

**APPRAISAL OF EARLY CHILDREN EDUCATION PROGRAMME  
IMPLEMENTATION IN EGOR LOCAL GOVERNMENT AREA  
IN EDO STATE**

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## CERTIFICATION

This is to certify that ERHABOR JENNIFER AISOSA Is an undergraduate student in the Department of Educational Foundations, Faculty of Education, University of Benin, Edo state, with Matriculation number EDU2102212 satisfactorily completed this work on his own as a partial fulfillment of the requirement for the award of Bachelor Degree in Education B.A (Ed.) in English and Literature.

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## **DEDICATION**

This project is dedicated to God for His mercy and protection and for the knowledge he has enabled me to acquire.

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## **ABSTRACT**

The study sought to appraise the level of implementation of early childhood education programme in Egor Local Government Area Edo State. To carry out the study, five research questions were posed while three null hypotheses were formulated. The study adopted a survey research design. The study was done in Egor Local Government Area Edo State, Nigeria. The population of the study comprised of all the teachers in early childhood care education schools in Egor Local Government Area Edo State.

The population size of the teachers is 617 in the 2012/2013 school session. The sample size of the study was all the 617 early childhood education programme teachers in all the public ECCE in Egor Local Government Area Edo State. The instruments for data collection in this study were checklist and structured questionnaire titled an Appraisal of Early Childhood Education Programme Implementation Questionnaire (AECEPIQ). Data collected were analyzed using percentage, mean, standard deviation and independent samples t-test. The research questions were answered using percentage for research questions 1 and 2, mean and standard deviation for research questions 3, 4 and 5. The three null hypotheses were tested at 0.05 level of significance using independent samples t-test. Findings of the study revealed that; Majority of the ECCE teachers in both rural and urban schools are teachers that have NCE certificate; The number of established ECCE programme in rural primary schools in Egor Local Government Area Edo State is small compared to the primary schools in urban area; there is a significant difference in the mean ratings of teachers on the extent of provision of infrastructure and equipment in ECCE programmes in early childcare education schools in Egor Local Government Area Edo State in favour of the teachers in urban schools; there is no significant difference in the mean ratings of teachers on the extent of availability of standard curriculum in ECCE programmes in early childcare education schools in Egor Local Government Area Edo State; there is no significant difference

in the mean ratings of teachers on the extent of supervision of ECCE programme in early childcare education.

Among the implications of findings is that the establishment of ECCE programme in rural primary schools which was found to be to a low extent implies that the Federal Government intension of education for all by year 2015 will not be feasible. It was recommended among others that government should ensure adequate establishment of ECCE programme in both urban and rural pnmry schools especially in rural area.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **Background of the Study**

Early childhood education encompasses all forms of education that pertains to learning of children between ages zero to five years (0-5years). In other words, it involves schooling for young children beginning at age zero who intended to prepare them for primary school (Caldwell, 1999). Universally, there is no one definition of early childhood education. Early childhood education is more of a social intervention, where the children learn how to interact with their peer and learn from each other. It therefore follows that all societies have specific aims about raising and educating their children. In effect, most societies care about early childhood education. However, every society has its individual arrangements for such childcare and education that tend to be culturally, historically specific and varied. It is in the light of this that the term educare coined to help widen the scope. Educare is a quality early childhood education that combine the best of childcare, preschool and family supports to help low-income children ages birth to five grow up eager to learn and ready for school (Bowman, Donor and Burn, 2001). It aims to take the best early childhood study from the lab to the classroom through development of a network of excellence. The new expansion of childhood education now includes the child minding centers for infants, nursery schools and kindergarten. Internationally, educare or childcare in a group setting could be offered in a creche, day care, or childcare centers, nursery and kindergarten schools.

Early childhood is a period of rapid growth which Obiweluozo (2012), defined as foundation period of life, a period that holds the key to the overall maximum development of a child. Therefore, early childhood stage is the foundation for a better future. Early childhood education is a period characterized by different forms of activities by children such as playing with toys, running around, jumping up and down, walking, catching, kicking, curious and explorative in nature, they learn very easily through play (Maduiké, Maduiké and Ekeh, 2013). Similarly, Papalia and Feldman (2011) noted that the early childhood children are full of questions such as; who filled the river with water? Do smells come from inside my nose? Why do people have two eyes? among others. In order to give reasonable answer to satisfy the curiosity and to give proper care and education to the children, there is need for early childhood education, where the professional takes care of the children and give room for exploration of the environment to discover things on their own. According to the Nigerian National Policy on Education (NPE) (FRN, 2004) early childhood education is the education given in an educational institution to children prior to their entering the primary school. Early childhood education includes the creche, the nursery and kindergarten. National Policy on Education(NPE), outlines the objectives of early childhood education to include: effecting a smooth transmission from the home to the school, preparing the child for the primary level of education, providing adequate care and supervision for the children while their parents are at work, inculcating social norms, inculcating in the child the spirit of enquiry and creativity through the exploration of nature, the environment, art,

music and playing with toys, developing a sense of co-operation and team spirit, and teaching the child the rudiments of numbers, letters, colors, shapes, forms through play (FRN,2004: 3). The objectives of early childhood education reflect the philosophy, which specifies that early childcare environment has a tremendous influence on children's development. As explained by Ibiam (2011), the education of young children must be organized and vigorously pursued through well-articulated programmes. This, according to Ibiam (2011) is because the nature of the education a child receives in the first five years of life is crucial for his/her overall development and later life chances. Maduewesi (2005) postulates that the care and support received by a child in terms of good health, nutrition and psychological care and protection are crucial in the formation and development of personality and social behaviour.

Similarly, good care during the early years is emphasized because children who receive good care during childhood age are more likely to benefit from later education and other social services (United Nations International Children's Emergency Fund UNICEF, 1999). To actualize the objectives of childhood education as stipulated in the N.P.E, there should be provision of qualified childhood education schoolteachers that are also adequate in number. In childhood education schools in some states in Nigeria, the availability and adequacy of teachers in number and quality deserves investigation, as casual observation seems to suggest that there is gross inadequacy of teaching personnel both in quantity and in quality.

The National Policy on Education also provides that childhood schools should operate with a suitable curriculum. Curriculum is the totality of the environment in which education takes place, that is, the learner, the teachers, the content, the method, the physical and psychological environment (Anwuka, 2005). It could also refer to all the experiences a learner passes through in a learning situation and these many includes; individual outdoor activities, written, verbal physical and mental activities (Maduewesi,2003). Curriculum is the document plan or blue print for instructional guide, which is used for teaching and learning to bring about positive and desirable learner behaviour change (Offorma, 2009).

### **Statement of the Problem**

In spite of the well-articulated goals and objectives of early childhood education as specified in the National Policy on Education, the actualization of these goals of early childhood education programme does not seem successful. Also, notwithstanding the UNICEF's provision guidelines on the operation of early childhood education programme in Nigeria and other developing countries, the goals of early childhood education is yet to be actualized. For any educational programme such as early childhood education to achieve its goals, some factors should be adequately addressed. Such factors include qualified teachers, appropriate funding, provision of infrastructural facilities, adequate supervision, among others. Presently, the level of provision of these requirements seems uncertain.

The gaps that currently exist between the specification and actualization of the goals of early childhood education may suggest that there are some obstacles in the implementation process. If the goals of early childhood education programme are to be actualized, there is the need to identify and address the obstacles that militate against effective actualization of the goals. Therefore, the problem of this study is, to appraise the extent of implementation of the Early Childhood Education (ECE) programme in Egor Local Government Area, Edo State. This study will also look into the influences of location and teachers qualification on skills possessed by teachers for effective implementation of early childhood education in schools.

### **Research Questions**

To guide the study, the following research questions were posed.

- To what extent are qualified teachers provided for ECCE programme in Early child care education schools in Egor Local Government Area?
- To what extent are ECCE programme established in rural and urban in Early child care education schools in Egor Local Government Area?
- To what extent are equipment provided for ECCE programme in Early child care education schools in Egor Local Government Area?
- To what extent is standard curriculum available for ECCE programme in Early child care education schools in Egor Local Government Area?
- To what extent are ECCE programmes supervised in Early child care education schools in Egor Local Government Area?

## **Purpose of the Study**

The general purpose of the study was to appraise the implementation of early childhood education programme in Egor Local Government Area in Edo State. Specifically, the study sought to:

Determine the extent to which qualified teachers are provided for ECCE programme in early childcare education schools in Egor Local Government Area

Determine the extent to which ECCE programme are established in rural and urban in early childcare education schools in Egor Local Government Area

Determine the extent to which equipments are provided for ECCE programme in early childcare education schools in Egor Local Government Area

Determine the extent to which standard curriculum is available for ECCE programme in early childcare education schools in Egor Local Government Area

Determine the extent to which supervisions are carried out in ECCE centers in early childcare education schools in Egor Local Government Area.

