

**ASSESSMENT OF THE IMPLEMENTATION OF EARLY CHILDHOOD CARE
DEVELOPMENT EDUCATION IN PLATEAU STATE, NIGERIA**

BY

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SEPTEMBER, 2018

DECLARATION

I hereby declare that the work in the dissertation entitled “Assessment of the implementation of Early Childhood Care Development Education in Plateau State, Nigeria” has been carried out by me in the Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this dissertation was previously presented for another degree or diploma at this or any other Institution.

Joyce John AKWENGs

Date

CERTIFICATION

This dissertation entitled ASSESSMENT OF THE IMPLEMENTATION OF EARLY CHILDHOOD CARE DEVELOPMENT EDUCATION IN PLATEAU STATE, NIGERIA by JOYCE JOHN AKWENGs meets the regulations governing the award of the degree of Master in Education (Curriculum and Instruction) of the Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This research work is dedicated to my son, Lapyil Vikang Dashe, you went through so much discomfort for the sake of my study. Thanks for cooperating with mummy, may God bless you.

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ABSTRACT

This study assessed the implementation of Early Childhood Care Development Education in Plateau State, Nigeria. The study was carried out with four objectives among which are to: determine the instructional materials available for the implementation of early childhood care development education in Plateau state, Nigeria; and assess the extent to which the content of early childhood care development education is being implemented in Early Childhood Care Development Education Centres in Plateau state. Likewise, four corresponding research questions were raised and answered while four null hypotheses were formulated and tested in the study. The study employed survey research design. The population of the study comprised the total of 81 head teachers and 853 teachers which gives the total population of 934 in all the public early childhood education centres in Jos South. The sample size of the study was 278 comprising of 20 head teachers and 258 teachers from 20 public early childhood education centres in Jos South, selected using random sampling technique. A structured questionnaire titled ‘Assessment of the Implementation of Early Childhood Care Development Education Questionnaire (AIECCDEQ)’ was used to collect data in the study. The instrument was validated by Experts in curriculum, measurement and evaluation, English and Statistics departments and later subjected to pilot test which showed the reliability of 0.79 using Cronbach alpha technique. Data collected through the administration of questionnaire was used to answer the research questions and test the hypotheses stated. The frequency, percentages, mean and standard deviation was used at descriptive level, while Chi-square was used at inferential level to test the null hypotheses at 5% alpha level of significance. Findings revealed among others that instructional materials like charts, television, computer, toys, and story books among others are not available for the implementation of early childhood care development education in Plateau state. In addition, to a great extent the content of early childhood care development education is being implemented in early childhood care development education centres in Plateau state. In view of the finding from this study, recommendations were made among others that Plateau state government should ensure that appropriate instructional materials like charts, television, computer, toys, story books among others are adequately provided for the implementation of early childhood care development education in Plateau state. Also, workshops and seminars should be organized for the teachers on the effective coverage of the content of early childhood care development education in Plateau State.

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LIST OF ABBREVIATIONS

CMS	:	Church Mission Society
ECCDE	:	Early Childhood Care Development Education.
ESSPIN	:	Education Sector Support Programme in Nigeria
FGN	:	Federal Government of Nigeria.
KDIs	:	Key Developmental Indicators
LGEA	:	Local Government Education Authority.
NCCA	:	National Council for Curriculum and Assessment
NCE	:	Nigeria Certificate in Education.
NCE	:	National Council on Education.
NERDC	:	Nigerian Educational Research Development Council.
NPE	:	National Policy on Education.
NTI	:	National Teachers' Institute
NUC	:	National Universities Commission
PTA	:	Parents Teachers Association
RCM	:	Roman Catholic Mission
UNESCO	:	United Nations Educational, Scientific and cultural Organization
UNICEF	:	United Nations International Children's Emergency Fund.
UPE	:	Universal Primary Education

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education is the vital instrument for social and economic mobility at the personal level and an instrument for transformation of society at the national level. Nigeria considers education as an instrument per excellence for effective national development. This belief is incorporated into the philosophy of education, which is reflected and emphasized in the objectives at each level of the Nigerian educational system. Early childhood care development education is the first level of education a child attends before the primary school level. It is the first step of introducing the child to formal education apart from the home being the first agent of socialization and is very vital in moulding the character of an individual. The years before a child reaches kindergarten are among the most critical in their lives to influence learning.

