

**THE ROLE OF NON GOVERNMENTAL ORGANIZATION
(NGO) IN EARLY CHILDHOOD DEVELOPMENT IN NIGERIA**



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(NGO) IN EARLY CHILDHOOD DEVELOPMENT IN NIGERIA**

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**BEING A RESEARCH PROJECT SUBMITTED TO THE
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DECLARATION

I, **Josephine Beauty PATRICK** hereby declare that:

This project is based on a study undertaken by me in the Department of Entrepreneurship, Faculty of Management Sciences, University of Benin, Benin City under the supervision of **Mr S.E. Diamond**.

The work has not being previously submitted for the Awards of any degree elsewhere. Ideas and views products of my personal research and where the view of other have been expressed, they have been duly acknowledged.

Josephine Beauty PATRICK

DATE

CERTIFICATION

This is to certify that **Josephine Beauty PATRICK** with matriculation number: **MG2007786** worked extensively on the Final Year Project, **THE ROLE OF NON GOVERNMENTAL ORGANIZATION (NGO) IN EARLY CHILDHOOD DEVELOPMENT IN NIGERIA** to satisfy, partially, the requirements for the award of degree in Bachelor (BSc) degree in Entrepreneurship.

Mr S.E. Diamond
(Project Supervisor)

Date

Dr Stephen Obeki Obeki
Project co-coordinator

Date

Dr Stephen Obeki Obeki
(Head of Department)

Date

DEDICATION

This project is dedicated to God Almighty for His love and mercies that sustained me throughout my stay in the University of Benin. And to my mother who has been undeniably supportive throughout my academic journey.

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I wish to begin by expressing my deepest gratitude to the Almighty God, who has been my guiding light and source of strength throughout this academic journey. Your divine providence and mercy have seen me through the highs and lows, and I am eternally grateful for the gift of life, wisdom, and knowledge.

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ABSTRACT

This study examines the role of non-governmental organizations (NGOs) in early childhood development, with a specific focus on literacy programs for orphaned children in Nigeria. The research explores how orphanages and NGO-led initiatives contribute to children's reading, writing, and spoken language comprehension.

Using a survey research design approach, data were collected through a structured questionnaire from three selected orphanages in three local government areas in Benin City.

The findings reveal that structured literacy programs within orphanages significantly enhance children's reading and writing abilities, while NGO interventions, including speech development programs and interactive storytelling, improve spoken language comprehension. Based on these findings, the recommendations made include increased funding for orphanages, expansion of NGO literacy programs, integration of these initiatives into national education policies, and enhanced community involvement. This research contributes to the existing body of knowledge by providing empirical evidence on the effectiveness of orphanage and NGO literacy programs in improving educational outcomes for vulnerable children in Nigeria.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Early childhood development is a critical phase in human life that lays the foundation for lifelong learning, emotional well-being, and social participation. The World Health Organization (WHO) highlights that the early years, from birth to age 8, are crucial for a child's physical, cognitive, and socio-emotional development (WHO, 2023). During this period, the cognitive, emotional, and social skills of a child begin to take shape, which significantly influences their future prospects in education, health, and economic productivity. According to United Nations International Children's Emergency Fund (UNICEF) (2022), early childhood education and care have a direct impact on children's success in school, social interactions, and life-long learning abilities. Therefore, effective early childhood development is fundamental for reducing future inequalities and fostering national development. However, in Nigeria, like many other developing countries, challenges such as poverty, poor healthcare, inadequate educational facilities, and social neglect create significant barriers to achieving optimal early childhood development. Approximately 40% of Nigerian children live in households below the poverty line, which severely limits their access to education, nutrition, and healthcare (World Bank, 2022). For vulnerable children, such as orphans and those from impoverished backgrounds, the impact of these challenges is particularly severe. Orphaned

children, who make up an estimated 17.5 million in Nigeria (UNICEF, 2022), often face greater barriers to developmental milestones, especially in literacy and cognitive skills. Non-Governmental Organizations (NGOs) have increasingly played a critical role in mitigating these developmental obstacles. NGOs provide a range of services to address gaps in government intervention, particularly in rural and underserved communities where formal systems of support are either limited or non-existent. NGOs often focus on holistic care, which includes not only providing basic needs like food and shelter but also ensuring that children receive quality education, emotional support, and health services. Studies indicate that NGOs help to improve access to early childhood education and promote cognitive skills that form the bedrock for future learning (Olorunshola & Akinola, 2021). One area where NGOs are especially impactful is the operation and support of orphanages, which serve as critical safety nets for children who lack parental care. Orphanages often become the primary environment for nurturing children's early development, including their ability to read, write, and understand spoken language—skills crucial for their overall cognitive development. Research conducted by Adesina and Babajide (2021) in southwestern Nigeria found that children in NGO-supported orphanages demonstrated better language and cognitive skills than those in government-run institutions. This finding aligns with global studies showing that children in structured environments with access to educational resources and trained caregivers show higher literacy rates (Black, M. M., Walker, S. P., Fernald, L. C. H., &

Andersen, C. T.I., 2017). Despite the positive impacts, the overall coverage and capacity of NGOs to meet the growing demands of early childhood development in Nigeria remain insufficient. The majority of NGO efforts are concentrated in urban areas, leaving children in rural regions more vulnerable to developmental delays. For example, while 75% of children in urban NGO-supported centers demonstrate age-appropriate literacy and language comprehension, this figure drops to 45% in rural areas (National Bureau of Statistics, 2022). This disparity highlights the need for broader intervention and strategic partnerships between NGOs, the government, and other stakeholders to ensure equitable access to early childhood services across the country. Given the pivotal role that NGOs play, their contributions to early childhood development warrant detailed examination. NGOs not only fill critical gaps in care but also provide a model for scalable interventions that could be replicated across other under-resourced regions. This study, therefore, focuses on understanding how NGOs, through their work in orphanages, contribute to the early development of children in Nigeria. Specifically, the study examines how NGOs promote literacy, including reading, writing, and language comprehension, which are key indicators of early cognitive development. As literacy and language comprehension form the foundation for future academic success, the findings from this study could provide valuable insights for policy-makers and development practitioners aiming to improve early childhood development outcomes in Nigeria.

1.2 Statement of the Research Problem

Despite the significant contributions of Non-Governmental Organizations (NGOs) to early childhood development in Nigeria, there are persistent gaps in both access to and the quality of education provided to vulnerable children, particularly in orphanages. Though numerous studies have highlighted the importance of early childhood education (Obasi and Ibrahim 2021, Onyeka and Uche 2020, Adewale 2019), we are yet to tangibly ascertain the role of orphanages in this area.

Obasi and Ibrahim (2021) examined the psychological support provided by NGOs to orphans, arguing that emotional care is often overlooked in favor of physical and educational needs. However, they did not fully explore how this emotional support translates into cognitive development, such as the ability to read, write, and understand spoken language. According to Onyeka and Uche (2020), NGOs play a vital role in providing educational and emotional support to children in orphanages, particularly in underserved communities. However, their study largely focused on urban areas, leaving a gap in understanding how these interventions affect children in rural settings. Similarly, Adewale (2019) emphasized that while NGOs significantly contribute to early childhood education, especially in promoting cognitive development, their research did not assess the long-term impact of these interventions on children's literacy and language comprehension.

The gaps identified in these studies lies in the lack of a comprehensive evaluation of how NGO-supported orphanages influence early childhood development in rural

areas, specifically focusing on literacy and language skills. While existing literatures acknowledge the importance of NGO interventions, it does not sufficiently address the role of orphanages in impacting early childhood educational development in Nigeria. This study aims to fill these gaps by exploring the role of NGOs in enhancing literacy and language comprehension among children in orphanages, with a particular emphasis on rural settings and the sustainability of these interventions. This current research aims to fill these gaps by investigating the role of NGOs in enhancing early childhood development in orphanages, with a particular focus on children's ability to read, write, and understand spoken language. The study will assess both urban and rural contexts, providing a more wholistic view of NGO interventions across Nigeria.

1.3 Research Questions

The identified gaps form the basis for the following research questions which this study seeks to give answers to;

- (i). To what extent do orphanages contribute to enhancing children's ability to read in Nigeria?
- (ii). What is the relationship between orphanages and children's ability to write in Nigeria?
- (iii). How do orphanages affect children's spoken language comprehension in Nigeria?

1.4 Objectives of the Study

The major objective of this study is to examine the role of Non-Governmental Organizations in early child's development in Nigeria, specifically focusing on their work in orphanages. However, the specific objectives include:

- (i). To assess the extent to which orphanages contribute to enhancing children's reading abilities in Nigeria
- (ii). To examine the relationship between orphanages and children's writing abilities in Nigeria; and
- (iii) To evaluate the effect of orphanages on children's spoken language comprehension in Nigeria.

1.5 Research Hypotheses

Based on the research questions, the following hypotheses which are stated in their null form will be tested

H01: Orphanages do not significantly contribute to enhancing children's reading abilities in Nigeria.

H02: There is no significant relationship between orphanages and children's writing abilities in Nigeria.

H03: Orphanages do not have a significant effect on children's spoken language comprehension in Nigeria.

1.6 Scope of the Study

The study will focus on the role of NGOs in promoting early childhood development through their work in orphanages in Nigeria. Specifically, the study will assess how NGO interventions contribute to the ability of children in orphanages to read, write, and understand spoken languages. The study will focus on selected orphanages in both urban and rural areas in Benin city, Nigeria and the assessment will be on children aged 1 to 8 years, as this is a crucial stage in early cognitive and literacy development.

1.7 Significance of the Study

The study will benefit several key groups, including policymakers and government agencies, orphanages and other NGOs, academic researchers and literature, as well as academics and future researchers.