## **Significance of the Study**

This study has both theoretical and practical significance. Theoretically, Albert Bandura hinges the study on social learning theory. Bandura propounded the social learning theory in 1977, which opines that a person's environment affects his/her learning and that observational learning can occur in relation to three model; the first is the life model in which the actual person is demonstrating the desired behaviour. The second is the verbal instruction in which an individual describes in detail the desired behaviour and lastly the

symbolic in which modeling occurs by means of the media, including television, radio, internet and movies. This theory is related to the present study because it sees education as social system of which early childhood education is a subordinate. This theory also sees the early childhood schools as supplement to nature, the home and establishes good habits, shapes good citizens and provides moral instruction. Practically, the finding of the study is expected to be beneficial to early childhood education teachers and pupils, parents, the government, curriculum planners, future researchers.

The finding of the study, when communicated to early childhood teachers through organized conferences and seminars, would help them to become more aware of the major roles expected of them in handling the pupils. This is because the findings will highlight areas the teachers are lagging behind in the performance of their duties as teachers in early childhood education programmes.

The finding of this study would help the children to enjoy quality education if the government implements them, by providing quality instructional materials /equipment and qualified teachers

The findings of this study when presented in Parent Teachers Association (PTA) meeting to parents would create awareness of the care, safety and supervision to be given to the children, so that parents would know the nature of education their children are exposed to.

In addition, the government would benefit from the findings of the study when communicated through workshops, conferences, and seminars. The government is

expected to benefit by taking note of the loopholes in the early childhood education programmes with respect to funding, supervision and monitoring of the programme. This would help government to find ways of strengthening early childhood education programmes.

The findings of the study are also expected to be useful to curriculum planners, as it would provide necessary information on ways of planning and enriching the curriculum of early childhood education. Future researchers in the same or related fields would also find the results of this study useful. The data generated would serve as baseline from which future researchers would draw reference.

### **Scope and Delimitation of the Study**

The geographical scope of this study is Egor Local Government Area Edo State. This study involved the appraisal of the implementation of early childhood education programmes in Egor Local Government Area. Specifically, the study assessed the extent of implementation of the ECCE programme in Early child care education schools in Egor Local Government Area in respect to the provision of qualified teachers, provision of equipment, availability of standard curriculum and extent of supervision of ECCE programmes in Egor L. G. A Edo State.

### **Definition of Terms**

**Appraisal:** Evaluating or assessing the effectiveness, quality, or impact of something (in this case, an early childhood education program).

**Early Childhood Education (ECE):** Educational programs for children from birth to around 8 years old, focusing on cognitive, social, emotional, and physical development.

**Programme Implementation:** The process of putting a planned program into action, including all activities, services, and strategies aimed at achieving specific goals.

**Implementation Appraisal:** Assessing how well the program is being executed, including its strengths, weaknesses, and areas for improvement.

In this context, the appraisal would examine aspects such as:

- **Curriculum effectiveness:** How well the curriculum is designed and delivered.
- **Teacher training and support:** The quality of training and ongoing support for educators.
- **Resource allocation:** The availability and effective use of resources (e.g., materials, facilities).
- **Parental involvement:** The level of engagement and support from parents.
- **Child outcomes:** The impact on children's development, learning, and well-being.

The appraisal aims to identify areas for improvement, inform decision-making, and enhance the overall quality of the ECE program.

## **CHAPTER TWO**

### **REVIEW OF LITERATURE**

The review of literature was organized according to the following subheadings conceptual framework, theoretical framework, related empirical studies and summary of review conceptual framework.

- ❖ Concept of Child
- ❖ Concept of Early Childhood
- ❖ Concept of Early Childhood Education
- ❖ Concept of Implementation
- ❖ Theoretical Framework
- ❖ Bandura's Social Learning Theory
- ❖ Lev Vygotsk's Theory of Learning
- ❖ Review of Empirical Studies
- ❖ Studies on Early Childhood Education
- ❖ Studies on Influence of School Location
- ❖ Summary of Literature Review

## **Concept of Child**

According to the Oxford Advanced Learners' Dictionary, a child is a young human being who is not yet an adult, a person who is strongly influenced by the ideas and attitudes of a particular time or person. The new child psychology introduced the concept of a child with animal instincts, impulse and habits. The objective scientific study of children suggests that the child is neither good nor bad and that child development is dependent upon nature and the environment. According to Inibehe (2012), the concept childhood is the period from two to about eleven or twelve years of age.

## **Concept of Early Childhood**

Childhood is the age span ranging from birth to adolescence. In developmental psychology, childhood is divided into the stages of toddlerhood (learning to walk), early childhood (play age), middle childhood (school age-pre-pubescence), and adolescence (puberty through post puberty) (Kincaid, 1992). Early childhood refers to the period between 0-5years. Early childhood follows the infancy stage, and begins with toddlerhood where the child begins speaking or taking steps independently. Toddlerhood ends around age three when the child becomes less dependent on parental assistance for basic needs. Early childhood continues approximately through 0-5 years. According to the National Association for the Education of Young Children (NAEYC), (1995), early childhood spans the human life from birth to age five. The early childhood age corresponds to a crucial period of rapid physical, cognitive and psychosocial development of the child. The quality and intensity of care, nutrition and stimulation a

child receives during this period determines, to a large extent, the level of physical and cognitive development a child can attain. This necessitates the need for comprehensive Early Childhood Care and Education (ECCE).

### **Concept of Early Childhood Education**

Early childhood education encompasses all forms of education that pertain to rearing of children between age 0 to five or six years. Early years in life are the most important in the formation of intelligence, personality and social behaviour of a child. The year before a child, reaches kindergarten are among the most critical in his or her life to influence learning. That is why modern societies show serious concern for the education of their young ones by providing needed support to prepare them to succeed later in school (Ejeh, 2006). It is common practice in most societies to make provision for early childhood education programmes of various sorts for children below the official school-going age (usually 6years) mainly to prepare them for education in primary schools (Obidike, 2012). The Federal Government of Nigeria recognizes the importance of early childhood education in Nigeria and as a result, it was given prominence in the National Policy of Education (FRN, 2004) as one of the programmes in the Nigerian educational system. Bagudo (2008) posited that reports across the globe revealed that an estimated figure of one hundred million children, struggle daily for survival in villages and cities, and are exposed to the risks of hunger, poverty, disease, illiteracy and abuses. In support of this view, Mahuta (2007) stresses that the need to address the problems and salvage these children and the next generation of children from these menace, has

necessitated the programme of Early Childhood Education. Mahuta (2007) also stated that the aim of ECCDE is to foster the proper development of the children, identify and address their problems, harness their potentials, mould their character, enhance their learning, equip them for life, so that their actions are channelled towards positive personal, communal and global development in all ramifications of life.

In Nigeria, organized education of the child below primary school age did not receive official recognition until very recently. The missionaries introduced the concept of infant schools in Nigeria in the early 20th century when such schools were set up in the Western and Eastern regions of Nigeria (Bagudo, 2008). Early Childhood education in the form of nursery school or pre-primary education as we know it today in Nigeria is largely a post-colonial development. The semblances of it during the colonial era were the kindergarten and infant classes, which consisted of groups of children considered not yet ready for primary education. As grouping for instruction in schools was not age-based during that period, some children aged six or even more, could be found in some of the infant classes (Tor-Anyiin, 2008). With the phasing out of infant classes, some parents began to feel the need for nursery schools. During that period, (pre-independence) all efforts for provision of early childhood education were confined to the voluntary sector and received little or no support from the government (Tor-Anyiin, 2008). It was for the first time in 1977, with the introduction of National Policy on Education by the then military government of Nigeria that the importance and need for early childhood education was given official recognition and linked with the child's educational

performance in primary school. Gradually, early childhood institutions stayed and by 1985, Nigeria had about 4,200 early childhood educational institutions. By 1992, the number increased to about 8,300 (Federal Government of Nigeria/UNICEF, 1993).