Educating a child is very important. It is very important to recognize that high quality education early in life gives children the best start. For young children, care and education cannot be separated. Young children learn through play and learn best when receiving quality care. MacEwan (2013), opined that a child who develops well physically, mentally, socially and emotionally during early years will be more likely to be a good and productive member of the society. The National Policy on Education (2013) section two recognizes the fact that formal education of a child apparently starts from about the age of 3 years, hence the prescriptions on pre- primary education as contained in the policy document. The official recognition given to pre-primary education in the national policy on education is based on sound philosophies, goals, quality education, effective curriculum as well as conducive learning environment. This improvement with increasing exposure to Global International Organisations and contact with

United Nations International Children's Emergency Fund (UNICEF), United Nations Educational, Scientific, and Cultural Organization(UNESCO). The United Nations declaration on human rights broadens the perception of Nigerians about children education and their needs. These contacts resulted in a new and improved realization of the relevance of early childhood care development education as the potential need for societal development. Nigeria intervention in early years learning and development is firmly rooted in the national philosophy on education which is premised on the development of the individual into a sound and effective citizen as well as the need for educational opportunities to all Nigerian children irrespective of their background. Between the ages of 3-5 years a child forms important concepts about himself, the people around him the world. This is a critical stage in a child's life because early concepts have very strong influence all through later life. Therefore, many pre-primary schools aim at helping the children developed physically, emotionally, intellectually, and socially.

Pre-primary education has become a popular and acceptable means of supplementing a child's home education and offering alternative child care arrangements for working parents. Early childhood care development education has been understood by educationist to be of tremendous importance to early childhood years, in laying foundation for subsequent learning MacEwan (2013). It is important as future learning depends on the satisfaction and successes achieved in these early years. These early years of children are rapid period of development in cognitive, affective and psychomotor, therefore these years must be well moulded to challenge the years ahead. Pre-primary institutions are places where children are first introduced to formal education and experiences which are quite different from the ones acquired at their various homes, as a result of the nursery centres with broader and more complex environment comprising of wider range of adults, peer groups and school facilities.

Early childhood care development education according to the National Policy on Education (2013), is the education provided in an educational institution to children prior to their entering the primary school which includes the crèche, nursery and kindergarten. The responsibilities of the government in pre- primary education shall be to promote the training of qualified teachers in adequate numbers, contribute to the development of suitable curriculum, quality assurance and control quality of its teachers and the improvement of early childhood care development education centres. This is because the early years of a child are the most crucial and basic to any other educational systems. They influence how the rest of childhood and adolescence unfold. The National Policy on Education(2013) recognized early childhood care development education as the instrument geared towards self-realization, better human relationship, individual and national efficiency, national consciousness, national unity as well as towards social, cultural, economic and technological progress.

Education in Nigeria is generally facing problems that cut across all aspects of its realization in which early childhood care development education is not an exception. Hence, Dare, (2006), stated that; early childhood care development education in Nigeria is saddled with numerous problems, which includes; inadequate quality assurance, inadequate funding, inadequate teaching and learning facilities. It is noted with dismay that while the National Policy on Education (2013) specified the guidelines for operating pre-primary education in Nigeria, it did not state the care and support requirements for children aged 0-2 years. This is a gap that has left the operation of early childhood care development education more in the hands of private operators without adequate guidelines or standard.

Education is an indisputable requisite for improving the social and economic conditions and early childhood care development education plays a crucial role in this context. As such, the

Federal Republic of Nigeria recognized the importance of early childhood care development education in Nigeria, National Policy on Education (2013), spelt out the following objectives of early childhood care development education as follows; effect a smooth transition from home to the school, prepare the child for the primary education, provide adequate care and supervision for the children while their parents are at work, inculcate in the child the spirit of inquiry and creativity through the exploration of nature, the environment ,art, music and playing with toys, 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 through play. To realize these lofty objectives, Okewole, Iluezi and Osinowo (2015), noted that early childhood care development education curriculum was designed along the aforementioned objectives by Nigerian Educational Research Development Council (NERDC) and recommended for use for all early childhood centres. However, it should be noted that private individuals and private organizations have been officially licensed to provide early childhood control and assurance in the system. recent, government especially at the state level has embarked on establishing early childhood care development education centres in every public school, not much had been known about this gesture (Olaleye, Florence & Omatayo, 2009). Early childhood education has been suffering in the hands of unqualified and inexperienced teachers resulting to children receiving ineffective education and adequate care, which is bound to affect their eventual growth and intellectual development.