This research will provide policymakers and government agencies with evidence-based insights into the role of NGO-led interventions in early childhood education and care. These findings will support the development of more effective policies that foster collaboration between the government and NGOs. Such partnerships can improve resource allocation, program implementation, and monitoring systems, particularly in rural areas where government infrastructure may be limited. By aligning government programs with NGO initiatives, policymakers can reduce duplication of efforts, enhance the scalability of successful programs, and promote

sustainable long-term improvements in addressing educational disparities among vulnerable populations.

Orphanages and other NGOs will benefit from a detailed evaluation of their contributions to children's developmental needs, especially in cognitive and language skills development. The study will highlight the strengths and areas for improvement in current NGO-supported programs, providing actionable recommendations to refine these programs. By addressing gaps in emotional care, social development, and literacy, NGOs can ensure that children under their care receive comprehensive and holistic support, fostering better developmental outcomes and equipping them with skills essential for future success.

The study will also contribute significantly to academic research and literature by filling a critical gap in understanding the role of NGOs in early childhood development, particularly in developing countries like Nigeria. By focusing on the educational outcomes of NGO interventions, the research will provide data and insights that can inform comparative studies in other countries with similar socio-economic challenges. This contribution will deepen scholarly discourse and inspire further research on innovative approaches to addressing educational disparities and improving early childhood education.

Academics and future researchers will find this study a valuable resource for exploring the intersection between early childhood development and the contributions of non-state actors like NGOs. It will open new pathways for

investigating how NGOs influence various aspects of child development, such as health, nutrition, and psychological well-being. The findings are expected to advance policy and academic discussions, offering a framework for improving education systems in Nigeria and other similar contexts. By examining the collaboration between NGOs and government policies, the research will lay the groundwork for future studies aimed at enhancing educational equity and child development outcomes.

1.8 Limitations of the Study

One limitation of this study is the potential variability in the quality of data collected from different regions, which may result from regional disparities in resources and infrastructure. These disparities could affect the effectiveness of NGO-supported orphanage programs, as access to quality educational resources and trained personnel may vary. To mitigate this, the study will carefully select regions with a mix of resources and infrastructure to provide a comprehensive understanding of the role of orphanages in early child's development.

Another limitation is the potential for response bias, as respondents including orphanage staff and beneficiaries, may have preconceived notions of the purpose of the study that influence their responses. Some may also be unwilling to respond to questions. To minimize these challenges, the study will ensure the anonymity and confidentiality of participants, encouraging honest and unbiased feedback.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews the existing literatures on the role of Non-Governmental Organizations (NGOs) in early childhood development. It starts with the conceptual review of relevant variables. It also present the theoretical review, theoretical framework, and empirical review of relevant literatures. The chapter ends with the research gaps.

2.2 Conceptual Review

2.2.1 Early Childhood Development

Early Childhood Development (ECD) refers to the comprehensive approach to programs and policies that support the physical, cognitive, emotional, and social development of children from birth to age eight. According to UNICEF (2023), ECD is critical because it lays the foundation for a child's lifelong learning, behavior, and health. These early years represent a sensitive period during which a child's brain develops rapidly, forming the neural connections that will determine their cognitive, emotional, and social capacities. This period of development is influenced by the quality of interactions a child has with caregivers, peers, and the environment (Shonkoff & Phillips, 2022).

The World Health Organization (WHO, 2023) emphasizes that early childhood is crucial for determining a child's ability to learn, develop emotional resilience, and

participate productively in society. In Nigeria, the recognition of the importance of early childhood development has grown in recent years, with efforts by both government and non-governmental organizations to enhance children's access to essential services. NGOs in Nigeria have increasingly been recognized for their role in promoting ECD through initiatives that provide access to education, healthcare, and psychosocial support for young children. These organizations often work at the grassroots level, partnering with local communities to address the specific needs of children in their early years. Programs supported by NGOs include early learning centers, nutritional supplementation programs, and parental education workshops aimed at improving the home environment for child development (Olorunshola & Akinola, 2021). In many cases, these interventions are crucial for marginalized groups such as orphaned children and those living in conflict-affected regions, where the government is often unable to provide adequate services.

This study focuses on the role of Non-Governmental Organizations (NGOs) in early childhood development, particularly in the context of orphanages in Nigeria. To fully understand the research objectives, it is important to clarify the key variables, namely: reading abilities, writing abilities, and spoken language comprehension.

[a] Children's Reading Abilities

Reading ability refers to a child's capacity to recognize, decode, and comprehend written texts. It is a fundamental literacy skill that impacts academic performance and cognitive development. According to Vygotsky's (1978) sociocultural theory,

children develop reading skills through social interactions, particularly with caregivers and educators. In orphanages, children may have limited parental guidance, making the role of structured literacy programs crucial. NGOs that support orphanages often provide educational resources, trained teachers, and literacy programs to enhance reading proficiency.

Studies (e.g., Britto et al., 2017) suggest that children in well-supported orphanages tend to develop better reading skills compared to those in less structured environments. Thus, assessing how orphanages contribute to children's reading abilities is essential for understanding their educational impact.

[b] Children's Writing Abilities

Writing ability involves the capacity to construct words, sentences, and coherent texts to communicate thoughts and ideas effectively. It is a skill that requires cognitive, motor, and linguistic development. In an orphanage setting, children's writing development may depend on the availability of educational resources, teacher guidance, and exposure to language-rich environments.

NGOs play a significant role in facilitating writing skills through literacy programs, mentorship, and access to educational materials. Evaluating the relationship between orphanages and children's writing abilities helps determine whether these institutions provide the necessary support to develop essential literacy skills.

[c] Children's Spoken Language Comprehension

Spoken language comprehension refers to a child's ability to understand and interpret verbal communication. It is a crucial component of linguistic development that affects social interaction, learning, and cognitive growth. Orphanages, as structured social environments, influence children's exposure to language, either positively through formal education and interaction with caregivers or negatively through neglect and isolation.

Orphanages often introduce language development programs, speech therapy, and storytelling activities to improve spoken language comprehension. Research (e.g., Heckman, 2020) indicates that children exposed to enriched linguistic environments perform better in communication-related tasks. Therefore, evaluating the effect of orphanages on children's spoken language comprehension will provide insights into how these institutions shape verbal communication skills.

2.2.2 The Role of Non-Governmental Organizations (NGOs) in Early Childhood Development

Non-Governmental Organizations (NGOs) play a pivotal role in addressing the developmental needs of children, particularly in low-resource settings such as Nigeria. In regions where government services are either limited or completely unavailable, NGOs step in to fill critical gaps, providing vital support in areas such as education, healthcare, nutrition, and psycho-social care (Olorunshola & Akinola, 2021). The capacity of NGOs to operate flexibly, engage at the grassroots level, and

tailor interventions to the specific needs of vulnerable populations, including orphaned, displaced, and impoverished children, has made them key actors in early childhood development (ECD) in Nigeria

NGOs offer more than just basic needs; their programs often emphasize a holistic approach to child development, recognizing the interrelatedness of physical, cognitive, emotional, and social growth. For example, organizations such as ActionAid and Save the Children have implemented integrated ECD programs that combine early childhood education with health, nutrition, and social services (Save the Children, 2023). These interventions are crucial in a context like Nigeria, where disparities in access to quality education and healthcare are often linked to socio-economic status, geographic location, and other vulnerabilities (UNICEF, 2023). By addressing these disparities, NGOs contribute to leveling the playing field for children from disadvantaged backgrounds, helping to reduce the long-term effects of poverty and inequality on their development. One of the critical contributions of NGOs to ECD is in the area of early learning and education.

Furthermore, NGOs often work in partnership with local communities, schools, and government agencies to ensure the sustainability of their interventions. Through capacity-building initiatives, they empower local stakeholders, including teachers, caregivers, and community leaders, to continue supporting children's development even after the NGO's involvement has ended. For example, the Child Development Grant Programme (CDGP), implemented by Save the Children and Action Against

Hunger, has been successful in providing conditional cash transfers to poor households to improve maternal and child health and nutrition in northern Nigeria (Save the Children, 2023).

2.2.3 NGO Interventions in Orphanages: Focus on Literacy and Language Development

Orphanages represent a critical area of focus for NGOs in the context of early childhood development, particularly in Nigeria, where the number of orphaned children continues to rise due to various factors such as poverty, conflict, and disease. NGOs play an essential role in supporting orphanages by offering not only financial assistance but also providing educational resources, health care, and emotional support to children deprived of parental care (Onyeka & Uche, 2020). Among their many contributions, NGO interventions aimed at enhancing literacy and language development are of particular importance, as these are key indicators of early cognitive growth and future academic success.

NGOs operating in orphanages typically introduce specialized literacy programs that cater to the unique needs of vulnerable children. Such programs emphasize language acquisition, early reading skills, and comprehensive literacy strategies to bridge the gaps in formal education that many orphaned children face. For example, international NGOs such as SOS Children's Villages and local organizations like the Nigerian Red Cross have implemented literacy programs that integrate interactive

learning tools, storybooks, and language games to promote language development in children (SOS Children's Villages, 2022).

With the growing recognition of technology's role in education, NGOs have introduced digital learning platforms that provide children with interactive literacy exercises, educational videos, and e-books. This not only improves engagement but also allows children in remote areas or under-resourced orphanages to access quality education. For instance, Plan International's "Digital Literacy for Orphans" program has equipped orphanages in Nigeria with tablets and other digital resources to enhance literacy outcomes among young children (Plan International, 2022). By embracing technology, NGOs are helping to bridge the digital divide and ensure that orphaned children are not left behind in a rapidly evolving world.

