary assistance. Thank you.

Head of Department (Signature, Date & Official Stamp)

Student's Surname: ABDULLAHI Other name: GIRREA

Registration Number: P175 FC 807 Programme: M. ED. CUR. & INSTR.

Title of the Instrument: SPKATIECUEC

Please comment on the following:

1. Appropriateness of the instrument for the research work: The instrument is appropriate for the study.
2. Clarity and simplicity of the language used: The language is simple and clear.
3. Suitability of the instrument for the level of respondents: The instrument can measure what it is expected to measure.
4. The extent in which the items cover the topic it meant to cover: The items cover the research variables.
5. Is the instrument properly structured in line with objectives and research questions? Yes.
6. Others (grammatical errors, spelling errors and others): Not many.

7. General comment on the instrument. It can be used for the research work

Suggestion(s) for improving the quality of the instrument

1. Get other experts to scrutinise the instrument.

2. ....

3. ....

4. ....

**ATTESTATION SECTION**

I hereby testify that the above named student brought his/her instrument for validation

Name of Attester: Dr. A. Dada

Designation: Supervisor

Name and Address of Institution: Edfc, Abu, Zaria

Phone No: 08036155035 E-mail: .....

[Signature] 25/2/2020  
Signature and Date

Thank You

APPENDIX 4

LETTER OF INTRODUCTION



DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM  
Faculty of Education  
AHMADU BELLO UNIVERSITY, ZARIA

Vice-Chancellor: Professor Ibrahim Garba, B.Sc (Hons) Geology, M.Sc (Mineral Exploration) ABU, Ph.D Geology (London), D.L.C. FHMGS  
Head of Department: Dr. Musa Idris Harbau, DAN (TC), MCE. B.A. (ED), M.Ed Admin and Planning (BUK), PhD Admin and Planning (ABU)

Our Ref: DEFC/S-25

Date: \_\_\_\_\_

Dear Sir,

LETTER OF INTRODUCTION

The bearer, ABDULLAH GARBA with Registration Number P17EDFC80270 is a student in this department. He /She is carrying out research, being part of requirement for graduation, in M.Ed CURRICULUM & INSTRUCTION. He/She needs certain information in your organization. Kindly, allow him/her have access to information in your organization. The information obtained will be used for research purpose only. The topic of his/her research is

COMPARATIVE ASSESSMENT OF THE IMPLEMENTATION OF EARLY CHILDHOOD CARE AND DEVELOPMENT EDUCATION CURRICULUM IN PUBLIC AND PRIVATE SCHOOLS IN KATSINA STATE, NIGERIA

Thanks in anticipation of your kind response.

Yours sincerely,

*[Handwritten Signature]*  
28/06/2023

Dr. M.I. Harbau  
Head of Department

Head of Department  
Department of Educational Foundations and Curriculum  
A. B. U. Zaria

**APPENDIX 5**  
**RESEARCH ADVISOR TABLE**

**Required Sample Size†**

Population Size	Confidence = 95%				Confidence = 99%			
	Margin of Error				Margin of Error			
	5.0%	3.5%	2.5%	1.0%	5.0%	3.5%	2.5%	1.0%
10	10	10	10	10	10	10	10	10
20	19	20	20	20	19	20	20	20
30	28	29	29	30	29	29	30	30
50	44	47	48	50	47	48	49	50
75	63	69	72	74	67	71	73	75
100	80	89	94	99	87	93	96	99
150	108	126	137	148	122	135	142	149
200	132	160	177	196	154	174	186	198
250	152	190	215	244	182	211	229	246
300	169	217	251	291	207	246	270	295
400	196	265	318	384	250	309	348	391
500	217	306	377	475	285	365	421	485
600	234	340	432	565	315	416	490	579
700	248	370	481	653	341	462	554	672
800	260	396	526	739	363	503	615	763
1,000	278	440	606	906	399	575	727	943
1,200	291	474	674	1067	427	636	827	1119
1,500	306	515	759	1297	460	712	959	1376
2,000	322	563	869	1655	498	808	1141	1785
2,500	333	597	952	1984	524	879	1288	2173
3,500	346	641	1068	2565	558	977	1510	2890
5,000	357	678	1176	3288	586	1066	1734	3842
7,500	365	710	1275	4211	610	1147	1960	5165
10,000	370	727	1332	4899	622	1193	2098	6239
25,000	378	760	1448	6939	646	1285	2399	9972
50,000	381	772	1491	8056	655	1318	2520	12455
75,000	382	776	1506	8514	658	1330	2563	13583
100,000	383	778	1513	8762	659	1336	2585	14227
250,000	384	782	1527	9248	662	1347	2626	15555
500,000	384	783	1532	9423	663	1350	2640	16055
1,000,000	384	783	1534	9512	663	1352	2647	16317
2,500,000	384	784	1536	9567	663	1353	2651	16478
10,000,000	384	784	1536	9594	663	1354	2653	16560
100,000,000	384	784	1537	9603	663	1354	2654	16584
300,000,000	384	784	1537	9603	663	1354	2654	16586