1.2 Statement of the Problem

Early childhood care development education is an asset of great value and has been designed to enhance the quality of children live globally. As part of the efforts towards improving the quality of life of the Nigerian children, besides incorporating early childhood care development

education in the FRN (2013), a comprehensive early childhood care development education curriculum was designed for implementation to equip the children with the desired skills needed for effective primary education and social life.

Early childhood care development education is the foundation for other educational levels in Nigeria, but seems neglected especially in the area of qualified manpower, instructional materials, creating a warm and nurturing environment in the early childhood care and development education centres, provide a supportive classroom climate and so forth. This negligence seems to be costly to the effective implementation of Early Childhood Care Development Education programme.

There is no doubt that the implementation of Early Childhood Care Development Education requires the collaborative effort of all stakeholders, including the government, parents/guardians, and school authorities. While the government is expected to provide necessary teaching and learning resources, the availability of relevant age-grade involvement in pre-school education in the country.

Considering the volatility of Early Childhood Care Development Education, knowing that the products of the educational system of the country is largely tied to the effectiveness of pre-school education, the need for more coordination cannot be emphasized. The National Policy on Education (FRN, 2013), document defined the roles of all stakeholders to ensure hitch-free implementation of Early Childhood Care Development Education.

It is saddening to note that since the production, approval and launching of National Policy on Education for Early Childhood Care Development Education in 2007, no noticeable intervention has been recorded. The impact of national, state, and local consultative and coordinating

committees as spelt out in the policy is yet to be felt. This is because one of the key initiatives spelt out in the report of the education sector of the National Technical working group for Nigerian vision 20:20:20 programme for achieving the objectives of Early Childhood Care Development Education is the training of teachers and care-givers which are not even aware of Early Childhood Care Development Education programme in Nigerian colleges of Education (Usman, 2009).

However, studies have shown that head-teachers, teachers and care-givers have not been properly and adequately trained on the implementation of the curriculum and most of the available care-givers are not even qualified to be so called as they are improvised from clerks and cleaners. This among other problems prompted the present study which attempted to assess the implementation of Early Childhood Care Development Education in Plateau State, Nigeria.

1.3 Objectives of the Study

The study sought to:

1. determine the instructional materials available for the implementation of early childhood care development education in plateau state, Nigeria;
2. assess the extent to which the content of early childhood care development education is being implemented in Early Childhood Care Development Education Centres in plateau state;
3. ascertain the level of teaching staff recruited for the implementation of early childhood care development education in Plateau state; and
4. identify the techniques used for the implementation of curriculum in achieving the goals of early childhood care development education in Plateau state.

1.4 Research Questions

The following questions were put forward to guide the conduct of the study:

1. to what extent are the instructional materials available for the implementation of early childhood care development education in plateau state?
2. in which way is the content of early childhood care development education being implemented in early childhood care development education centres in Plateau state?
3. what is the level of teaching staff recruitment in the implementation of early childhood care development education in plateau state?
4. what are the techniques used for the implementation of curriculum in achieving the goals of early childhood care development education in Plateau state?

1.5 Hypotheses

The following null hypotheses were tested in this study:

H₀₁: There is no significant difference in the opinions of the respondents on the instructional materials available for early childhood care development education implementation in Plateau state.

H₀₂: There is no significant difference in the opinions of the respondents on the extent to which the content of early childhood care development education is being implemented in Early Childhood Care Development Education Centres in plateau state.

H₀₃: There is no significant difference in the opinions of the respondents on level of recruitment of teaching staff in the implementation of early childhood care development education in Plateau state.

Ho₄ There is no significant difference in the opinions of respondents on the techniques used for the implementation of curriculum in achieving the goals of earlychildhoodcaredevelopment education in Plateau state.

1.6 Basic Assumptions

The study is based on the following assumptions:

1. If adequate instructional materials are available for the implementation of early childhood care development education, it will enhance teaching and learning in plateau state.
2. Teachers will be guided if the content of early childhood care development education are implemented.
3. The level of staff recruitment will encourage subject specialization in early childhood care development education centres and it will improve functional educational system.
4. It is assumed that if steps for the establishment of early childhood care development education are strictly adhered to, the standard of Early Childhood Care Development Education would be achieved.

1.7 Significance of the Study

The study is expected to assess the implementation of early childhood care development education in plateau state, Nigeria. The research was carried out to provide data and information that will be useful to Curriculum planners, ministry of education and inspectorate division, government, pre-primary school teachers and future researchers.