2.2.4 NGOs and Emotional and Social Development in Children

In addition to their focus on education, NGOs play a vital role in fostering the emotional and social development of children, especially those residing in orphanages. This area of development is critical, as emotional support during early childhood lays the foundation for healthy social interactions and psychological resilience later in life. Research shows that children who receive consistent emotional nurturing in their formative years tend to develop stronger social relationships, experience fewer mental health challenges, and exhibit greater adaptability in various social settings (Black et al., 2017).

NGOs often provide a range of services aimed at enhancing children's emotional and social well-being. These services include counseling, emotional care, and organized recreational activities designed to promote interaction, build social skills, and encourage emotional resilience. These NGOs employ trained psychologists, social workers, and counselors who work with the children to help them process grief, overcome fear, and develop coping mechanisms that will support them throughout their lives.

Furthermore, NGOs facilitate recreational and social activities, such as group play, arts and crafts, and team-building exercises, that encourage peer interaction and help children develop essential social skills. These activities provide children with a sense of normalcy and belonging, which is critical for orphaned children who may otherwise feel isolated or detached from their peers (Adewale & Olayemi, 2022).

Social development is another crucial aspect of NGO interventions, especially in settings where children may have experienced limited opportunities to interact with others in a structured and supportive environment. By fostering collaborative play and group learning, NGOs create environments where children learn to communicate, share, and resolve conflicts.

By providing emotional support, fostering social interactions, and implementing resilience-building activities, NGOs help children develop the skills needed to form healthy relationships, overcome psychological challenges, and succeed in various aspects of life. Their wholistic approach to early childhood development ensures that

children not only achieve academic success but also grow into emotionally stable and socially competent individuals.

2.2.5 Challenges Faced by NGOs in Early Childhood Development in Nigeria

Despite the critical role that Non-Governmental Organizations (NGOs) play in promoting early childhood development (ECD) in Nigeria, several significant challenges impede their ability to achieve sustainable success. One of the foremost challenges is inadequate and inconsistent funding. Most NGOs rely heavily on external donations, grants from international bodies, and philanthropic contributions to finance their operations. This financial instability undermines the continuity and impact of ECD interventions, especially in critical areas such as nutrition, healthcare, and educational support.

Government regulation and bureaucracy represent another considerable obstacle for NGOs working in early childhood development. NGOs in Nigeria must navigate complex and often inefficient regulatory frameworks, which can delay the implementation of programs and increase operational costs. The registration and approval processes for NGO activities are time-consuming and costly, limiting the ability of smaller organizations to operate effectively (Akinola & Bamidele, 2021).

Cultural barriers also pose significant challenges for NGOs involved in early childhood development. In certain communities, traditional beliefs and practices may conflict with modern ECD principles, particularly in areas such as education and healthcare. For example, early childhood education may not be seen as a priority in

some rural regions, where economic activities such as farming are valued more highly than formal schooling. Overcoming these cultural challenges requires sustained community engagement and the incorporation of local leaders and influencers in program design and delivery.

Another challenge is the limited capacity of local NGOs. Many NGOs in Nigeria lack the organizational capacity to manage large-scale programs. This limitation is often due to a lack of trained staff, insufficient resources, and inadequate management structures. As a result, NGOs are unable to expand their programs beyond small-scale, localized interventions, limiting their overall impact. According to Black et al. (2017), capacity-building initiatives are essential for enabling NGOs to operate more effectively and ensure long-term sustainability. However, many NGOs in Nigeria do not have access to the resources needed for such capacity development, further limiting their effectiveness in addressing early childhood development challenges.

2.3 Theoretical Review

The Study reviews relevant theories that provide insight into the importance of early childhood development and the role of NGOs in promoting it. These theories help explain the mechanisms through which NGOs contribute to the wholistic development of children, particularly those in vulnerable situations, such as orphans. These theories includes Ecological Systems Theory, Human capital theory, Maslow's hierarchy of Needs, Social Learning theory , Capability approach

2.3.1 Ecological Systems Theory

One of the most relevant theories in understanding early childhood development is Bronfenbrenner's Ecological Systems Theory of 1979. This theory posits that child development is influenced by various environmental systems, including the family, school, community, and broader societal contexts (Bronfenbrenner, 1979). Bronfenbrenner categorized these systems into five layers: the microsystem, mesosystem, exosystem, macrosystem, and chronosystem, each of which plays a role in shaping a child's development. NGOs often intervene at the community (microsystem) and broader societal (macrosystem) levels, offering programs that target the immediate environments in which children live and interact. For instance, NGOs provide educational support, healthcare, and psychosocial services, directly influencing the child's microsystem.

Furthermore, through advocacy and policy work, NGOs contribute to broader societal changes (macrosystem) that improve early childhood development outcomes for disadvantaged children (Obasi & Ibrahim, 2021). This theory highlights the importance of understanding how various external factors influence early childhood development and the critical role NGOs play in enhancing these environments.

2.3.2 Human Capital Theory

The Human Capital Theory, popularized by Becker (1964), emphasizes the role of education and health in fostering economic productivity and individual well-being. The theory argues that investments in human capital, especially during the early

stages of life, yield long-term benefits in terms of increased productivity, higher earnings, and better societal outcomes. Early childhood development, particularly in the areas of cognitive and emotional growth, is seen as an essential investment in a child's future economic potential. In this context, NGOs act as crucial investors in human capital by providing children with access to quality education, nutrition, and healthcare, all of which are fundamental to their future productivity.

The programs implemented by NGOs, particularly those that focus on literacy, numeracy, and emotional development, contribute to the development of human capital, which not only benefits the individual child but also contributes to national development (Adewale, 2019). This theoretical lens underscores the significance of early investments in children's development and the essential role NGOs play in this process, particularly in low-resource settings like Nigeria.

2.3.3 Maslow's Hierarchy of Needs

Maslow's Hierarchy of Needs theory is another useful theory for understanding the role of NGOs in early childhood development. Maslow (1943) proposed that human beings have a hierarchy of needs, starting from basic physiological needs (such as food, water, and shelter) to safety, love and belonging, esteem, and self-actualization. For children to thrive in their development, their basic needs must first be met before they can focus on higher-level developmental goals like education and social interaction.

Many children in Nigeria, especially those in orphanages, lack access to basic physiological and safety needs. NGOs step in to fill these gaps by providing essential resources like food, shelter, healthcare, and emotional care (Olorunshola & Akinola, 2021). Once these basic needs are satisfied, children are in a better position to engage in educational activities and form healthy social relationships. Maslow's theory helps explain how NGOs facilitate the overall well-being of children by addressing their foundational needs, allowing them to achieve their full developmental potential.

2.3.4 Social Learning Theory

Bandura's Social Learning Theory (1977) posits that individuals, especially children, learn from their environment through observation, imitation, and modeling. According to this theory, children acquire new behaviors and skills by observing the actions of others, particularly role models, caregivers, and peers. This theory is particularly relevant for NGOs that focus on the social and emotional development of children in orphanages.

Through structured interventions like mentorship programs, recreational activities, and group learning sessions, NGOs provide children with the opportunity to learn and practice positive social behaviors. These interventions allow children to develop emotional resilience and social skills by observing and interacting with caregivers and peers in a supportive environment (Obasi & Ibrahim, 2021). This theoretical

framework underscores the role of social interaction and modeling in child development, which NGOs foster through their community-oriented programs.

2.3.5 The Capability Approach

Developed by economist Amartya Sen (1999), the Capability Approach focuses on the substantive freedoms individuals have to achieve well-being. In the context of early childhood development, this approach emphasizes the importance of creating opportunities for children to develop their capabilities, such as education, health, and emotional well-being. Sen's theory suggests that development should not only focus on economic growth but also on expanding the freedoms that individuals—especially vulnerable children—need to lead fulfilling lives.

NGOs, through their interventions, aim to expand the capabilities of children by ensuring access to quality education, healthcare, and social protection. By providing these essential services, NGOs enhance the ability of children to develop their full potential and participate meaningfully in society (Akinola & Bamidele, 2021). The Capability Approach aligns with the mission of many NGOs, which seek not only to meet basic needs but also to empower children to thrive in all aspects of life.

2.4 Theoretical Framework

The Ecological Systems Theory

The Ecological Systems Theory, introduced by Urie Bronfenbrenner (1979), provides a comprehensive framework for understanding human development within multiple environmental contexts. This theory posits that a child's development is

influenced by a series of interconnected systems, ranging from immediate caregivers to broader societal structures (Bronfenbrenner & Morris, 2006).

Given the focus of this study on the role of Non-Governmental Organizations (NGOs) in early childhood development within orphanages, the Ecological Systems Theory is particularly relevant as it elucidates on how various environmental factors shape a child's reading, writing, and spoken language comprehension.

At the core of the theory is the microsystem, representing the immediate environment where children have direct interactions. In the context of orphanages, the microsystem includes caregivers, teachers, peers, and the learning environment within the institution (Tudge et al., 2016). The quality of care and education provided in this setting significantly impacts children's cognitive and linguistic development. NGOs working in orphanages often introduce early literacy programs, train caregivers, and supply learning materials, all of which directly influence the development of reading, writing, and spoken language comprehension (Shonkoff & Phillips, 2022).

Beyond the microsystem lies the mesosystem, which encompasses the interactions between different immediate environments that a child experiences. For children in orphanages, this includes the relationship between the orphanage and external entities such as NGOs, schools, and community programs (Smetana & Ball, 2018). Strong collaborations between orphanages and NGOs can enhance children's literacy and language skills by ensuring access to educational resources, trained educators,

and structured learning activities that may not be readily available within the orphanage itself.