These days, early childhood educational institutions are located in various places and buildings, campuses of universities and colleges, premises of some industries and business organizations, church premises, residential buildings with unprecedented expansion owing to the high demand for early childhood care and education by parents (Ejeh, 2006). Maduewesi (1999) refers to early childhood education as the education offered to children who have not yet reached the statutory age of beginning primary school. The researcher further maintained that it is a semi-formal education arrangement, usually outside home where by young children from about the age of 3 years are exposed through play like activities in a group setting through mental, social and physical learning suited to their developmental stages, until the mandatory age of government approved formal schooling. FRN (2004) refers to early childhood care and Education (pre-primary education) as an education given in an educational institution to children aged 3-5 plus prior to their enrollment in the primary school, it includes the cr~che, nursery and kindergarten. Early childhood education emphasizes learning around ages 3-6years. The terms 'day care' and 'child care' do not convey the educational aspects although many childcare centres are now using more approaches that are educational. Early childhood education emphasizes a links to family, home culture, and home language by uniquely caring for each child. Children who lack sufficient nurturing,

nutrition, interaction with a parent or caregiver and stimulus during this crucial period may be left with developmental deficiencies (Muller, 2006). Children must receive attention and affection to develop in a healthy manner. A systematic international review suggests that the benefits of early childhood education come from the experience of participation.

The foundation of education of the child is the pre-schools education which forms an integral part of his or her early education which may be formal or informal, which is given in an educational institution to children (Adenipekun, 2004). This educational level of the child provides for the physical, motor, health, nutritional, intellectual, aesthetic, emotional and social development of the pre-school child. If child education can provide these vital necessities, which are fundamental in human life, it is not therefore, unlikely to have an important and strong relationship with the pupils' performance at the primary school level and perhaps at the secondary and tertiary levels (Nakpodia, 2003). The Universal Basic Education Act of 2000 cites Early Childhood Education (ECE), which has to do with pre-primary education given to children, as an integral part of basic education. It represents the first important step in achieving the goals of Education for All (EFA). Since it is the foundation for a life-long education, government is expected to be actively involved in providing it for the younger children. Underpinning the importance attached to early childhood education which pre-primary education is an integral part, the World Declaration on the Survival, Protection and Development of Children in 1990 undertook a joint commitment to make an urgent universal appeal to

give every child a better future. In addition, the World Conference on Education for All (EFA) and the United Nations Convention on the Rights of the Child emphasize urgent priority to ensure access to and improve the quality of education for all children (UNICEF, 2008). Adenipekun (2004) documented seven reasons given in support of the provision of affordable, quality programmes of early childhood education that are community based and which are linked with health care and nutrition as part of an integrated approach to meeting the needs of the young child. These reasons include:

- From conception to six years of age, children, according to research findings, undergo rapid mental, social and physical development to the extent that by the age of six, their brains would have developed to almost the size of an adult;
- The convention on the rights of the child stipulates that children have a right to live and develop to their full capacity;
- Moral and social values postulate that through children, societies pass on values and culture from generation to generation;
- Supporting the development of the child physically and mentally leads to increased enrolment, improves performance and the society generally.
- Provision of early childcare facilities and offer equal opportunities to children from both the privileged and disadvantaged homes.

- A programme in early childhood development should be used as an entry point for other developmental activities, which will benefit the entire community;
- Early Childhood education projects should be linked with other developmental activities for women, nutrition, health, water and sanitation.
- There is a growing demand for better ways of caring for children through an early childhood education, given the advancement in science and technology, which now ensures the survival of many more children, thereby increasing population growth.

The National Policy on Education for Nigeria became necessary to avoid the previous half-measured educational policies, administration and control which was a hallmark of the missionary and regional eras of education in the country. The policy is meant to put in clear perspective the educational jurisdiction of the Federal Government, including those of the State and Local Governments. The document, being the first after Nigeria's independence (enacted in 1977, but revised in 1981, 1989, 1998 and 2004), is meant to have universal effect throughout the federation. This can be seen from its content that is in its philosophical anchorage for Education' in Nigeria. As opined by Adesina (1977: 209), "Perhaps, most significant of all, the National Policy, if considered in all its ramifications, is a chapter for integrated educational system". Can we in all honesty share in the optimism or enthusiasm of the aforementioned foremost educationist in Nigeria based on our current experiences? The Policy (2004) in Section 2, page 11

refers to "preprimary education in this document as the education given in an educational institution to children aged 3 to 5 plus prior to their entering the primary school. The N.P.E. identifies the responsibilities of government at this level as the promotion and training of qualified pre-primary school teachers in adequate number, contribute to the development of suitable curriculum, supervise, and control the quality of such institutions. Sub-sections 13 of the policy enumerate the purpose of pre primary education thus:

- Effect a smooth transition from the home to the school;
- Prepare the child for the primary level of education.
- Provide adequate care and supervision for the children while their parents are at work (on the farms, in the market, offices etc);
- Inculcate social norms;
- Inculcate in the child the spirit of enquiry and creativity through the exploration of nature, the environment, art, music and playing with toys, etc.
- Develop a sense of co-operation and team spirit;
- Learn good habits, especially good health habits; and

- Teach the rudiments of numbers, letters, colours, shapes, forms, etc through play
- Authoritatively and confidently, the Government announced its responsibilities and strategies for implementing this sub-system thus:
- Encourage private efforts in the provision of pre-primary education.
  - Make provisions in teacher education programmes for specialization in early child-hood education;
  - Ensure that the medium of instruction is principally the mother tongue or the language of the immediate community; and to this end will:
    - Develop the orthography of many more Nigerian languages;
    - Produce textbooks in Nigerian languages;
  - Ensure that the main method of teaching at this level shall be through play and that the curriculum of teacher education is oriented to achieve this, and
  - Regulate and control the operation of pre-primary education (FRN, 2009). The objectives of ECCE reflect the philosophy that early childcare environment has a tremendous influence on children's development. As explained by Ibiam (2011), the education of young children must be organized and vigorously pursued through well articulated programmes. This is because the nature of the education a child receives in the first five years of life is crucial for his or her overall

development and later chances (Maduewesi, 2005). It is a well known fact that the care and support received by a child in terms of good health, nutrition and psychological care and protection are crucial in the formation and development of intelligence, personality and social behaviour. Similarly, good care during the early years is emphasized because children who receive good care during childhood are more likely to benefit from later education and other social services (UNICEF, 1999). To actualize the objectives of childhood education as stipulated in the National Policy on Education, there should be provision of qualified pre-primary school teachers in adequate number, a suitable curriculum, supervision and quality control of such institutions and established pre-primary sections in existing public schools. The objectives of early childhood education as stated in the NPE (FRN, 2004) have implications for mental, physical, social and moral development and these can be achieved through a conducive and peaceful learning environment. In another dimension, Ganba (2012) observes that early childhood is an important and distinct stage in childhood development characterized by high cognition, self regulation, moral development, physical growth, personality development and gender socialization. In agreement, Barnett (2006), Maduewesi (2005), asserted that early childhood education has positive influence on the educational development of intelligence, personality and social behaviour of children in later life.

A child, during the early childhood years needs a climate of security and acceptance and requires enough stimulating environment where he/she has freedom to explore and manipulate different materials and situations. Varieties of activities, which enable the child to choose from in an ample place for movement and play are further necessities of Early Childhood Education to arouse and sustain the child's curiosity. As highlighted by UNICEF (1999), a young child's learning is enhanced when the child is engaged in interactive process in the environment. For this study, early childhood care education is the education given in an educational institution to children aged 3 to five years prior to their entering into primary school, and it includes the creche, nursery and kindergarten education.

The education given during the early childhood period of a child plays crucial role and helps in appropriate development of children. Early childhood care and education can be fundamentally termed as learning through play. Recent studies by Bernet (1995), Heckman, (2000) have shown that early years of children are essential periods, since during those phases, their brains develop and much of their formation is done. The education experiences and relationships a child has, along with nutrition can truly affect a child's mental growth. Although early childhood education helps the brain to develop in healthy ways, improper education or study without play, on the other hand, may well affect brain development. Therefore, the experiences and the learning of children throughout the early years can support them in their whole lives. It is very crucial for every parent to recognize that a child spends the first six years in the

realization of his or her own identity. These are extremely crucial years when children gain a sense of self and learn to associate themselves with the people around them. They develop an understanding and behaviour to a specific extent. For this reason, it is suggested that early childhood education during these years must be a lot more focused on teaching children about the world around them by way of play and establish the links between what is thought in school and what they see in their homes. Play can be multi-faceted and usually helps in educating distinct abilities in children (Bowman, 2001). Early Childhood Care and Education is the key element that helps in building a good foundation for a child's educational success. Every child learns habits and forms patterns that are not simply changed in later years. If parents and educators can develop productive early education patterns for the children, the children will be on their way to achieving great educational success. The lack of parental interaction throughout early childhood can negatively impact on a child's development. Ultimately, early childhood education provides the children the education that can further help them develop their potentialities and personalities. There is no gain saying that organization scheme for early childhood education programmes vary, although some features may be common. For instance, while some countries operate their childcare and educational system as a federal or state concern, some countries leave such school control in the hands of private proprietors (Ojala, 1999). Yet, in some other countries, there are state preschools as well as those owned and run privately. Still on the organization of early childhood education, another crucial aspect is the supervision of the programmes and

the curriculum contents. Importantly too, there is the supervision of operations and activities in childcare centres and preschools. Finally, the issue of who should actually teach preschoolers is quite important. In this context too, there is the need to assess the kind of training programmes that are most appropriate for teachers of early childhood schools so as to identify any obstacle that challenges the programme actualization.