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**APPENDIX 6**  
**RELIABILITY COEFFICIENT OF THE INSTRUMENT**

**Reliability Statistics**

		Value	.970
	Part 1	N of Items	25 <sup>a</sup>
Cronbach's Alpha		Value	.976
	Part 2	N of Items	25 <sup>b</sup>
	Total N of Items		50
Correlation Between Forms			.962
Spearman-Brown Coefficient	Equal Length		.981
	Unequal Length		.981
Guttman Split-Half Coefficient			.981

a. The items are: VAR00001, VAR00002, VAR00003, VAR00004, VAR00005, VAR00006, VAR00007, VAR00008, VAR00009, VAR00010, VAR00011, VAR00012, VAR00013, VAR00014, VAR00015, VAR00016, VAR00017, VAR00018, VAR00019, VAR00020, VAR00021, VAR00022, VAR00023, VAR00024, VAR00025.

b. The items are: VAR00026, VAR00027, VAR00028, VAR00029, VAR00030, VAR00031, VAR00032, VAR00033, VAR00034, VAR00035, VAR00036, VAR00037, VAR00038, VAR00039, VAR00040, VAR00041, VAR00042, VAR00043, VAR00044, VAR00045, VAR00046, VAR00047, VAR00048, VAR00049, VAR00050.

APPENDIX 7

RESEARCH DATA ON PRE-SCHOOL TEACHERS AND THE QUALITY ASSURANCE OFFICERS



SECRET

STATE UNIVERSAL BASIC EDUCATION BOARD, KATSINA  
Katsina College Compound, P.M.B 2174, Katsina

IN CASE OF REPLY PLEASE QUOTE REFERENCE  
NO. KTS/SUBEB/OFF/462/VOL.I

Date: 19<sup>th</sup> November, 2019

The Head of Department,  
Department of Educational Foundation and Curriculum,  
Faculty of Education,  
ABU, Zaria.

RESEARCH DATA IN RESPECT OF GARBA ABDULLAHI WITH REG. NO. P17ECDFC 8024

Reference to your letter No. DEFC/S.25 dated 12<sup>th</sup> November, 2019 in respect of the above subject matter; I am directed to write and forward herewith attached data requested for research project.

2. Similarly, please note that, we have Quality Assurance Officers in each of our 34 LGEAs of the State responsible for school inspection regularly and they inspect the whole school with ECD centers inclusive.