The exosystem comprises external environments that indirectly impact the child, such as government policies, educational funding, and social services. NGOs operate within this level by advocating for improved policies, securing financial support, and implementing developmental programs in orphanages (Britto et al., 2017). The extent to which these organizations provide educational support significantly influences the quality of literacy programs available to orphaned children, affecting their reading, writing, and language comprehension skills (Black et al., 2017).

On a broader scale, the macrosystem represents the overarching cultural and societal influences that shape childhood development. In Nigeria, socio-economic disparities, cultural attitudes toward orphan care, and government policies on early childhood education collectively determine the accessibility and quality of developmental programs for orphaned children (Akinyemi et al., 2022). Many orphanages lack adequate resources due to economic constraints, making NGO intervention essential in bridging the gaps through funding, teacher training, and educational support (UNESCO, 2023).

The chronosystem, which accounts for changes over time, is also relevant to this study. It considers shifts in policies, advancements in literacy programs, and evolving intervention strategies by NGOs (Heckman, 2020). In recent years, there has been an increased focus on early childhood education in Nigeria, reflecting a

dynamic chronosystem that influences how NGOs and orphanages approach literacy and language development. Longitudinal changes, such as improvements in NGO-supported literacy initiatives, can have lasting effects on children's educational outcomes (WHO, 2023).

The Ecological Systems Theory is a fitting framework for this study because it highlights the multidimensional influences on children's development within orphanages. It emphasizes that child development does not occur in isolation but is shaped by interactions within and beyond the orphanage environment (Bronfenbrenner & Ceci, 1994). Children's reading, writing, and spoken language comprehension are influenced not only by caregivers and teachers but also by broader systems such as government policies, NGO interventions, and societal attitudes toward orphan care. By applying the Ecological Systems Theory, this study captures the complex interactions that shape early childhood development, emphasizing the need for holistic, multi-level interventions to enhance literacy and language skills among children in orphanages.

2.5 Empirical Reviews

Several empirical studies conducted in Nigeria have examined factors influencing early childhood development, particularly focusing on reading abilities, writing abilities, and spoken language comprehension. These studies provide valuable insights into the educational landscape and offer recommendations for enhancing literacy among young learners.

Adewale and Nwosu (2021) examined the impact of NGO interventions on literacy development among orphans in selected orphanages in Lagos State, Nigeria. The study adopted a quasi-experimental design and sampled 200 children aged 5-12 years from five orphanages. The researchers employed the Literacy Assessment Scale (LAS) to measure children's reading, writing, and comprehension abilities. Using paired t-tests, the study found that children exposed to NGO-led literacy programs showed significant improvements in reading fluency, writing accuracy, and text comprehension compared to those without such interventions ($t = 4.72, p < 0.05$). The study concluded that structured literacy programs supported by NGOs play a vital role in enhancing the educational outcomes of orphans.

Musa, Ibrahim, and Sani (2020) conducted a study on the effectiveness of NGO-sponsored reading programs in improving the comprehension skills of children in orphanages. The study adopted a longitudinal research design, tracking 150 children from five orphanages over a one-year period. The researchers used a standardized reading comprehension test to assess improvements. The results indicated a significant increase in comprehension scores among children who participated in the reading programs, with an average improvement of 23% compared to those without exposure to such programs. The study recommended that NGOs sustain these initiatives by incorporating digital reading tools to further enhance children's literacy development.

Okafor and James (2022) explored the influence of NGO-led educational interventions on the writing skills of orphans in Anambra and Enugu states. A sample of 180 children from eight orphanages participated in the study. The research used a Writing Proficiency Test (WPT) to evaluate improvements before and after the intervention. Findings revealed that 78% of the children demonstrated better sentence construction, vocabulary usage, and grammar accuracy after attending NGO-supported writing workshops. The study concluded that NGOs contribute significantly to developing writing competence among orphans, which enhances their academic success.

Bello and Adeyemi (2021) investigated the role of NGOs in promoting early literacy development among orphaned children in Abuja. The study employed a mixed-methods approach, collecting quantitative data from literacy assessments and qualitative insights from interviews with caregivers and NGO staff. Results indicated that children who participated in NGO-sponsored literacy programs had higher literacy rates, with 85% of participants able to recognize and pronounce words correctly compared to 60% in non-participating groups. The study emphasized the need for government partnerships with NGOs to enhance early childhood education.

Ojo and Mohammed (2023) assessed the effectiveness of NGO-supported libraries in fostering a reading culture among orphans. The study involved 10 orphanages with NGO-established libraries and 10 orphanages without such facilities, using a comparative analysis. The researchers measured reading frequency and

comprehension levels through surveys and reading exercises. Findings showed that children in orphanages with NGO libraries read an average of five books per month, whereas those without NGO libraries read less than two books per month. Comprehension scores were also higher among children with regular access to library resources. The study recommended increased investment in reading infrastructure in orphanages.

Chukwu and Ekundayo (2022) examined the effectiveness of phonics-based instruction programs initiated by NGOs in Nigerian orphanages. The study employed a pre-test/post-test experimental design with 120 children aged 4-8 years. Results showed that children exposed to phonics instruction improved their word recognition skills by 40% and their pronunciation accuracy by 32% compared to the control group. The study concluded that phonics-based approaches implemented by NGOs significantly enhance early reading development among orphans.

Yusuf and Hassan (2020) explored the role of NGOs in language development among orphaned children in Northern Nigeria. The study focused on 200 children aged 5-10 years and analyzed improvements in vocabulary acquisition, sentence formation, and storytelling skills. The findings revealed that children who participated in NGO-led language development programs demonstrated a 25% improvement in vocabulary and a 30% increase in storytelling abilities. The study recommended that NGOs incorporate multilingual education strategies to further enhance literacy development.

Nwachukwu and Peter (2023) investigated the impact of digital learning tools provided by NGOs on literacy skills in orphanages. The study included 150 children from orphanages equipped with tablets and e-learning applications. Results showed that children using digital tools had faster reading progress, with 90% able to read simple texts fluently within six months compared to 60% in traditional learning settings. The study emphasized the importance of integrating technology into literacy programs for orphans.

Eze and Olanrewaju (2021) examined how NGOs' parental substitute programs impact the writing skills of children in orphanages. The study surveyed 180 children across six orphanages where mentorship programs were in place. Findings indicated that children with mentorship support showed better creative writing abilities, with 75% demonstrating improved storytelling and essay-writing skills compared to 50% in orphanages without such programs. The study recommended expanding mentorship initiatives to foster literacy development.

Obi and Adebayo (2023) assessed how NGO-supported teacher training programs enhance literacy outcomes in orphanages. The study involved 50 teachers from 15 orphanages who underwent NGO-organized training in phonetics, storytelling, and guided reading strategies. Children under these trained teachers demonstrated a 35% increase in literacy assessment scores compared to those in orphanages without trained educators. The study concluded that teacher capacity-building initiatives are crucial for sustaining literacy development in orphanages.

2.6 Research Gaps

Despite the extensive body of empirical research on the role of NGOs in enhancing literacy development among orphaned children in Nigeria, a significant research gap remains in understanding the long-term sustainability and scalability of these interventions. While studies such as Adewale and Nwosu (2021) and Musa, Ibrahim and Sani (2020) demonstrate the short-term benefits of NGO-led literacy programs on reading comprehension and writing skills, they do not assess whether these improvements are maintained over time once NGO support is reduced or withdrawn. Similarly, research by Okafor and James (2022) and Bello and Adeyemi (2021) highlights the effectiveness of structured writing programs and literacy assessments but lacks an exploration of how these interventions integrate into the formal education system to ensure lasting impact.

Moreover, while Nwachukwu and Peter (2023) and Ojo and Mohammed (2023) emphasize the role of digital learning tools and libraries in enhancing literacy, there is limited discussion on how factors such as digital literacy among caregivers, internet accessibility, and infrastructure challenges affect the successful implementation of these programs in the long run.

Furthermore, although Yusuf and Hassan (2020) and Chukwu and Ekundayo (2022) examine language development and phonics-based instruction, they do not investigate how cultural and linguistic diversity influences the effectiveness of these approaches across different regions of Nigeria.

Lastly, while Obi and Adebayo (2023) recognize the importance of teacher training and mentorship programs in improving literacy outcomes, there is a lack of research on how these initiatives can be institutionalized within the broader educational framework to ensure continuity beyond NGO involvement. Addressing these gaps is crucial for developing sustainable, long-term strategies for literacy development among orphaned children in Nigeria.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter presents the methodology that will guide the investigation into the role of Non-Governmental Organizations (NGOs) in early childhood development within Nigerian orphanages. It outlines the research design, population, sample size, sampling techniques and data collection instruments used in this study. The operationalization of key variables and the data analysis techniques are also detailed to ensure clarity and precision in addressing the research questions.

3.2 Research Design

This study employs a survey research design, which is well-suited for exploring the role of Non-Governmental Organizations (NGOs) in early childhood development, specifically within orphanages in Nigeria. The survey research design is ideal for collection of qualitative data from a broad range of stakeholders, including children and caregivers. This design allows for the systematic gathering of information that can provide insights into how orphanages impact literacy and cognitive development. The strength of the survey design lies in its ability to capture diverse perspectives from a wide sample, ensuring that the findings are reflective of various experiences and conditions across different orphanages. By using structured questionnaires, the survey will allow participants to provide detailed and specific responses, facilitating reliable and consistent data collection. This method will help ensure that the data

gathered is both valid and comprehensive, supporting a thorough analysis of the factors influencing the success or limitations of NGO-supported programs in improving children's literacy and cognitive skills in orphanages.

3.3 Population of the Study

The target population for this study consists of children aged 1 to 8 years who reside in orphanages in the four local government area in Benin City, Nigeria. In addition to the children, the study will also include caregivers who are directly involved in the management and implementation of programs within these orphanages.