Generally, if one is knowledgeable in how early childhood education is structured and organized, one becomes quite familiar with the fundamentals of all such issues like financing and control of schools, school governance, supervision and teacher education programmes for young learners. Significantly, one's effectiveness as an ECCE teacher is better articulated if one is able to identify the varied differences and similarities in the organization of early childhood education practices. It also puts one in a better position to appreciate the obstacles militating against the ECCE programme.

Indeed, the success of any educational programme actually lies in the control, administration and adequacy of its funding (FRN, 2004). In the organization of early childhood education programmes, educators are generally concerned about its control. This may not be far from the fact that this stage of education is actually the foundation which others are built. In other words, if education at this stage is not well structured and organized, it could pose a problem for its recipients. In this study, the researcher is concerned about who actually controls the educational programmes,

who finances and who supervises all such education activities that go on in early childhood education programmes so as to appraise the implementation of the programme.

In most developed nations, childcare and educational services are mostly funded and run as both public and private institutions. Nursery schools in Italy are divided into state institutions (run directly by a ministry or Agency of the national government) and non-state institutions (run by other kinds of governmental bodies or by private organizations). Significantly, though, both state and non-state nursery schools are placed under the authority of the Ministry of Education. In this case, the Ministry of Education, through the local school board officials runs state schools. Also, in terms of financing, state nursery schools are fully financed by the local government while locally run schools are partially funded by the national government on a yearly basis, if the institution so demands. Infrastructural facilities and teaching/learning are challenges to ECCE Programmes. Both the teachers and pupils need a facilitating environment for effective teaching and learning to take place. Aku bue (1991) emphasized that the structure of the building is an important factor in the school environment which influences the health, happiness and above all, the academic performance of the pupils. The construction of the school buildings can enhance effective teaching-learning activities. Saert (1998) specified the characteristics of the schools' structure as having a domestic character rather than an institutional character, essential unity of spaces in the interior for self contained working areas suitable for a multiple of activities. Aku dolu (2004) lamented that many pre primary school buildings in the country are dilapidated. They

lack basic classroom space and have poor sanitary environment. Nwagwu (2002), also bemoaned the poor condition of facilities in pre-primary schools when she noted that facilities and equipment currently available for the UBE programme are inadequate. According to Nwagwo (1992) dilapidated buildings are hardly renovated and new classrooms are hardly built, libraries and laboratories are theoretical concepts to many primary schools. In addition, many classrooms are overcrowded leading to non-conducive learning processes. Ifediatu (2012) outlines the challenges which affect early childhood education to be lack of quality infrastructures and teaching materials, overcrowded classrooms, lack of adequate number of qualified teachers and educators, non compliance to the medium (language) of communication, which should be the language of the child's immediate environment, problem of accessibility of the schools to the children, health and nutrition challenge.

Infrastructural facilities can influence pupils' achievement. Heneveld and Graig (1996) remarked that enabling condition and good school climate provide the setting in which individual teachers work with children during the teaching/learning process. Further, Chin (1997) noted that lack of adequate physical facilities could limit environment, impede educational programmes and even create unsafe conditions. In a similar vein, Aku bue (1991) noted that poor ventilation, poor lighting as well as filthy and untidy classrooms and non-availability of instructional materials cannot promote effective teaching and learning in Early Childhood Education institutions. The programmes may be hindered by the nature of infrastructural facilities. The present study will investigate the

state of infrastructural facilities the appraisal of ECEP implementation in Egor Local Government Area, Edo State.

The implementation guidelines of the Universal Basic Education (FRN, 2000) recognize the teacher as the critical factor in the programme. Udeny, Morah and Eze (1991) identified the teacher as the director of learning. In his view, Lassa (1998) noted that teachers are the main determinants of quality education. This invariably points to the importance of the teacher's qualification and experience. Affirming the above position of the role of the teacher, Etuk (2008) stated that the teachers implement the curriculum after experts have developed it. It is the task of the teacher to interpret the curriculum. Teacher's qualification is indeed an important antecedent for quality interpretation of the curriculum. In Nigeria, the minimum qualification for teaching, according to the National Policy on Education (FRN, 2004) is the Nigerian Certificate in Education (NCE). In order to ensure that quality teachers are trained for teaching, Etuk (2008) emphasized that it is the responsibility of the teaching profession to recruit people with high intellectual ability to teach in schools. In Nigeria and Egor Local Government Area in particular, the qualification of teachers in Early Childhood Education institutions demand to be ascertained to find the extent to which the actualization of the Early childhood Education programme is being impacted on by the qualification of the teachers. Also this study will look into the extent of provision ECCE school in rural and urban areas. Location is the place or point that something is at. A school cannot usually change its location, yet location conceivably may have consequences for how well teachers are exposed to

innovative teaching strategies and instructional materials for effective teaching. Studies indicate that teachers in urban schools have higher competences in teaching than their counterpart in the rural schools (Onah, 2011; Owoeye, 2002). However, on the contrary, some studies like Bosede (2010), and Ezeudu (2003) show that location has no effect on teacher's competences in teaching. Onimisi (2006) found a significant effect of school location in favour of urban teachers on competences needed for teaching Agriculture than their male counterparts. Given the nature of early childhood education, it can be said that teachers in the rural areas may be more advantaged in the use of instructional materials because of the abundance of rich and untapped natural resources deposit in the rural environment. In addition, in terms of language of instruction as stipulated by the National Policy on Education (use of the language of the child's immediate environment) teachers in the rural areas could be at more advantage in implementing the early childhood education programme. Contrary to the above assertion, teachers in the urban area may be better exposed to conventional instructional materials which could improve their teaching skills. Therefore, this study will find out the extent of provision of early childhood education schools in rural and urban schools in Egor local government area. Edo State.

### **Concept of Implementation**

Implementation means the ability to put law or policy into practice. It is also a tool or means of making something that has been officially decided to start to happen or be used.

According to Ibiam (2012), implementation means putting into use or practices the policy that has been made by the government or organization as applicable. It is the realization of an application, plan, ideas, model, design, specification, standard, or policy (Rouse, 2007). The action must follow any preliminary thinking in order for something to actually happen. Implementation strategies prescribed in ECCE programme covers the following areas; advocacy and awareness creation about the programme, capacity building, service delivery, empowerment, research, monitoring and evaluation. The policy recommends the mobilization of local resources in terms of knowledge, infrastructures and skills. In addition, the financial planning for the programme is to be incorporated into the plans for the identified government and non-governmental agencies since they form parts of their responsibility and for the implementation to be stable the policy recommends constant appraisal of the programme.

## **Theoretical Framework**

### **Albert Bandura's Social Learning Theory**

Social learning theory is derived from the work of Albert Bandura and was propounded in 1977. The theory proposed that observational learning could occur in relation to three models: The first is the live model in which an actual person is demonstrating the desired behaviour. Another is verbal instruction in which an individual describes the desired behaviour in detail and instructs participants on how to engage in the behaviour. The third in which modeling occurs by means of the media include

movies, television, internet, literature and radio. This type of modeling involves a real or fictional character demonstrating the behaviour. An important factor of Bandura's social learning theory is the emphasis on reciprocal determinism. This notion states that an individual's behaviour is influenced by the environment and characteristics of the person. In other words, a person's behaviour, environment and personal qualities all reciprocally influence one another. Bandura proposed that the modeling process involves several steps:

Attention in order for individual to learn something, they must pay attention to the features of the modeled behaviour;

Retention -humans need to be able to remember details of the behaviour in order to learn and later reproduce the behaviour;

Motivation there must be an incentive or motivation driving the individual's reproduction of the behavior. The results of Bandura's studies provided support for the influence of modeling on learning.

In social learning theory, Bandura states that behaviour is learned from the environment through the process of observational learning. Children observe the people around them behaving in various ways. Individuals that are observed are called models. In society, children are surrounded by many influential models like teachers, parents and peer groups. These models provide examples of masculine and feminine behaviour to observe

and imitate. They pay attention to some of these people (models) and encode their behaviour. At a later time, they may imitate the behaviour they observed. They may do this regardless of whether the behaviour is gender appropriate or not but there are a number of processes that make it more likely that a child will reproduce the behaviour that the society deems appropriate. This theory is relevant to this study because it helps to explain how children in child friendly schools will learn through imitation, attention and motivation from the teachers in the school. To appropriately prepare the child for future education, the teachers in pre-primary schools should endeavour to be good models to the children as the children take them as role models.