3. While thanking you for the usual cooperation, please accept the Executive Chairman's warm regards.

ISAH MOH'D MUSA

DPRS SUBEB

For: Executive Chairman

"Home of Heritage and Hospitality"

**KATSINA STATE UNIVERSAL BASIC EDUCATION BOARD DEPARTMENT OF PLANNING  
RESEARCH AND STATISTICS**

**STATE DATA SUMMARY FOR ECD ENROLMENT AND TEACHERS BY LGEA AS PER 2019/2020 ASC REPORT**

S/N	LGA	Public Pre-Primary Schools				Public ECD Teachers			Private Pre-Primary Schools				Private ECD& Primary School Teachers		
		Number of Centers	Total Pupils	Girls	Boys	Male	Female	Total	Number of Centers	Total Pupils	Girls	Boys	Male	Female	Total
1	BAKORI	47	5010	2530	2480	156	100	356	35	2317	1055	1262	77	58	135
2	BATAGARAWA	28	3129	1483	1646	102	78	180	8	1212	591	621	38	12	50
3	BATSARI	56	4940	2553	2387	234	178	412	7	427	196	231	34	13	47
4	BAURE	51	4006	2111	1895	98	73	171	9	133	54	79	21	17	38
5	BINDAWA	69	7922	3618	4304	83	38	121	8	422	195	227	100	49	149
6	CHARANCHI	44	3698	1956	1742	105	123	228	9	289	113	176	29	16	45
7	DAN MUSA	74	5861	2883	2978	78	36	114	36	246	112	134	34	14	48
8	DANDUME	54	6403	3162	3241	92	28	120	7	1554	729	825	45	37	82
9	DANJA	30	3928	1919	2009	76	63	139	8	705	323	382	68	38	106
10	DAURA	32	7875	3713	4162	395	450	845	76	2284	1111	1173	574	156	730
11	DUTSI	54	7944	3764	4180	132	78	210	5	249	103	146	38	14	52
12	DUTSIN-MA	45	2616	1394	1222	129	112	241	8	957	462	495	209	82	291
13	FASKARI	26	4410	2030	2380	78	89	167	7	810	333	477	73	48	121
14	FUNTUA	57	8023	4105	3918	489	375	864	52	8484	4163	4321	125	50	175
15	INGAWA	60	5505	2847	2658	89	23	112	10	175	88	87	15	7	22
16	JIBIA	75	8264	4395	3869	67	34	101	11	1167	649	518	211	65	276
17	KAFUR	27	2908	1403	1505	98	48	146	8	1091	550	541	204	106	310
18	KAITA	44	3733	2083	1650	87	69	156	12	66	23	43	35	22	57
19	KANKARA	46	5033	2530	2503	67	46	113	10	956	442	514	68	34	102
20	KANKIA	34	4155	2191	1964	364	165	529	10	514	256	258	26	31	57
21	KATSINA	39	9803	4502	5001	887	633	1520	124	12194	6062	6132	654	513	1167
22	KURFI	58	3758	1938	1820	134	112	246	20	151	69	82	68	57	125
23	KUSADA	38	3798	1976	1822	98	79	177	14	89	32	57	28	19	47
24	MAIADUA	52	4503	2314	2189	78	56	134	20	364	172	192	93	29	122
25	MALUMFASHI	47	5652	2716	2936	178	89	267	18	2012	921	1091	158	206	364
26	MANI	20	3738	1862	1876	136	23	159	9	358	169	189	91	16	107
27	MASHI	33	2784	1457	1327	67	45	112	8	323	157	166	45	32	77
28	MATAZU	41	3950	1981	1969	78	67	145	6	280	121	159	61	11	72
29	MUSAWA	46	4176	2163	2013	56	38	94	7	394	175	219	119	20	139
30	RIMI	44	4726	2376	2350	36	22	58	9	83	42	41	72	46	118

31	SABUWA	44	5319	3016	2303	49	31	80	8	261	110	151	51	9	60
32	SAFANA	48	4866	2522	2344	47	21	68	5	250	125	125	79	18	97
33	SAN DAM U	43	4445	2198	2247	63	15	78	9	72	31	41	93	64	157
34	ZANGO	28	3166	1612	1554	85	58	143	5	367	180	187	72	76	148
	<b>TOTAL</b>	<b>1534</b>	<b>170047</b>	<b>85603</b>	<b>84444</b>	<b>5011</b>	<b>3595</b>	<b>8606</b>	<b>526</b>	<b>41256</b>	<b>19914</b>	<b>21342</b>	<b>3708</b>	<b>1992</b>	<b>5700</b>