3.4 Sample Size

Benin City is the capital of Edo State, Nigeria, and is made up of four Local Government Areas (LGAs): Oredo, Ikpoba-Okha, Ovia North East and Egor. The sample for this study is three L.G.A. out of the four L.G.A. in Benin City. The three LGAs are Oredo, Ovia North East and Egor. These three LGAs will ensure a broad representation of the population. However, 150 structured questionnaire will be administered to get response from relevant stakeholders. The questionnaire will be evenly distributed among the three L.G.A. to ensure that each LGA is adequately represented, providing a comprehensive view of the role and effectiveness of orphanages in early childhood development within Benin City.

3.5 Sampling Technique

For this study, the Random Sampling technique will be employed. This technique is well-suited for ensuring that every individual or orphanage within the selected Local Government Areas (LGAs) of Benin City has an equal opportunity to be included in the sample. Random sampling is a process where each participant, whether a child or caregiver is selected randomly from the population, ensuring that no biases influence the selection process. This method is advantageous because it helps to eliminate any potential selection bias and provides a more generalized and representative sample from the overall population.

The goal is to ensure that each orphanage within the selected Local Government Areas has an equal probability of being included in the sample, allowing the study to capture a broad and diverse range of data regarding the role and impact of orphanages on early childhood development.

This random sampling approach will provide a fair representation of the population, making the findings more reliable and applicable to the wider population of orphanages in Benin City.

3.6 Sources of Data

The data for this study will be sourced primarily from three selected orphanages in Benin City, Edo State: Mother Teresa Orphanage Home in Oredo, Hope Orphanage in Ovia North East, and St. Mary's Orphanage Home in Egor. These orphanages were chosen to provide a broad representation of the population across the three

Local Government Areas (LGAs) included in the study, ensuring that the findings are comprehensive and reflective of the diverse experiences within the region.

Data will be collected directly from two main groups: children aged 1 to 8 years residing in these orphanages and caregivers who are actively involved in the management and care of the children. To ensure that the research objectives are adequately addressed, a combination of data collection methods will be employed.

Structured questionnaire will be used as a primary tool to gather quantitative data. Caregivers will be provided with detailed questionnaire designed to capture information on the literacy levels, cognitive development, and overall well-being of the children. For the children, simplified and age-appropriate questionnaire will be administered to collect insights about their learning experiences and challenges in a manner that is engaging and easy for them to comprehend.

In addition to the questionnaire, interviews will be conducted with caregivers and administrators in the selected orphanages. These interviews will allow for a deeper exploration of the operational practices within the orphanages, the support systems provided for the children, and the challenges they face in fostering literacy and cognitive development. The flexibility of the interview format will enable participants to share rich, qualitative insights that may not be captured through the structured questionnaires.

3.7 Method of Data Collection

Data will be collected using a combination of structured questionnaire and interviews. The questionnaire will be used to gather qualitative data from caregivers on the children's literacy skills, including reading, writing, and comprehension of spoken language. The questions will be designed to capture specific aspects of cognitive development and the impact of orphanages on children's skills. Interviews will be conducted with caregivers and relevant children to gain qualitative insights into the roles of orphanages in improving early childhood development.

3.8 Research Instruments

Data for this study will be collected through structured questionnaire and interviews. A total of 150 copies of structured questionnaire will be used for this study. The questionnaire will be divided into two sections. Section A will involve the demographics of the respondents such as age, sex and marital status. Section B will consist of variables that are being studied in the research and these are questions on “the role of non-governmental organizations in early child’s development in Nigeria”. The questionnaire will be designed on a 4 lickert scale; agree, strongly agree, disagree and strongly disagree. The structured questionnaire will be used to gather qualitative data on the literacy skills of children, specifically their abilities to read, write, and understand spoken language. Also, interviews will be conducted with children and caregivers to gain further qualitative insights into how orphanages influence children's reading, writing, and language comprehension skills. This dual

approach will ensure a comprehensive understanding of the impact of orphanages on early childhood development.

3.9 Validity and Reliability of the Research Instruments

To ensure the validity of the research instruments, the questionnaire and interview guides will be reviewed by experts in early childhood development, education, and NGO management. This expert validation process will help ensure that the questions are relevant, clear, and capable of measuring the intended variables. Furthermore, a pilot study will be conducted in a small sample of orphanages before the full-scale data collection to identify any potential issues with the instruments and make necessary adjustments.

Reliability will be ensured through test for internal consistency using statistical measures, such as Cronbach's Alpha, to check for reliability. If the instrument shows an acceptable level of consistency (usually a Cronbach's Alpha score of 0.7 or higher), it will be considered reliable. Additionally, the interviews will be recorded and transcribed accurately to maintain consistency in data collection. The data will be cross-checked for reliability by comparing responses from different participants.

3.10 Ethical Consideration

First and foremost, informed consent will be obtained from all participants before any data collection begins. For children, consent will be sought from their legal guardians or the administrators of the selected orphanages. In addition, assent will be obtained from the children themselves to ensure their voluntary participation in the

study. The purpose of the research, the methods of data collection, and the participants' rights, including the right to withdraw at any time without repercussions, will be clearly communicated in an age appropriate manner.

Confidentiality will be strictly maintained throughout the study. Personal information of participants, including the names of the children, caregivers, and specific details of the orphanages, will be anonymized to protect their identities. The research activities, including interviews, observations, and the administration of questionnaire, will be conducted in a way that minimizes any potential discomfort or distress. Interaction with children would be in a sensitive and supportive manner, respecting their emotional and psychological well-being at all times.

Approval for the study will be sought from relevant ethical review boards to ensure that the research complies with established ethical standards. The study will also adhere to local and international guidelines for conducting research with children and vulnerable populations, further ensuring its ethical integrity. By addressing these ethical considerations, the study aims to uphold the rights and dignity of all participants while contributing valuable insights into the development and well-being of children in orphanages.

3.11 Method of Data Analysis

The data collected from the primary sources will be analysed using descriptive method to draw meaningful conclusions. Descriptive statistics will be used to summarize and present the demographic characteristics of the respondents, such as

age, gender, and role (children, caregivers). This will help to provide a clear understanding of the sample composition.

Descriptive statistics will be employed to assess the overall trends in literacy and cognitive development, specifically focusing on the children's reading, writing, and spoken language comprehension skills. This will include measures such as frequencies, percentages, means, and standard deviations, which will allow for an overview of the current state of literacy and cognitive development among the children in the selected orphanages.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, AND INTERPRETATION

4.1 Introduction

This chapter presents the analysis of the data collected for the study. The chapter begins with an analysis of the bio-data of respondents, followed by a descriptive analysis of the research variables (dependent and independent). It also includes hypothesis testing to determine the relationships between variables, ensuring that the study objectives stated in Chapter One are achieved. The data obtained is analyzed in this chapter, which concludes with a discussion of the study's findings.

4.2 DISTRIBUTION AND RETRIEVAL OF QUESTIONNAIRE

The data presented in the table below provides insight into the distribution and retrieval rate of the questionnaires used in the study. A total of 150 questionnaires were distributed to the respondents, representing 100% of the targeted sample. Out of these, 112 questionnaires were successfully retrieved and deemed usable, accounting for 74.6% of the total distributed. This indicates a high response rate, suggesting that the majority of respondents actively participated in the study.

However, 38 questionnaires (25.4%) were either not retrieved or retrieved but deemed unusable due to factors such as incomplete responses, errors, or inconsistencies. While this non-response rate is relatively low, it highlights the typical challenge of data collection in survey-based research. Overall, with a 74.6%

response rate, the study has a substantial amount of valid data for analysis, ensuring reliability and representativeness in drawing conclusions.

Table 4.1 Questionnaire Distribution and Retrieval

Questionnaire	Frequency	Percentage (%)
Distributed	150	100
Retrieved and usable	112	74.6
Not retrieved and retrieved but not usable	38	25.4

Source: Fieldwork Survey, 2025

Table 4.2 Reliability Test Table

Cronbach's Alpha	Number of items
0.83	5
0.80	5
0.78	5

Source: SPSS23

Interpretation of the Reliability Test

The reliability test results presented in Table 4.2 indicate a strong internal consistency of the research instrument used in the study. The Cronbach's Alpha values range from 0.78 to 0.83 across different sets of five items, demonstrating

acceptable to excellent reliability. Specifically, the first set of five items recorded a Cronbach’s Alpha of 0.83, which signifies a high level of internal consistency, ensuring that the items reliably measure the intended construct. The second set of five items achieved a Cronbach’s Alpha of 0.80, indicating good reliability, while the third set recorded a value of 0.78, which, although slightly lower, still falls within the acceptable range for research purposes. Since a Cronbach’s Alpha value of 0.70 and above is generally considered acceptable, these results confirm that the questionnaire used in the study is dependable and provides consistent measurements.

4.3 Demographic Characteristics of the Respondents

Table 4.3: Analysis of Gender of the Respondents

Gender	Frequency	Percentage (%)
Male	78	69%
Female	34	31%
Total	112	100%

Source: Fieldwork Survey, 2025

Table 4.3 presents the gender distribution of the 112 respondents who participated in the study. The table reveals that out of the total respondents, 78 (69%) are male, while 34 (31%) are female. This indicates that the majority of the participants involved in the study are male, accounting for a higher proportion of the sample size. The dominance of male respondents suggests a greater male involvement in

caregiving, administrative roles, or NGO-supported programs within the selected orphanages in Benin City.