This will help the curriculum planners in planning effective educational activities that will assist in promoting early childhood care development education. It will also enhance provisions in teacher education programmes for specialization in early childhood care development education.

The study will provide valid research-based data that will bring about improvement and innovation into the programme. It is difficult to assert that a programme is doing what it is supposed to do when it has not been formally evaluated. This study will determine if early childhood care development education curriculum is adequately implemented to achieve the desired objectives under the existing situation in Nigeria.

Also, findings from this study will be of immense benefit to policymakers and curriculum developers. They will find the result of this study as a useful tool in the future development of early childhood care development education curriculum and make policies that are beneficiary to students the schools, teachers and the entire society. The study will reveal the need for a variety of curriculum materials necessary for effective implementation of the early childhood care development education curriculum. It will also reveal the need for school curricular to be constantly reformed and developed to meet societal needs and values.

The ministry of education and inspectorate division will greatly benefit from this study when the findings reveal their influence of quality assurance and inspection in achieving the goals of early childhood care development education with emphasis on the quality of teachers and teaching materials to be used. Similarly, findings from this study will go a long way in facilitating creativity and identification of effective strategies, as well as, apt application of relevant pedagogical and instructional materials needed in solving any identified obstacles (if any) in the implementation of early childhood care development education curriculum.

The government; this research study is very relevant to the government of Nigeria and that of plateau state in particular as it will bring to the notice of the government the necessity of investing in early childhood care development education on its citizen. The study will also

encourage government responsibility to promote the training of qualified pre-primary school teachers in adequate number, and also contribute to the development of suitable curriculum, and establish pre-primary sections in all existing public schools.

It would bring to limelight, the effect of nursery education on the academic performance of learners in the normal educational setting leading the educators to follow the most beneficial ways of schooling and also educating the parents on the benefit of sending their wards to schools. The intricacies of learning would also be made known. In addition, the research would assist the ministry of education in the state and nation at large to realize the importance of pre-primary institution and inculcate it in the academic calendar of the ministry.

In addition, the finding of the study would benefit other researchers when communicated through workshops, conferences and seminars. The data generated from the research would serve as a baseline for future researchers to explore other areas in early childhood education.

1.8 Scope of the Study

The study is on the assessment of the implementation of early childhood care development education in Plateau State. The study is limited to all Early childhood care development education institutions in Jos south. The study is with the aim to assess the implementation issues for curriculum delivery, instructional materials needs for the early childhood care development education, teacher as important personnel in curriculum delivery of the early childhood care development education, and identify the techniques used for the implementation of curriculum in achieving the goals of ECCDE in Plateau State.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presents the review of related literature. The study focuses on the assessment of the implementation of early childhood care development education in Plateau State Nigeria. Hence is basically to understand, identify, criticize and analyzed the critical variables that are related to the present study, in order to establish theoretical base for the study. The review of related literature is presented on the following sub-headings; Conceptual framework of the variables, national policy on Early childhood care development education, curriculum content of early childhood care development education in Nigeria, models of curriculum implementation, implementation issues in early childhood care development education, the need for assessment in early childhood care development education.

2.2 Conceptual Framework

Conceptual framework refers to the specific ideas a researcher uses in the study. According to William (2006), conceptual framework is aimed at fulfilling the primary purpose of explaining the meaning, purpose, nature and challenges of a phenomenon often explained in the world in which we lived. The conceptual framework of this study is elucidated under the following headings; concept of early childhood care development education, assessment and implementation.

2.2.1 Concept of Early Childhood Care Development Education

Despite its short epistemological existence, Early Childhood/Childcare and Development (ECD) have acquired quite a variety of names with complementary acronyms to match. Each name betrays different emphases and sometimes different contexts of usage. For the avoidance of

confusion, in the literature it may be called Early Childhood Care Development Education (ECCDE) or Early Education, Care and Development (EECD). Sometimes it is referred to as Early Childhood Education (ECCDE) or Early Childhood Development and Education (ECDE).

In Nigeria and some other developing Nations, the preferred name is Integrated Early Childhood Development (IECD) because the National policy on Education. It is entitled “The National Policy for Integrated Early Childhood Development in Nigeria”. The emphasis is on its integrated nature. However, by whichever name it is called it is clearly a multidisciplinary enterprise with components from Infant stimulation, Health, Nutrition, Psychology, Sociology, Economics, Law, Anthropology, Gender Studies, Women Development and Child Development. For the avoidance of confusion in an institution by children who are below the statutory school range. These years of early childhood are important period for the development of knowledge, skills, and attitudes essential to become a competent participating member of the society.