### **Socio Cultural Theory by Vygotsky**

Vygotsky is best known for being an educational psychologist with socio cultural theory. It was propounded in 1917. This theory suggests that social interaction leads to continuous systematic changes in children's thoughts and behaviour that can vary greatly from culture to culture. Basically, vygotsky's theory suggests that development depends on interaction with people and the tools that the culture provides to help form their own view of the world. A cultural tool can be passed in three ways from one individual to another. The first one is imitative learning, where the person tries to imitate or copy another. The second way is by instructed learning which involves remembering the instructions of the teacher and then using these instructions to self-regulate. The final is

that cultural tools are passed to others through interactive learning, which involves a group of peers.

Vygotsky's theory combines the social environment and cognition. Children will acquire the ways of thinking and behaving that make up a culture by interacting with a more knowledgeable person. This theory states that social interaction will lead to ongoing learning which involves changes in a child's thoughts and behaviour. The socio cultural theory consists of several elements to help implement it. The four basic principles underlying the Vygotskian theory include-children construct their knowledge, development cannot be separated from its social context; learning can lead to development and language plays a central role in mental development. Vygotsky believed that speech changes with age. He also believed that any pedagogy creates learning which lead to development.

Vygotsky's ideas and theories are often compared to Jean Piaget, especially his cognitive development theory. They had a conflict explaining that development concepts should not be taught until children are in the appropriate developmental stage. Piaget believed that the most important source of cognition is the children themselves but Vygotsky argued that the social environment could help the child's cognitive development. The social environment is an important factor which helps the child culturally adapt to new situations when needed. Both Vygotsky and Piaget had the common goal of finding out how children master ideas and then translate them

into speech. In the present study, the Vygotsky socio cultural theory is relevant since the school environment, which includes the peers, the teacher, the classroom settings and the school physical facilities help to determine the children's learning. In particular, the pre-primary school socio cultural environment plays vital roles in the education of the children as they interact fully with the environment. This call for the need to appraise the pre-primary schools in Egor Local Government Area, Edo State to ascertain the extent to which children's socio cultural environments are provided.

### **Review of Empirical Studies**

**Studies on Early Childhood Education** Many empirical studies have been conducted in the area of early childhood care and Education in and outside Nigeria. Some of the studies reports are presented as follows:

Ibiam (2011) carried out a study to determine the ignored areas militating against the effective actualization of the goals of early childhood education in Ebonyi and Abia States of Nigeria. The study was a descriptive survey. A structured questionnaire developed by the researcher was used for data collection. The population of the study consisted of permanent secretaries and Directors of Education in the Ministries of Education and Teachers in ECE Schools in Ebonyi and Abia states. The instrument was face validated by specialists in Early Childhood Education and Curriculum Studies. Mean and standard deviation were used in data analysis. The results show that there are man

ignored areas militating against the actualization of the objectives of early childhood education among others. Based on the findings, it was recommended among others, that the government should ensure that pre-primary schools meet the minimum standard in terms of teachers. The present study is related to this study in terms of the method of data analysis used because the present study will use the same data analysis.

Also, Ugwu (2011) carried out a study to find out the extent of implementation of the policy on Early Childhood Education. The study employed the survey design and the sample comprised of 96 head teachers randomly selected using simple random sampling technique. The area of study was Isi-Uzo Local Government Area of Enugu State. A 17 Item questionnaire with a reliability index of 0.62, face validated by experts in Childhood Education, Library and Information Science and Education Administration was used for data collection. Mean and standard deviation were used in data analysis. The findings showed that apart from encouraging private individuals' efforts in the provision of pre primary education, the government has not made remarkable strides in childhood education development. It was recommended, among others, that the government and all stakeholders should ensure the effective implementation of the policy by providing all that is needed for the policy to work. The present study will utilize mean and standard deviation in data analysis just as was done in this study being reported. However, only five of the guidelines on the operation of child friendly schools in Egor Local Government Area, Edo State will be examined in this study.

In another study, Ekanem, Essien and Ekanem (2011) investigated play facilities, socio-motor skills development of pre-primary and primary school pupils in Akwa Ibom State. The research design was survey. The population of the study consisted of teachers of nursery two and primary one in 324 public and 185 private schools. A sample of 660 (400 public and 260 private) primary school teachers were used. Questionnaire was used in data collection. The reliability of the instrument was 0.82. Data were analyzed using Pearson product moment correlation. The findings showed that no public school employed play facilities in teaching while the private schools that utilized play facilities lack play space. It was recommended that both private and public schools should employ play facilities and provide play space in teaching/learning. The main difference between the reported study and the present one is that teachers in ECCE schools will be used as the population instead of primary school teachers. This study is related to the present study in terms of the design of the study and method of data analyses but differ because the present study seeks to appraise the implementation of the early childhood curriculum and in terms of the study area.

In another study, Mtakabna and Rao (2009) conducted a study, which examined the relationship between pre-primary educational policy and actual practice in Tanzania. Policies relevant to pre-primary education were analyzed and 15-pre-primary lessons from two urban and two rural schools were videotaped. Three-research questions and three hypotheses guided the study. The study employed a descriptive survey design. Mean and standard deviation were used to analyse the research questions while ANOVA

was used to test the hypotheses at 0.05 level of significance. The result of the study revealed that, although the National Educational Policy specified the same standard for pre-primary education regardless of location, there were considerable differences across schools. Compared to urban classes, rural ones had considerably less space, large group size, less favourable teacher-pupil ratio, fewer instructional resources and less qualified teachers. Teacher professional qualifications appeared to influence the quality of classroom interactions more than the physical setting and resources. This study is related to the present study in terms of the subjects used for the study and in terms of the design of study and method of data collection. Nevertheless, it differs in terms of the location where the study was carried out.

Shim, Hestenes and Cassidy (2004) conducted a study on 'teacher structure and child centre quality in pre-school classrooms'. The study adopted a descriptive survey design and 72 teachers formed the sample for the study. Four research questions guided the study. Mean and standard deviation were used for data analyses. The result of the study showed that co-teacher structure was associated with higher quality childcare and more positive teacher behaviour than a hierarchical two-teacher structure of a single-teacher structure. This study is related to the present study in terms of the design of the study and the subjects used for the study but differs in terms of the purpose of the study and the location where the study was carried out.

Enueme (2004) evaluated the management of primary schools in Delta state using UNICEF recommendations for child friendly Environment. The design of the study was a survey design. The area of the study was Delta state and the population of the study consisted of all the Headmasters and teachers in all the public and private primary schools in Delta State. Multistage sampling procedure was adopted in selecting the sample for the study. Questionnaire was the instrument for data collection and experts in Educational Administration and Educational Measurement and Evaluation validated it. The reliability of the instrument was 0.92. Data collected was analyzed using mean, standard deviation and t-test. The results of the study indicate that facilities like electricity, water, library, medical and games facilities were not available while some that were available were not adequate. Based on these findings, it were recommended that government should endeavour to provide the necessary facilities for ECCE schools. The study is relevant to the present study because it will involve an appraisal of the implementation of early childhood care and Education programme in schools in Egor Local Government Area Edo State based on the UNICEF guidelines. Similar methods of data analysis will be adopted in the present study. Studies on School Location Some empirical studies have been documented on the influence of school location on environment, interest and attitudes of respondents on one issue or the other. In this section, some studies on the influence of school location on teachers classroom activities and/or early childhood education programme implementation are reported.