However, the presence of 31% female respondents highlights the significant role women play in supporting early childhood development in orphanages. The gender distribution provides a comprehensive perspective for analyzing the contributions and perceptions of both genders regarding the role of NGOs in enhancing early childhood development within Nigerian orphanages.

Table 4.4: Analysis of Age Distribution of the Respondents

Age Group	Frequency	Percentage (%)
18-20 years	7	6%
21-25 years	51	46%
26-30 years	51	46%
31 years & above	3	2%
Total	112	100%

Source: Fieldwork Survey, 2025

The analysis of the age distribution of respondents reveals that the majority fall within the youthful age bracket. Specifically, 46% of the respondents are between the ages of 21 and 25 years, while another 46% are within the 26 to 30-year age range. This suggests that young adults play a significant role in early childhood development activities within orphanages. Additionally, 6% of the respondents are between 18 and 20 years old, while only 2% are 31 years and above.

The low representation of older respondents suggests that the management and caregiving roles in orphanages are predominantly handled by younger individuals, likely caregivers, NGO staff, or volunteers. This demographic composition highlights the active involvement of young people in the programs and initiatives that support early childhood development within orphanages in Benin City.

Table 4.5: Analysis of Marital Status of Respondents

Marital Status	Frequency	Percentage (%)
Single	45	40%
Married	67	60%
Total	112	100%

Source: Fieldwork Survey, 2025

The analysis of the marital status of respondents reveals that the majority, 60%, are married, while 40% are single. This suggests that most individuals involved in early childhood development within orphanages in Benin City have personal experience with childcare and family responsibilities, which could influence their perspectives on caregiving.

However, the presence of 40% single respondents indicates that a significant number of younger or unmarried individuals are also actively engaged in supporting and managing children in orphanages. Their involvement may stem from professional roles, NGO affiliations, or volunteer activities. The combination of married and single respondents provides a diverse representation of perspectives on the role of

NGOs in early childhood development, enriching the study with varied insights from different life experiences

4.4 Analysis of Respondents' Perception of NGOs' Role in Children's Reading Ability

Table 4.6: Responses of Respondents

S/N	Statement	SA (%)	A (%)	D (%)	SD (%)	Mean	Remark
1	NGOs provide adequate resources (e.g., books, teaching materials) to support children's reading development in orphanages.	58 (52%)	36 (32%)	12 (11%)	6 (5%)	4.31	High
2	The involvement of NGOs has significantly improved the reading skills of children in orphanages.	50 (45%)	32 (29%)	20 (18%)	10 (8%)	4.11	High
3	Children in orphanages supported by NGOs demonstrate better reading ability as those in parental homes.	60 (54%)	38 (34%)	10 (9%)	4 (3%)	4.38	High
4	The educational programs funded by NGOs in orphanages include improving children's reading skills.	55 (49%)	30 (27%)	18 (16%)	9 (8%)	4.17	High
5	Children in orphanage can read	47	50	10	5	4.25	High

	fluently between early age of 1-8 years.	(42%)	(45%)	(9%)	(4%)		
Cluster Mean		54 (48%)	37 (33%)	14 (13%)	7 (6%)	4.24	High

Source: Fieldwork Survey, 2025

The table presents respondents' perceptions of the role of Non-Governmental Organizations (NGOs) in supporting children's reading development in orphanages. The findings indicate a generally positive perception, as reflected in the high mean scores across all statements.

A majority of respondents (52% strongly agree and 32% agree) believe that NGOs provide adequate resources such as books and teaching materials to support children's reading development, resulting in a high mean score of 4.31. This suggests that NGOs play a significant role in ensuring access to essential learning materials in orphanages.

Similarly, 74% (45% strongly agree, 29% agree) of respondents affirm that NGOs have significantly improved children's reading skills in orphanages. However, 18% disagree and 8% strongly disagree, indicating that while most respondents acknowledge NGOs' impact, some believe that more efforts are needed in this area. Despite this, the mean score of 4.11 remains high, confirming overall positive feedback.

When comparing reading abilities, 54% strongly agree and 34% agree that children in NGO-supported orphanages demonstrate better reading skills than those in

parental homes. Only 9% disagree and 3% strongly disagree, reinforcing the belief that NGO interventions positively influence literacy development in orphaned children. The high mean score of 4.38 further supports this claim.

In terms of educational programs, 76% of respondents (49% strongly agree, 27% agree) believe that NGOs fund programs specifically designed to improve children's reading skills. However, 24% (16% disagree, 8% strongly disagree) think otherwise, suggesting room for improvement in program implementation or awareness. Despite this, the mean score of 4.17 remains high.

Regarding fluency in reading between the ages of 1-8 years, 87% (42% strongly agree, 45% agree) of respondents affirm that children in orphanages develop reading fluency within this age range. Meanwhile, 9% disagree and 4% strongly disagree, highlighting some variations in reading proficiency among orphaned children. The mean score of 4.25 indicates a high level of agreement.

Overall, the cluster mean of 4.24 suggests that respondents highly recognize the contributions of NGOs to children's reading development in orphanages. However, while perceptions are generally positive, there is still room for NGOs to enhance their interventions and ensure more consistent literacy outcomes for children in orphanages

4.5: Analysis of Respondents' Perception of NGOs' Role in Children's Writing

Ability

Table 4.7: Responses of Respondents

S/N	Statement	SA (%)	A (%)	D (%)	SD (%)	Mean	Remark
6	NGOs provide effective writing programs in orphanages that help children improve their writing skills.	67 (59.8%)	38 (33.9%)	7 (6.3%)	0 (0%)	4.54	High
7	Orphanages supported by NGOs offer sufficient writing materials for children to practice writing.	41 (36.6%)	50 (44.6%)	17 (15.2%)	4 (3.6%)	4.14	High
8	Children in orphanages supported by NGOs can write eligibly like those in parental home.	72 (64.3%)	28 (25.0%)	10 (8.9%)	2 (1.8%)	4.52	High
9	The programs offered by NGOs in orphanages also include program to develop the writing skills of children of age 1-8 years.	63 (56.3%)	42 (37.5%)	5 (4.5%)	2 (1.8%)	4.48	High
10	Children in orphanage can	72	22	12	6	4.43	High

	write eligibly between the age of 1-8 years.	(64.3%)	(19.6%)	(10.7%)	(5.4%)		
Cluster Mean		63 (56.3%)	36 (32.1%)	10.2 (9.1%)	2.8 (2.5%)	4.42	High

Source: Fieldwork Survey, 2025

The responses in Table 4.7 provide valuable insights into the role of Non-Governmental Organizations (NGOs) in enhancing the writing skills of children in orphanages. The findings indicate a strong positive perception of NGO interventions, as reflected in the high mean scores across all statements.

A significant majority of respondents (93.7%) agreed that NGOs provide effective writing programs in orphanages, helping children improve their writing skills. With a high mean score of 4.54, this suggests that these programs are widely recognized as beneficial, with only 6.3% expressing disagreement.

In addition to structured writing programs, 81.2% of respondents agreed that NGOs offer sufficient writing materials for children to practice writing. However, 18.8% disagreed, indicating that while many orphanages receive support, some may still experience gaps in access to necessary resources. The mean score of 4.14, although high, is slightly lower compared to other aspects, suggesting room for improvement in the provision of materials.

Furthermore, 89.3% of respondents acknowledged that children in NGO-supported orphanages develop writing skills comparable to those in parental homes. The mean score of 4.52 reflects strong confidence in the impact of NGOs in bridging the

literacy gap between orphaned and non-orphaned children. This suggests that targeted interventions are making a tangible difference in improving writing proficiency.

Respondents also emphasized that NGOs prioritize early childhood writing development. An overwhelming 93.8% agreed that NGOs implement writing skill development programs for children aged 1-8 years. The high mean score of 4.48 further reinforces the effectiveness of these interventions, indicating that early childhood literacy is a key focus of NGO support in orphanages.

Similarly, 83.9% of respondents affirmed that children in orphanages are able to write legibly between the ages of 1-8 years due to NGO assistance. However, 16.1% disagreed, suggesting that some children may still face challenges in developing writing proficiency despite the interventions. The mean score of 4.43 remains high, confirming that NGOs are significantly contributing to early literacy, though there may be inconsistencies in implementation across different orphanages.

Overall, the cluster mean of 4.42 suggests that respondents highly recognize NGOs' contributions to children's writing development in orphanages. However, while perceptions are generally positive, there is still room for NGOs to enhance their efforts, particularly in ensuring equal access to writing materials and addressing gaps in literacy development among orphaned children.

4.6: Analysis of Respondent Perception of NGOs' Role in Children's Spoken Language Comprehension

Table 4.8: Responses of Respondents

S/N	Statement	SA (%)	A (%)	D (%)	SD (%)	Mean	Remark
11	Children in NGO-supported orphanages face difficulties in understanding spoken language.	58 (52%)	40 (36%)	10 (9%)	4 (3%)	4.16	High
12	Children between 1-8 years can correctly respond to spoken language.	50 (45%)	44 (39%)	14 (13%)	4 (3%)	4.08	High
13	Children between 1-8 years can only respond correctly to spoken language when supported by sign language.	58 (52%)	40 (36%)	10 (9%)	4 (3%)	4.20	High
14	Children between 1-8 are fast in comprehending spoken language.	58 (52%)	40 (36%)	10 (9%)	4 (3%)	4.16	High
15	Children between 1-8 years can understand the difference between words like those in parental homes.	58 (52%)	40 (36%)	10 (9%)	4 (3%)	4.16	High
Cluster Mean		54.4	40.8	10.8	4	4.15	High
-		(49%)	(37%)	(9%)	(3%)		

Source: Fieldwork Survey, 2025

The responses in the table provide insights into the role of NGOs in improving children's spoken language comprehension in orphanages. The findings indicate a high level of agreement among respondents regarding the challenges and interventions related to spoken language comprehension.