Child development is the sequential development of a child, physically, intellectually and psychologically during the various stages the child passes through child development. The study of child development deals with personality, characteristic and environmental factors which help to sharpen an individual during childhood. Early Childcare and Development has been variously defined (Uzodinma & Akinware, 2001): the education provided for children 0-3 years in Day Care centres and for 3 years to under 6 years in Nursery schools; community-based, low-cost project for the holistic development of the child from 0- 6 years; a comprehensive approach to policies and programmes for children from birth to 8 years of age, their parents and caregivers with the purpose of protecting the children’s rights to develop their full cognitive, emotional, social and physical potentials. Early Childhood Care Development Education is also perceived as the foundation of human development, economic growth, social change and transformation in

Africa. The Nigerian Educational Research and Development Centre (NERDC) reveal that there are three types of Early Childhood Education which are either home-based or centre-based.

These are:

1. Day care/Crèche (for ages 0-2 years);
2. Pre-nursery/Play group (ages 3-4 years); and
3. Nursery/Kindergarten education (ages 3-5 years).

Early Childhood Education is flexible in structure with baby-friendly and learning friendly environment. The infrastructure has specification and varieties with tender and sensitive furniture. The establishment and management of Early Childhood Education centres are facilitated and regulated by government rules and regulations, which ensures standardization but very little uniformity (Tombowua, 2013). In Nigeria today, with the incorporation of Early Childhood Education into the UBE programme in 2004, every public primary school is to integrate Early Childhood Education into its programme. This integration is backed up by government financing and supported by the community, individuals and foreign sponsorship. For instance, three states in the Federation namely Kwara, Kaduna and Kano were given special World Bank Grant in 2008-2011 to set up model Early Childhood Education centres. In Kwara state, model Early Childhood Education is run in public schools with support mainly from the national purse through counterpart funding and international agencies such as the World Bank, UNICEF, and ESSPIN (Education Sector Support Programme in Nigeria).

Early childhood care development education is the education provided in an educational institution to children prior to their entering the primary school it includes the crèche, the nursery, and the kindergarten. Early childhood care development education is the embryo of a nation's educational system. Early years in life are the most important to the formation of

intelligence, personality, and social behaviour of a child. Tombowua (2013), opined that the years before a child reaches kindergarten are among the most critical in their lives to influence learning. That is why modern societies shows serious concern for the education of their young ones by providing needed support to prepare them to succeed later in school. Ejieh (2006), in Tombowua (2013), says that it is a common practice in most societies to make provision for early childhood care development education programs of various sorts for children below the official school going age mainly to prepare them for education in primary schools.

The federal government of Nigeria recognizes the importance of early childhood care development education in Nigeria and as a result it was given prominence in the national policy of education (FRN, 2013), as one of the programs in the Nigerian educational system. Maduwesi in Tombowua (2013), refers to early childhood care development education as the education offered to children who have not yet reached the statutory age of beginning primary school. He further maintained that it is a semi-formal education arrangement, usually outside home where by young children from about the age of three years are exposed through play like activities in a group setting through mental, social and physical learning suited to their development stages, until the mandatory age of government approved formal schooling. Early childhood care development education has been designed to enhance quality in children's lives global.

2.2.2 Concept of Assessment

“To assess” derives from the Latin verb “assidere”, to sit beside one another. Hence, in assessment of learning we sit with the learner, and that implies that it is something that we do with and for our students rather than to them. For the purpose of this research assessment is considered as the systematic collection and analysis of information to improve student lifelong

learning (Yusuf, 2012). It is also referred to the process of gathering and discussing information from multitude and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences.

Assessment entails an intrinsic and wholesome integration of data from formal and informal measurement procedure of the cognitive, affective and psychomotor attribute of a child. Eme, (2012). Educational assessment is the process of documenting, usually in measurable terms, knowledge, skill, attitudes and beliefs. The term is used to refer to all activities teacher use to help students learn and to gauge student progress. Assessment is the process of gathering information using various means and methods to systematically test the effectiveness of the child or the program used to teach the child. It is use to determine if the student is learning or improving in the given subject (National Education Goals Panel, 1998 in Tombowua, 2013). Assessment should be tailored to a specific purpose and should be reliable, valid and fair for that purpose. Assessment designed for one purpose are not necessarily valid if used for other purposes and it should address the full range of early learning and development, including physical well-being and motor development, social and emotional development, approaches towards learning.