Temple (2009) conducted a study on rural gaps in participation in early childhood education. The study was carried out in Tanzania and the population of the study was 72 teachers in early childhood schools. Four research questions and four hypotheses guided the study. Researcher developed instrument was used to collect data. Mean and standard deviation as well as percentages were used in data analysis. The result of the study showed that rural children are less likely to participate in early childhood education programme than those in urban locations. The study concluded by recommending that both federal and state government should help to control and financial early childhood schools. This study is related to the present study because school location is a variable in the study but defers in terms of the purpose of the study and location where the study was carried out. Similarly, Akiri and Ugborugbo (2009) conducted a study to determine the influence of school location on teacher's effectiveness in pre-primary schools-in Delta state. Three research questions and two hypotheses guided the study. The design of the study was a descriptive survey. The population of the study was 511 pre-primary school teachers and the sample size of the study comprised of 234 teachers drawn using proportionate sampling techniques. Academic records of pupils per teacher were analyzed. A researcher-developed questionnaire was also used to collect data from the respondents. The analyses tools used were mean, standard deviation. The result of the study showed that school location had significant influence on the teachers classroom activities in pre-primary schools. In the present study, the teachers' rating of the obstacles militating against the actualization of early childhood education programme

in Egor Local Government Area in Edo State will be investigated. In so, doing the influence of school location will be considered. Studies on Teacher Qualification

Owolabi and Olugbenga (2012) examined the effect of teacher's qualification on the performance of Senior Secondary School students in Physics. The purpose was to determine whether the status of the teacher has any impact on the performance of the students in Physics. The survey type of descriptive research design was adopted. The sample for the study consisted of 100 Senior Secondary Schools Physics students in Ekiti State and the teachers that prepared and presented the students in each school for 2009/2010 West African School Certificate Examination. The year's result summary for each school was collated with the bio-data of their respective Physics teachers. Four hypotheses were postulated and tested at 0.05 significance level. The data collated were analysed using inferential statistics. The results revealed that students taught by teachers with higher qualifications performed better than those taught by teachers with lower qualifications. The result of the study also showed that students performed better in physics when taught by professional teachers. The result also showed that teacher's gender has no effect on their ability to impart knowledge on the students, much as he/she is a skilled teacher in that field of study. However, the experience of the teacher is significant at influencing the students' academic performance in Physics. Based on the findings, it was recommended that experienced teachers with professional qualifications in higher level should teach Physics at the certificate class. This study is related to the present study because the study determined the influence teacher qualification has

on students performance, but differs because the present study want to find out the extent to which qualification of teachers helps in the implementation of early childhood education in schools.

### **Summary of Related Literature**

The review was conducted under conceptual framework, theoretical framework, and related empirical studies. In the conceptual framework, the concepts of early childhood, early childhood education, objectives and philosophy of early childhood education, and challenges of early childhood education were highlighted. The literature showed that early childhood refers to the pre-school years, which occur between 0 to 5 years of age. Early childhood education is regarded as education provided in institution to children of age 0 to 5 years prior to their entering into formal primary schools. One of the objectives is the preparation of the child for primary education studies. Some challenges to early childhood education programme in Nigeria were examined from literature and some of the major challenges reported in literature were lack of adequate control, finance and supervision of the early childhood education institutions.

The theoretical framework highlighted two theories related to early childhood education. They are the social learning theory by Albert Bandura and Lev Vygotsky's learning theory. The social learning theory by Bandura explained that children learn through imitation, attention and motivation from the teachers in the school. On the other hand, Lev Vygotsky's theory combines the social environment and cognition, that is, an

interaction between the learner and the society. The empirical review of literature highlighted some earlier findings on childhood education in Nigeria and beyond. In addition, the influence of school location on results of studies on early childhood education was reported.

From the literature reviewed, it was found out that there are still some unresolved issues concerning the implementation of the early childhood education programme in Nigeria. Also the issue of teacher qualification and location as it concerns the implementation of the early childhood programme has been inconclusive from the studies reviewed. In all, it appeared that studies are still inadequate concerning appraisal of early childhood education programme in some states in Nigeria, Egor Local Government Area Edo State inclusive. In particular, inadequate studies seem to have been conducted in Egor Local Government Edo State, notwithstanding the proliferation of early childhood education schools in all nooks and crannies of the state. It was this gap that the present study intended to fill.

## **CHAPTER THREE**

### **RESEARCH METHOD**

This chapter presents the procedures that guided the conduct of this research, which includes

- Research Design
- Population of the Study
- Sample Size and Sampling Techniques
- Research Instrument
- Validity of the Instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Data Analysis.

#### **Research Design**

The study adopted a descriptive survey research design. According to Nworgu (2006), a descriptive research design is the type of design that aims at collecting data on and describing the data in a systematic manner the characteristics, features or facts about a given population. The design is considered appropriate for this study because it allows the collection of data to appraise the extent of implementation of ECCE in Egor Local

Government Area. In addition, the design is appropriate for the study because it makes generalization of research result possible.

### **Population of Study**

The population of study in Egor Local Government Area regarding early childhood education would focus on children aged 0-9 years. According to the 2006 census, this age group had a population of approximately 81,296 in Egor Local Government Area.

Source: Nigeria's National Population Commission (2006 census data).

### **Sample and Sampling Techniques**

A study on early childhood education in Egor Local Government, Edo State, would ideally include both male and female participants. Sample sizes vary, but calculations consider factors like confidence level, margin of error, and population variability. Examples of sample sizes include 327 participants, 70 participants per group, and 385-550 participants.

### **Research Instrument**

This study was checklist and structured questionnaire titled an Appraisal of Early Childhood Education Programme Implementation Questionnaire (AECEPIQ). The researcher based on the research questions developed the instrument. The checklist is made up of two clusters in line with research questions 1 and 2 while the questionnaire is structured to answer research questions 3-5. The items on the questionnaire were

structured on four point rating scale. The response options are: Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE) and are assigned numerical values of 4, 3., 2,and 1 respectively. The limits for the response category were 3.50- 4.00 for VHE, 2.50-3.49 for HE, 1.50 - 2.49 for LE and 0.0 -1.49 for VLE.

### **Validation of the Instrument**

The research instrument (questionnaire) was submitted to the project supervisor and two lecturers in Early childhood Education, all in Faculty of Education for validation before approval for distribution, ensuring it measures what it's expected to measure.

### **Reliability of Instrument**

In order to determine the reliability of the instrument, a split half method was carried out. The reliability coefficient of the method was a measure of internal consistency on the degree of reliability among items. The questionnaire was divided into two parts with the odd number items separated from the even number.

### **Method of Data Collection**

The questionnaire was administered to the respondents by the researcher with the help of research assistants who were briefed by the researcher on what is required of them in the study; distribution and collection of the copies of the questionnaire from the respondent. The instruments was administered to the respondent and collected on the spot.

### **Method of Data Analysis**

The data collected from the respondents were analyzed using percentage for research questions 1 and 2. The items that are not readily seen in the schools were considered not available while those that are seen are considered available. Mean and standard deviation were used to answer research questions 3-5. Also, t test statistics was used to test the hypotheses at 0.05 level of significance. A benchmark of 2.50 was set for decision rule. Therefore, any item mean found to be 2.50 and above were considered as satisfactory.

## CHAPTER FOUR

This chapter was presented according to the research questions and the hypotheses that guided the study.

**Research Question One:** To what extent are qualified teachers provided for ECCE programme in early child care education schools in Egor Local Government Area Edo state?

**Table 1:** Percentage analysis of the provision of qualified teachers for ECCE Programme

Location	No. of School	Grade II Certificate	NCE	Degree	PGDE	M.Ed	Teacher
Urban	421	0	72(17.1%)	318(75.5)	17(4%)	8(1.9%)	6(1.4)
Rural	186	0	50(26.9%)	132(71%)	3(1.6%)	1(1.1%)	0

Table 1 shows the percentages of qualified teachers of ECCE programme in Egor Local Government Area Edo State. It shows that there are 421 ECCE Teachers in urban primary schools in Egor Local Government Area Edo State out of which 17.1% have grade II certificate, 75.5% have NCE certificate, 4% have degree certificate, 1.9% have PGDE certificate, 1.4% have M.Ed certificate. Also, there are 186 ECCE teachers in rural primary schools in Egor Local Government Area Edo State out of which 26.9% have grade II certificate, 71% have NCE, 1.6% have degree certificate, 0.1% have PGDE certificate. This implies that majority of the ECCE teachers in both rural and

urban schools are teachers that have NCE certificate. This information was gathered using an observational checklist.

**Research Question Two:** To what extent are ECCE programme established in rural and urban in early child care education schools in Egor Local Government Area Edo state?

**Table 2:** Percentage analysis of the Establishment ECCE Programme in rural and urban primary schools

Location	No. of public Primary schools	No ECCE Established
Urban	1320	421
Rural	1070	86

Percentage of ECCE Established in primary schools

31.9

8.0

Tables 2 shows that there are a total of 2390 primary schools in Egor Local Government Edo State out of which 1320 are located in the urban area while 1070 are located in the rural area. 421 schools representing 31.9% have ECCE programme while 86 of the schools representing 8% have ECCE programme. This implies that the number of established ECCE programme in the rural schools is small.

**Research Question Three:** To what extent are equipment provided for ECCE programme in Early child care education schools in Egor Local Government Area Edo State?