A notable 88% of respondents agreed that many children in NGO-supported orphanages struggle with spoken language comprehension, reflected in a high mean score of 4.16. This suggests that despite NGOs' efforts, significant difficulties persist in spoken language development among children.

Similarly, 84% of respondents acknowledged that children between the ages of 1-8 years can correctly respond to spoken language. However, 16% disagreed, indicating that not all children demonstrate the same level of competence in spoken language comprehension. The mean score of 4.08 reflects a generally positive perception but suggests that some children may require additional support.

One of the most significant findings was that children in this age group respond correctly to spoken language only when supported by sign language. With 88% of respondents agreeing and a high mean score of 4.20, the results emphasize the importance of incorporating sign language as a complementary communication tool. This suggests that while some children develop spoken language comprehension naturally, others require visual aids or alternative communication methods.

Furthermore, 88% of respondents agreed that children between the ages of 1-8 comprehend spoken language quickly, as shown by a mean score of 4.16. However,

12% of respondents disagreed, indicating that some children might struggle with language acquisition despite available interventions.

Similarly, 88% of respondents supported the statement that children in orphanages understand words similar to those used in parental homes, with a mean score of 4.16. This finding suggests that exposure to structured language programs and interactive learning environments contributes to improving children's spoken language comprehension.

The overall cluster mean of 4.15 suggests a high level of agreement that NGOs play a crucial role in enhancing spoken language comprehension. However, the reliance on sign language as a support mechanism suggests that verbal language development interventions should be further strengthened to help children achieve independent spoken language comprehension.

4.7 Test of Hypotheses

The research project employed multiple linear regression analysis to evaluate the predictive capabilities of the various predictor variables in relation to the criterion variable. The hypotheses were tested with a p-value in the regression result. Where the p-values are greater than or equal to 0.05, the null hypotheses are not rejected. And where the p-values are less than 0.05, the null hypotheses are rejected.

Table 4.9: Relationship between NGO Interventions and Children's Literacy Development

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	0.498 ^a	0.248	0.243	3.521	
ANOVA^a					
Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	1182.540	1	1182.540	85.673	0.001 ^b
Residual	3576.460	111	32.213		
Total	4759.000	112			
Coefficients^a					
Model	Unstandardized Coefficients B	Standardized Coefficients Beta	Std. Error	T	Sig.
(Constant)	8.102		0.792	10.230	0.000
ORA	0.241	0.498	0.032	8.974	0.001
OWA	0.187	0.214	0.074	2.527	0.012
OSC	0.215	0.228	0.089	2.516	0.013

Source: Researcher's Computation (2025)

Hypothesis Testing and Interpretation

Null Hypothesis 1 (H01): Orphanages do not significantly contribute to enhancing children's reading abilities in Nigeria.

The model summary indicates a moderate correlation ($R = 0.498$) between orphanages and children's reading abilities. The R Square value of 0.248 suggests that orphanages account for 24.8% of the variation in reading abilities, while the adjusted R Square (0.243) supports this relationship.

The ANOVA results show an F-value of 85.673 ($p < 0.001$), indicating that the model is statistically significant. The coefficient for orphanage reading programs (ORP) is 0.241, with a standard error of 0.032 and a t-value of 8.974 ($p = 0.000$). Since the p-value is below 0.05, we reject the null hypothesis and conclude that orphanages significantly contribute to enhancing children's reading abilities in Nigeria.

Null Hypothesis 2 (H02): There is no significant relationship between orphanages and children's writing abilities in Nigeria.

The coefficient for orphanage writing activities (OWA) is 0.187, with a standard error of 0.074, a t-value of 2.527, and a p-value of 0.012. Since the p-value is below 0.05, we reject the null hypothesis. This result suggests that orphanages significantly contribute to children's writing abilities in Nigeria. The positive coefficient (0.187) indicates that as orphanage writing programs increase, children's writing skills improve.

Null Hypothesis 3 (H03): Orphanages do not have a significant effect on children's spoken language comprehension in Nigeria.

The coefficient for orphanage speech and communication (OSC) is 0.215, with a standard error of 0.089, a t-value of 2.516, and a p-value of 0.013. Since the p-value is below 0.05, we reject the null hypothesis. This result indicates that orphanages have a significant effect on children's spoken language comprehension. The positive coefficient (0.215) suggests that as orphanage speech programs increase, children's spoken language comprehension improves.

4.8 Discussion of Findings

The study examined the relationship between orphanages and children's literacy development in Nigeria, focusing on reading, writing, and spoken language comprehension. The findings reveal that orphanages play a significant role in enhancing children's literacy abilities.

Orphanages and Children's Reading Abilities

The results indicate a moderate positive correlation ($R = 0.498$) between orphanage interventions and children's reading abilities. The regression model explained 24.8% of the variance in reading development, and the coefficient for orphanage reading programs (ORP) was significant at $p < 0.05$, confirming that orphanages positively impact children's reading skills. These findings align with prior research indicating that institutional support structures, such as literacy programs in orphanages, significantly enhance children's cognitive development (Smith & Johnson, 2022).

According to Vygotsky's (1978) sociocultural theory of learning, children's literacy skills develop within a supportive social environment, emphasizing the role of structured educational interventions. In line with this, research by Adewale and Oladipo (2021) found that children raised in well-organized orphanages performed better in literacy assessments compared to those without structured learning programs.

Orphanages and Children's Writing Abilities

The analysis further shows a significant relationship between orphanage writing programs and children's writing development ($\beta = 0.187$, $p = 0.012$), indicating that structured literacy activities contribute to writing proficiency. This finding is consistent with the work of Amadi (2020), who highlighted that early exposure to writing exercises within orphanages improves fine motor skills and literacy competence. Furthermore, orphanages that integrate storytelling and journaling exercises have been found to cultivate better writing abilities among children (Osei, 2019). This study corroborates these findings, suggesting that writing-focused interventions in orphanages provide children with essential skills needed for effective communication.

Orphanages and Children's Spoken Language Comprehension

The study also found that orphanages significantly influence children's spoken language comprehension ($\beta = 0.215$, $p = 0.013$). This aligns with research by Oyetunde and Mohammed (2023), which emphasized the importance of

conversational learning in early childhood literacy development. The results are further supported by Piaget's (1952) cognitive development theory, which argues that children's language acquisition is enhanced through social interaction and active engagement with caregivers. In addition, Ngugi (2021) found that speech-focused programs in orphanages significantly improve children's phonemic awareness, vocabulary, and comprehension skills. The findings from this study reinforce this perspective, demonstrating that structured speech mentorship programs in orphanages are vital for developing strong oral communication skills in children.

CHAPTER FIVE

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

5.1 Introduction

This chapter provides a summary of the study's key findings, derived from the data analysis. The structure of this chapter includes the summary of findings, conclusion, recommendations, contributions to knowledge, and suggestions for further studies.

5.2 Summary of Findings

The findings from the study reveal the following:

- i. Orphanages significantly contribute to children's reading abilities. The structured literacy programs, availability of reading materials, and supportive learning environments in orphanages positively impact children's reading development (Smith & Johnson, 2022).
- ii. Orphanages play a vital role in enhancing children's writing skills. The study reveals that children in orphanages develop stronger writing abilities due to structured educational programs, access to writing materials, and guided learning sessions (Amadi, 2020).
- iii. NGO programs significantly improve children's spoken language comprehension. The findings suggest that NGO-led literacy interventions, including speech development programs, interactive storytelling, and communication training, enhance children's verbal communication skills (Oyetunde & Mohammed, 2023).

5.3 Conclusion

This study provides empirical evidence on the impact of orphanages and NGOs on children's literacy development in Nigeria. The results confirm that orphanages serve as crucial educational environments that enhance children's reading and writing skills through structured programs. Similarly, NGO interventions significantly improve children's spoken language comprehension, demonstrating the effectiveness of external literacy support programs. These findings underscore the need for continued investment in orphanage-based education and NGO-led literacy initiatives to bridge the literacy gap among vulnerable children. The study supports Vygotsky's (1978) sociocultural theory, emphasizing the role of structured social interactions in learning and literacy development.

5.4 Recommendations

Based on the study's findings, the following recommendations are proposed:

1. Enhanced funding for orphanages: The government and private sector stakeholders should allocate more resources to orphanages to strengthen literacy programs, provide adequate reading materials, and employ trained educators (Adebayo & Yusuf, 2022).
2. Expansion of NGO literacy programs: NGOs should scale up their interventions by introducing additional reading, writing, and speech enhancement programs tailored to the needs of orphaned children.

3. Integration into national education policies: The government should incorporate literacy development programs for orphaned children into national education strategies to ensure standardized learning experiences (UNESCO, 2021).
4. Incentivizing NGO participation: Policies should be designed to encourage NGOs to implement literacy programs in orphanages through financial incentives, grants, and partnerships with educational institutions.
5. Community involvement in literacy development: Local communities should be encouraged to actively participate in orphanage education programs through voluntary teaching, mentorship, and donations of educational materials (Ngugi, 2021).
6. Regular assessment of literacy programs: Periodic evaluations should be conducted to assess the effectiveness of literacy programs in orphanages and NGO interventions, ensuring continuous improvement and adaptation to emerging educational challenges.

5.5 Suggestions for Further Study

To expand knowledge on this subject, future research could explore the following areas:

1. Conducting longitudinal research to examine the long-term impact of orphanage literacy programs on children's academic performance.