2.2.3 Concept of Implementation

Implementation is the process of moving an idea from concept to reality. Implementation as been seen as the actual carrying out of policies and changes spelt out in the new curriculum. Ibiam (2012), defines implementation as the means of putting into use or practices the policy that has been made by the government or organization as applicable. Here the focus is on the teachers who are the main implementers although there are external agencies who are implicated in the

implementation process. Garba (1996) in Aliyu (2009), explained that participants in curriculum implementation refer to those individuals, government and non governmental agencies who are responsible for implementing any change in education. In Nigeria, participants outside the school responsible for implementing any change in education include: ministries of education, university institutes of education, boards of education, federal government control bodies, National Teachers' Institutions (NTI), National Educational Research Development Council (NERDC), examination boards, National Universities Commission (NUC) and foreign aid organizations. They plan or assist in the introduction of innovations or change to the school.

The role of outside participants may vary from that of giving quiet assistance and logistic support to curriculum change to active participation in mapping out change and the implementation. Participants within the school include local school boards of education, Parents Teachers Association (PTA), Principals, Headmasters, Staff and Pupils/Students. Garba (1996), in Aliyu (2009), opines that the classification of local school boards and PTA's as participants within the school may not be strictly correct since they are not really members of the school.

However, because of their intimate involvement in the affairs of the school, they may be regarded as participants within the school. PTA's in Nigeria are usually involved in such activities as raising funds for particular projects like the building of an extra classroom or a school fence. PTA meetings are very important for parents to make inputs to the way the school is run and organized. Complaints, fears and queries of parents are addressed in the meetings and the school has the opportunity to explain change in policies or practices to the parents (Garba, 1996 in Aliyu, 2009). Because many parents, nowadays, are very educated and well informed. PTA meetings have become very important in the change and implementation of curriculum. But by far, the most important participants within the school are the principal/headmaster, the

teachers and the pupils/students who are finally responsible for carryout on a day-to-day basis the details of the task of curriculum implementation.

Curriculum implementation entails putting to practice the officially prescribed course of study, syllabus and subjects. The process involves helping the learner acquire knowledge or experiences. It is important to note that curriculum implementation cannot take place without the learner. The learner is therefore the central figure in the implementation process. Implementation takes place as the learners acquire the planned or intended experiences, knowledge, skills, ideas and attitudes that are aimed at enabling the same learners to function effectively in a society (University of Zimbabwe, 1995:8in Aliyu, 2009).

Curriculum implementation also refers to the stage when the curriculum itself, as an educational programme is put into effect. Putting the curriculum into operation requires an implementing agent. Aliyu (2009) identifies the teacher as the agent in the curriculum implementation process. She argues that implementation is the manner in which the teacher selects and mixes the various aspects of knowledge contained in a curriculum document or syllabus. Implementation takes places when the teacher- constructed syllabus, the teacher's personality, the teaching materials and the teaching environment interacts with the learner (University of Zimbabwe, 1995:9in Aliyu, 2009).

2.3 Theoretical Framework

The study is based on Piaget's Theory of Cognitive Development. Piaget originally trained in the areas of biology and philosophy and considered himself a "genetic epistemologist." He was mainly interested in the biological influences on "how we come to know." He believed that what distinguishes human beings from other animals is our ability to do "abstract symbolic reasoning."

Piaget's theory of cognitive development is a comprehensive theory about the nature and development of human intelligence. Piaget believed that one's childhood plays a vital and active role in a person's development. Piaget's idea is primarily known as a developmental stage theory. The theory deals with the nature of knowledge itself and how humans gradually come to acquire, construct, and use it (McLeod, 2012). To Piaget, cognitive development was a progressive reorganization of mental processes resulting from biological maturation and environmental experience. He believed that children construct an understanding of the world around them, experience discrepancies between what they already know and what they discover in their environment, and then adjust their ideas accordingly (McLeod, 2012).