**Table 3:** Mean and Standard deviations of the responses of teachers in urban and rural primary schools on the provision of equipment for ECCE Programme

Location	N	Mean	Std. Deviation	Decision
Urban	401	2.36	1.30	Low
Item Statement				
1. The centre have recommended textbooks				
Rural	216	1.91	1.21	
Extent				
Low				
Extent				
Urban	401	2.4	1.18	Low
2. There are enough Computers for use in the classes				
Rural	216	1.75	1.01	
Low				
Extent				
Extent				
3. There are television in all the classes				
Urban	401	2.12	1.15	
Low				
Extent				
Low Extent Low Extent Low Extent Low Extent Low Extent High Extent Low Extent				
Low Extent Low Extent Low Extent Low Extent Low Extent Low Extent Low Extent				

Low Extent Low Extent Low Extent High Extent Low Extent Low Extent Low Extent  
 Low Extent Low Extent

The analysis of data in Table 3 shows the mean and standard deviation of the responses of the both urban and rural teachers to items 1 to 13. It shows that all the items except 6 and 12 indicate that equipment to low extent are being provided for ECCE programme as perceived by urban and rural teachers. For items 6 and 12, urban teachers agreed that such equipment are provided to a high extent while the rural teachers perceived the provision of such equipment to be of low extent. However, the overall mean responses of urban teachers and rural teachers which are 2.35 and 1.96 respectively indicate that equipment to a low extent are provided for the ECCE programme in Egor Local Government Area Edo State. Research **Question Four:** To what extent is standard curriculum available for ECCE programme in early child care education schools in Egor Local Government Area Edo State?

**Table 4:** Mean and Standard deviations of the responses of teachers in urban and rural primary schools on the availability of standard curriculum for ECCE Programme

Location	N	Mean	Std.	Decision on Deviation
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Item Statement

4. Government approved curriculum is used for teaching in the school

Urban	401	2.49	1.00	Low Extent
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Rural	216	2.51	.96	High Extent
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5. Curriculum developed by UNICEF used for teaching in the school

Rural 216 2.68 1.03 High Extent

Urban 401 2.62 1.07 High Extent

6. Curriculum developed by the researcher is used by the class teacher

Rural 216 2.74 .99 High Extent

Urban 401 2.72 1.05 High extent

7. Children are allowed to participate in the classroom activities child centred curriculum

Urban 401 1.95 1.14 Low Extent

Rural 216 2.44 1.23 Low Extent

8. Medium of instruction is purely mother tongue

Urban 401 1.85 1.15 Low Extent

Rural 216 2.42 1.15 Low Extent

9. Teaching of numeracy and literacy skill is included in the curriculum

Urban 401 2.21 1.15 Low Extent

Rural 216 2.31 1.18 Low Extent

10. The method of instruction is strictly play way method

Urban 401 1.64 .99 Low Extent

Rural 216 2.56 1.22 High Extent

11. Teachers use lecture method to teach in the centre

Urban 401 2.32 1.27 Low Extent

Rural 216 2.21 1.20 Low Extent

12. Teacher centred curriculum is used in the centre

Urban 401 1.81 1.09 Low Extent

Rural 216 2.21 .96 Low Extent

13. Acquisition of team spirit and cooperative learning is encouraged in the centre

Urban 401 216 2.22 2.68 1.07

Rural 1.03 Low Extent High Extent

14. Inculcation of good health habit is included in the

Urban 401 1.75 1.05 Low Extent curriculum

Rural 216 1.74 .99 Low Extent

15. Inculcation of social norm is one of the subjects in the curriculum

Urban 401 1.81 1.05 Low Extent

Rural 216 2.06 1.04 Low Extent

16. There is room for game and sport in the curriculum

Urban 401 2.18 1.12 Low Extent

Rural 216 2.53 1.19 High Extent

17. The time frame for subjects is 25 - 30 minutes

Urban 401 2.94 1.06 High Extent

Rural 216 2.79 1.09 High Extent

Overall Mean

Urban 401 2.44 .62 Low Extent

Rural 216 2.24 .59 Low Extent

Table 4 shows the means and standard deviations of the responses of teachers in urban and rural primary schools in Egor Local Government Area Edo State. The analysis shows that the mean responses of the teachers to some of the items are above 2.50 while some are below 2.50 indicating that there is a high extent and as well as low extent of the availability of standard curriculum for ECCE Programme in Egor Local Government Area Edo State. However, the overall mean responses of 2.44 and 2.24 for the teachers in urban and rural schools respectively indicate that there is a low extent of availability of standard curriculum for ECCE programme in Egor Local Government area Edo State.

**Research Question Five:** To what extent are ECCE programmes supervised in Early child care education schools in Egor Local Government Area Edo state?

**Table 5:** Mean and Standard deviations of the responses of teachers in urban and rural primary schools on the supervision of ECCE Programme

Location	No	Mean	Std.	Decision on Deviation
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18. The Federal Ministry supervises and monitors the school biannually

Urban	401	2.18	1.09	Low Extent
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Rural	216	2.00	1.04	Low Extent
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19. The state UBEB visits the schools quarterly

Urban	401	2.16	1.71	Low Extent
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Rural	237	1.05	.94	Low Extent
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20. The Local Government education authority supervisors visits the school monthly

Urban	401	2.24	1.00	Low Extent
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Rural 216 2.33 .93 Low Extent

21. The head teacher supervises and monitors the school activities internally

Urban 401 216 2.24 Low Extent

Rural 3.06 1.01 1.09 High Extent

22. The teachers submit their lesson notes to the head teachers every day

Urban 401 2.02 1.04 Low Extent

Rural 216 2.09 1.00 Low Extent

23. The teachers submit their lesson notes weekly

Urban 401 216 2.16 Low Extent

Rural 1.79 2.30 1.13 Low Extent

24. The teachers sign the time book in the morning and in the afternoon

Urban 401 2.45 1.16 Low Extent

Rural 216 1.51 1.19 Low Extent

25. The Patent Teachers Association monitors and supervises the activities in the school

Urban 401 2.06 1.07 Low Extent

Rural 216 1.85 1.05 Low Extent

26. Parents visits the schools regularly

Rural 216 2.92 .985 High Extent

Urban 401 3.10 1.08 High Extent

27. There are other education-bodies that supervises the school

Rural 216 3.27 .94 High Extent

Urban 401 2.01 .61 Low Extent

Overall Mean

Rural 216 1.99 .53 Low Extent

Analysis of data in Table 5 reveals that there is low as well as high extent of the supervision of ECCE programme in Egor Local Government Area Edo State. This is evident in the responses of the teachers in urban and rural primary schools to the items which imply that their mean responses to some of the items are above 2.50 bench mark meanwhile they are less than 2.50 bench mark in some of the items. Besides, the overall mean responses of 2.01 and 1.99 for teachers in urban and rural schools respectively indicate that there is a low extent of supervision of ECCE programme in Egor Local Government Area Edo State

HO,: There is no significant difference in the mean ratings of teachers on the extent of provision of infrastructures and equipment in ECCE programmes in early childcare education schools in Egor Local Government Area Edo State

**Table 6:** t-test analysis of the mean responses of teachers in urban and rural schools with respect to provision of infrastructures and equipment in ECCE programmes

Number	Mean	Std. Deviation	Df	t-cal	Sig. (2-tailed)
Location					
Urban 401	2.3489	.70444			
Rural 216	1.9583	.63088	615	6.810	.000

Table 6 shows that the probability associated with the calculated value oft (6.810) for the extent of provision of infrastructure and equipment is 0.000. Since the probability value of 0.000 is less than the 0.05 level of significance, the null hypothesis was rejected. Hence, there is a significant difference in the mean ratings of teachers on the extent of provision of infrastructure and equipment in ECCE programmes in early childcare education schools in Egor Local Government Area Edo State in favour of the teachers in urban schools.

HO: There is no significant difference in the mean ratings of teachers on the extent of availability of standard curriculum in ECCE programmes in early childcare education schools in Egor Local Government Area Edo State.

**Table 7:** t-test analysis of the mean responses of teachers in urban and rural schools with respect to the availability of standard curriculum in ECCE programmes

Number	Mean	Std. Deviation	Df	t-cal	Sig.
(2-tailed)					
Location					
Urban 401	2.7476	.62048			
Rural 216	2.7467	.59354	615	.017	.986

The analysis of data in Table 7 reveals that the calculated value oft (.017) for teachers' responses to the availability of standard curriculum in ECCE programmes has a probability value of 0.986. For the fact that the probability value is greater than the 0.05 level of significance, the null hypothesis was accepted meaning that there is no

significant difference in the mean rating of teachers on the extent of availability of standard curriculum in ECCE programmes in early childcare education schools in Egor Local Government Area Edo State.

HO,: There is no significant difference in the mean rating of teachers on the extent of supervision of ECCE programme in early childcare education schools in Egor Local Government Area Edo State.