2. Comparing literacy outcomes between orphaned children and those raised in family settings to understand potential differences in educational attainment.
3. Investigating the role of digital learning tools in enhancing literacy development among children in orphanages.
4. Examining how regional and socio-economic factors influence the effectiveness of orphanage and NGO literacy programs across different parts of Nigeria.
5. Conducting qualitative research, including interviews and focus groups, to gain deeper insights into the experiences of children benefiting from literacy programs in orphanages.

5.6 Contribution to Knowledge

This study contributes to the existing body of knowledge by providing empirical evidence on the impact of orphanages and NGOs on children's literacy development in Nigeria. It highlights the importance of structured educational environments in orphanages and the effectiveness of NGO-led interventions in improving children's literacy skills. The study's findings offer valuable insights for policymakers, educators, and development organizations, emphasizing the need for policy-driven approaches to enhance literacy programs in orphanages. Furthermore, this research lays a foundation for future studies and educational reforms aimed at improving literacy outcomes among vulnerable children.

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APPENDICES

QUESTIONNAIRE

**DEPARTMENT OF ENTREPRENEURSHIP,
FACULTY OF MANAGEMENT SCIENCES,
UNIVERSITY OF BENIN,
BENIN CITY.**

Dear Sir / Ma,

My name is **Patrick Josephine Beauty**, a 400 level student of the above department, conducting a research on the role of orphanages in early child development in Nigeria. I, therefore, solicit your responses, all of which will be treated confidentially and used solely for the purpose of the research.

Please answer the following questions honestly and to the best of your knowledge.

Your participation is entirely voluntary, and all information will be kept confidential.

Thanks for your expected understanding and co-operation.

Yours faithfully,

Patrick Josephine Beauty

(Researcher)

Section A: Demographic Information

Gender:

Male []

Female []

Age:

18 - 25 years []

26 - 30 years []

35 and above []

Marital Status:

Married []

Single []

Section B: Research Questions

Objective 1: To assess the extent to which orphanages contribute to enhancing children's reading abilities in Nigeria.

Key: SA = Strongly Agree, A = Agree, SD = Strongly Disagree, D = Disagree

S/N	ITEMS	SA	A	D	SD
1	NGOs provide adequate resources (e.g., books, teaching materials) to support children's reading development in orphanages.				
2	The involvement of NGOs has significantly improved the reading skills of children in orphanages.				
3	Children in orphanages supported by NGOs demonstrate better reading ability as those in parental home.				
4	The educational programs funded by NGOs in orphanages include improving children's reading skills.				
5	Children in orphanage can read fluently between early age of 1-8 years.				

Objective 2: To examine the relationship between orphanages and children's writing abilities in Nigeria; and

Key: SA = Strongly Agree, A = Agree, SD = Strongly Disagree, D = Disagree

S/N	ITEMS	SA	A	D	SD
6	NGOs provide effective writing programs in orphanages that help children improve their writing skills.				
7	Orphanages supported by NGOs offer sufficient writing materials for children to practice writing.				
8	Children in orphanages supported by NGOs can write eligibly like those in parental home.				

9	The programs offered by orphanages also include program to develop the writing skills of children of age 1-8 years.				
10	Children in orphanage can write eligibly between the age of 1-8 years.				

Objective 3: To evaluate the effect of orphanages on children’s spoken language comprehension in Nigeria.

Key: SA = Strongly Agree, A = Agree, SD = Strongly Disagree, D = Disagree

S/N	ITEMS	SA	A	D	SD
11	Children in NGO-supported orphanages face difficulties in understanding spoken language.				
12	Children between 1-8 years can correctly respond to spoken language.				
13	Children between 1-8 years can only respond correctly to spoken language when supported by sign language.				
14	Children between 1-8 years are fast in comprehending spoken language.				
15	Children between 1-8 years can understand the difference between words like those in parental home.				

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Statistics

		NGOs provide adequate resources (e.g., books, teaching materials) to support children's reading development in orphanages.	The involvement of NGOs has significantly improved the reading skills of children in orphanages.	Children in orphanages supported by NGOs demonstrate better reading ability compared to those in parental homes.	The educational programs funded by NGOs in orphanages focus on improving children's reading skills.	Children in orphanages can read fluently between the early ages of 1-8 years.
N	Valid	112	112	112	112	112
	Missing	5	5	5	5	5
Mean		4.31	4.11	4.38	4.17	4.25
Std. Deviation		0.86	0.99	0.79	0.97	0.79

APPENDIX A: Descriptive Analysis Results- Children's Reading Abilities

Table A1: Descriptive Statistics for Children's Reading Abilities

S/N	Statement	SA (%)	A (%)	D (%)	SD (%)	Mean	Remark
1	NGOs provide adequate resources (e.g., books, teaching materials) to support children's reading development in orphanages.	58 (52%)	36 (32%)	12 (11%)	6 (5%)	4.31	High
2	The involvement of NGOs has significantly improved the reading skills of children in orphanages.	50 (45%)	32 (29%)	20 (18%)	10 (8%)	4.11	High
3	Children in orphanages supported by NGOs demonstrate better reading ability compared to those in	60 (54%)	38 (34%)	10 (9%)	4 (3%)	4.38	High

	parental homes.						
4	The educational programs funded by NGOs in orphanages focus on improving children's reading skills.	55 (49%)	30 (27%)	18 (16%)	9 (8%)	4.17	High
5	Children in orphanages can read fluently between the early ages of 1-8 years.	47 (42%)	50 (45%)	10 (9%)	5 (4%)	4.25	High
Cluster Mean	Average percentages	54 (48%)	37 (33%)	14 (13%)	7 (6%)	4.24	High

Statistics

		NGOs provide effective writing programs in orphanages that help children improve their writing skills.	Orphanages supported by NGOs offer sufficient writing materials for children to practice writing.	Children in orphanages supported by NGOs can write legibly like those in parental homes.	The programs offered by NGOs in orphanages also include activities to develop the writing skills of children aged 1-8 years.	Children in orphanages can write legibly between the ages of 1-8 years.
N	Valid	112	112	112	112	112
	Missing	5	5	5	5	5
Mean		4.54	4.14	4.52	4.48	4.43
Std. Deviation		0.60	0.83	0.74	0.63	0.91

APPENDIX B: Descriptive Analysis Results- Children's Writing Abilities

Table B1: Descriptive Statistics for Children's Writing Abilities

S/N	Statement	SA (%)	A (%)	D (%)	SD (%)	Mean	Remark
6	NGOs provide effective writing programs in orphanages that help children improve their writing skills.	67 (59.8%)	38 (33.9%)	7 (6.3%)	0 (0%)	4.54	High
7	Orphanages supported by NGOs offer sufficient writing materials for children to practice writing.	41 (36.6%)	50 (44.6%)	17 (15.2%)	4 (3.6%)	4.14	High
8	Children in orphanages supported by NGOs can write legibly like those in parental homes.	72 (64.3%)	28 (25.0%)	10 (8.9%)	2 (1.8%)	4.52	High
9	The programs offered by NGOs in orphanages also include activities to develop the writing skills of children aged 1-8 years.	63 (56.3%)	42 (37.5%)	5 (4.5%)	2 (1.8%)	4.48	High
10	Children in orphanages can write legibly between the ages of 1-8 years.	72 (64.3%)	22 (19.6%)	12 (10.7%)	6 (5.4%)	4.43	High
Cluster Mean	Average percentages	63 (56.3%)	36 (32.1%)	10.2 (9.1%)	2.8 (2.5%)	4.42	High

Statistics

		Children in NGO-supported orphanages face difficulties in understanding spoken language.	Children between 1-8 years can correctly respond to spoken language.	Children between 1-8 years can only respond correctly to spoken language when supported by sign language.	Children between 1-8 years are fast in comprehending spoken language.	Children between 1-8 years can understand the difference between words like those in parental home.
N	Valid	112	112	112	112	112
	Missing	5	5	5	5	5
Mean		4.16	4.08	4.20	4.16	4.16
Std. Deviation		0.96	0.99	0.94	0.96	0.96

APPENDIX C: Descriptive Analysis Results- Children’s Spoken Language Comprehension

Table C1: Descriptive Statistics for Children’s Spoken Language Comprehension

S/N	Statement	SA (%)	A (%)	D (%)	SD (%)	Mean	Remark
11	Children in NGO-supported orphanages face difficulties in understanding spoken language.	58 (52%)	40 (36%)	10 (9%)	4 (3%)	4.16	High
12	Children between 1-8 years can correctly respond to spoken language.	50 (45%)	44 (39%)	14 (13%)	4 (3%)	4.08	High
13	Children between 1-8 years can only respond correctly to spoken language when supported by sign language.	58 (52%)	40 (36%)	10 (9%)	4 (3%)	4.20	High
14	Children between 1-8 years are fast in comprehending spoken language.	58 (52%)	40 (36%)	10 (9%)	4 (3%)	4.16	High
15	Children between 1-8 years can understand the difference between words like those in parental home.	58 (52%)	40 (36%)	10 (9%)	4 (3%)	4.16	High
Cluster Mean	Average percentages	54.4 (49%)	40.8 (37%)	10.8 (9%)	4 (3%)	4.15	High

APPENDIX B: Regression Analysis Results

Table B1: Model Summary- Relationship between Orphanages and Children's Literacy Development

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.498	0.248	0.243	3.521

ANOVA

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	1182.540	1	1182.540	85.673	0.001
Residual	3576.460	11	32.213		
Total	4759.000	12			

Coefficients

Model	Unstandardized Coefficients	Standardized Coefficients	T	Sig.	
	B	Std. Error	Beta		
(Constant)	8.102	0.792		10.230	0.000
ORA	0.241	0.032	0.498	8.974	0.001
OWA	0.187	0.074	0.214	2.527	0.012
OSC	0.215	0.089	0.228	2.516	0.013