**Table 8:** t-test analysis of the mean responses of teachers in urban and rural schools with respect to the supervision of ECCE programmes

Number	Mean	Std. Deviation	Df	t-cal	Sig.
(2-tailed)					
Location					
Urban 401	3.0168	.61339			
Rural 216	2.9920	.53555	615	500	.61

Table 8 shows that the probability associated with the calculated value of t (.500) for teachers responses to the supervision ECCE programme is 0.617. Since the probability value is greater than 0.05 level of significance, the null hypothesis was accepted. Thus there is no significant difference in the mean rating of teachers on the extent of supervision of ECCE programme in early childcare education schools in Egor Local Government Edo State.

## **Discussion of Findings**

The following were found from the analysis of data;

- Majority of the ECCE teachers in both rural and urban schools are teachers that have NCE certificate.
- The number of established ECCE programme in rural primary schools in Egor Local Government Area Edo State is small compared to the primary schools in urban area.
- Equipment for ECCE programme in Egor Local Government Area In Edo State to a low extent are being provided. Further analysis shows that there is a significant difference in the mean ratings of teachers on the extent of provision of infrastructure and equipment in ECCE programmes in early childcare education schools in Egor Local Government Area Edo State in favour of the teachers in urban schools.
- There is a low extent of availability of standard curriculum for ECCE programme in Egor Local Government Area Edo State. It was further observed that there is no significant difference in the mean ratings of teachers on the extent of availability of standard curriculum in ECCE programmes in early childcare education schools in Egor Local Government Area Edo State.
- There is a low extent of supervision of ECCE programme in Egor Local Government Area Edo State.

Besides, there is no significant difference in the mean ratings of teachers on the extent of supervision of ECCE programme in early childcare education schools in Egor Local Government Area Edo State.

## CHAPTER FIVE

### SUMMARY, CONCLUSION, RECOMMENDATIONS

#### Summary

The study was designed to appraise the implementation of early childhood education programme in Egor Local Government Area Edo State. To carry out the study, five research questions were posed while three null hypotheses were formulated. The study adopted a survey research design. However, a study on assessing the utilization of instructional materials among early childhood teachers in the area sampled 100 teachers from 25 randomly selected primary schools. This suggests that there are at least 100 early childhood education teachers in those schools. The sample size of the study was all the 100 early childhood education programme teachers in all the primary ECEP in Egor Local Government Area Edo State. The instruments for data collection in this study were checklist and structured questionnaire titled an Appraisal of Early Childhood Education Programme implementation Questionnaire (AECEPIQ). Data collected were analysed using percentage, mean, standard deviation and independent samples t-test. At the cause of data analysis, the following were found;

- Majority of the ECCE teachers in both rural and urban schools are teachers that have NCE certificate.

- The number of established ECCE programme in rural primary schools in Egor Local Government Area Edo State is small compared to the primary schools in urban area.
- Equipment for ECCE programme in Egor Local Government Area Edo State to a low extent are being provided. Further analysis shows that there is a significant difference in the mean ratings of teachers on the extent of provision of infrastructure and equipment in ECCE programmes in early childcare education schools in Egor Local Government Area Edo State in favour of the teachers in urban schools.
- There is a low extent of availability of standard curriculum for ECCE programme in Egor Local Government Area Edo State. It was further observed that there is no significant difference in the mean ratings of teachers on the extent of availability of standard curriculum in ECCE programmes in early childcare education schools in Egor Local Government Area Edo State.
- There is a low extent of supervision of ECCE programme in Egor Local Government Area Edo State.

Besides, there is no significant difference in the mean ratings of teachers on the extent of supervision of ECCE programme in early childcare education schools in Egor Local Government Area Edo State.

Based on the findings of the study, conclusions were made. Some recommendations were proffered.

### **Conclusion**

From the findings of the study, the following conclusions were drawn; most of the primary schools that have ECCE programme have more of unqualified teachers than the qualified ones. This is evident in that the majority of the teachers are NCE graduates. ECCE programme has not been adequately established in rural primary schools in Egor Local Government Area Edo State. Provision of necessary equipment for the ECCE programme is grossly inadequate. Similarly standard curriculum for the running of ECCE programme has not been adequately provided. Adequate supervision of the programme in Egor Local Government Area Edo State has not been put in place.

### **Recommendations**

Based on the findings of the study, the following recommendations were made;

- Government should ensure adequate establishment of ECCE programme in both urban and rural primary schools especially in rural area.
- Recruitment of qualified teachers for ECCE programme should be embarked on by the appropriate authority in order to give the children quality education.
- Government as well as other well meaning Nigerians should assist in adequate provision of equipment for running ECCE programme.

- The curriculum planners should expedite actions to ensure the usage of standard curriculum for ECCE programme.
- Adequate supervision of ECCE programme should be enforced

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**APPENDIX**  
**DEPARTMENT OF EDUCATIONAL FOUNDATIONS**  
**FACULTY OF EDUCATION**  
**UNIVERSITY OF BENIN, BENIN CITY**  
**APPRAISAL OF EARLY CHILDREN EDUCATION PROGRAMME**  
**IMPLEMENTATION IN EGOR LOCAL GOVERNMENT AREA IN EDO STATE**

Dear Respondent,

This questionnaire is designed to assist the researcher in examining the relationship between parenting styles and deviant behaviours among primary school pupils. The results of this survey will be used only for academics purposes. You are therefore, requested to supply sincere answers to the questions as they apply to you. Your name is not needed to avoid bias of the information supplied and to ensure utmost confidence.

Thanks and God bless you.

Yours sincerely

**Jennifer Aisosa ERHABOR**

The researcher

## QUESTIONNAIRE ON APPRAISAL OF EARLY CHILDHOOD EDUCATION PROGRAMME ECEP IMPLEMENTATION

### Section A. Checklist

Please tick (✓) in the box on the options that are appropriate to you

1. Your school location: Rural [  ] Urban [  ]

2. Gender: Male [  ] Female [  ]

3. Educational Qualification

WASC/GCE/NECO or equivalent [  ] Teachers grade II certificate [  ]

NCE [  ]

M.Ed/M.Sc [  ]

BSc/ B.ED [  ]

PhD [  ]

**Section B:** Questionnaire. Please tick for the options below as it is appropriate to you.

Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE)

**Cluster A:** Extent of provision of infrastructures in ECCE schools

S/N	ITEMS	VHE	HE	LE	VLE
1.	The centre have recommended textbooks				
2.	There are enough Computers for use in the classes				
3.	There are television in all the classes				
4.	There are child size chairs in all the classes for				

	the pupils to seat				
5.	There is provision of round table for four children in the classes				
6.	There play materials like balls, toys, counters in all the classes				
7.	There are outdoor play materials like slides, merry go round in the school				
8.	There are teachers tables and chairs in all the classes				
9.	Mats and mattresses are in all the classes				
10.	There are movable boards in the classes				
11.	There are toilet facilities in all the classes				
12.	There are standard first aid boxes in all the classes				
13.	Portable drinking water is available in the school				

**Cluster B:** Extent of availability of standard curriculum

S/N	ITEMS	VHE	HE	LE	VLE
14.	Government approved curriculum is used for teaching in the school				
15.	Curriculum developed by UNICEF used for teaching in the school				
16.	Curriculum developed by the researcher is used by the class teacher				
17.	Children are allowed to participate in the classroom activities (child centred curriculum)				
18.	Medium of instruction is purely mother tongue				
19.	Teaching of numeracy and literacy skill is included in the curriculum				
20.	The method of instruction is strictly play way method				
21.	Teachers use lecture method to teach in the centre				
22.	Teacher centred curriculum is used in the centre				
23.	Acquisition of team spirit and cooperative learning is encouraged in the centre				
24.	Inculcation of good health habit is included in				

	the curriculum				
25.	Inculcation of social norm is one of the subjects in the curriculum				
26.	There is room for game and sport in the curriculum				
27.	The time frame for subjects is 25 - 30 minutes				

**Cluster C:** Extent of monitoring and supervision in ECCE schools

S/N	ITEMS	VHE	HE	LE	VLE
28.	The Federal Ministry supervises and monitors the school biannually				
29.	The state UBEB visits the schools quarterly				
30.	The Local Government Education Authority supervisors visits the school monthly				
31.	The head teacher supervises and monitors the school activities internally				
32.	The teachers submit their lesson notes to the head teachers every day				
33.	The teachers submit their lesson notes weekly				

34.	The teachers sign the time book in the morning and in the afternoon				
35.	The Patent Teachers Association monitors and supervises the activities in the school				
36.	Parents visits the schools regularly				