While working in Binet's IQ test lab in Paris, Piaget became interested in how children think. He noticed that young children's answers were qualitatively different than older children who suggested to him that the younger ones were not dumber (a quantitative position since as they got older and had more experiences they would get smarter) but, instead, answered the questions differently than their older peers because they thought differently. There are two major aspects to this theory: the process of coming to know and the stages we move through as we gradually acquire this ability.

a. Process of Cognitive Development: As a biologist, Piaget was interested in how an organism adapts to its environment (Piaget described as intelligence.) Behaviour (adaptation to the environment) is controlled through mental organizations called schemata (sometimes called schema or schemes) that the individual uses to represent the world and designate action. This adaptation is driven by a biological drive to obtain balance between schemes and the environment (equilibration).

Piaget hypothesized that infants are born with schema operating at birth that he called "reflexes." In other animals, these reflexes control behaviour throughout life. However, in human beings as the infant uses these reflexes to adapt to the environment, these reflexes are quickly replaced with constructed schemata. McLeod (2012), described two processes used by the individual in its attempt to adapt: assimilation and accommodation. Both of these processes are used though out life as the person increasingly adapts to the environment in a more complex manner.

Assimilation is the process of using or transforming the environment so that it can be placed in pre-existing cognitive structures. Accommodation is the process of changing cognitive structures in order to accept something from the environment. Both processes are used simultaneously and alternately throughout life (McLeod, 2012). An example of assimilation would be when an infant uses a sucking schema that was developed by sucking on a small bottle when attempting to suck on a larger bottle. An example of accommodation would be when the child needs to modify a sucking schema developed by sucking on a pacifier to one that would be successful for sucking on a bottle. As schema become increasingly more complex (that is, responsible for more complex behaviours) they are termed structures. As one's structures become more complex, they are organized in a hierarchical manner (that is, from general to specific).

b. Stages of Cognitive Development: McLeod (2012), identified four stages in cognitive development, the stages were presented as follows:

1. Sensory motor stage (Infancy). In this period (which has 6 stages), intelligence is demonstrated through motor activity without the use of symbols. Knowledge of the world is limited (but developing) because it's based on physical interactions/ experiences. Children acquire object permanence at about 7 months of age (memory). Physical

development (mobility) allows the child to begin developing new intellectual abilities (Piaget in McLeod, 2012). Some symbolic (language) abilities are developed at the end of this stage;

2. Pre-operational stage (Toddler and Early Childhood). In this period (which has two sub stages), intelligence is demonstrated through the use of symbols, language use matures, and memory and imagination are developed, but thinking is done in a no-logical, no-reversible manner. Egocentric thinking predominates;
3. Concrete operational stage (Elementary and early adolescence). In this stage (characterized by 7 types of conservation: number, length, liquid, mass, weight, area, volume), intelligence is demonstrated through logical and systematic manipulation of symbols related to concrete objects. Operational thinking develops (mental actions that are reversible). Egocentric thought diminishes; and
4. Formal operational stage (Adolescence and adulthood). In this stage, intelligence is demonstrated through the logical use of symbols related to abstract concepts (McLeod, 2012). Early in the period there is a return to egocentric thought. Only 35% of high school graduates in industrialized countries obtain formal operations; many people do not think formally during adulthood.

Many pre-school and primary programs are modelled on Piaget's theory, which, as stated previously, provided part of the foundation for constructivist learning. Discovery learning and supporting the developing interests of the child are two primary instructional techniques. It is recommended that parents and teachers challenge the child's abilities, but not present material or information that is too far beyond the child's level. It is also recommended that teachers use a

wide variety of concrete experiences to help the child learn for instance, the use of manipulative, working in groups to get experience seeing from another's perspective, field trips, and so forth.

Piaget's research methods were based primarily on case studies (that is, they were descriptive). While some of his ideas have been supported through more correlation and experimental methodologies, others have not. For example, Piaget believed that biological development drives the movement from one cognitive stage to the next. The following are the sub-stages in Piaget's cognitive development theory.

Table 1 : Sub-stages in Piaget's (1936) Cognitive Development Theory

	Sub-stage	Age	Description
1.	Simple Reflexes	Birth-6 weeks	Coordination of sensation and action through reflexive behaviours". Three primary reflexes are described by Piaget: sucking of objects in the mouth, following moving or interesting objects with the eyes, and closing of the hand when an object make contacts with the palm (palmar grasp). Over the first six weeks of life, these reflexes begin to become voluntary actions. For example, the palmar reflex becomes intentional grasping.
2.	First habits and primary circular reactions phase	6 weeks-4 months	Coordination of sensation and two types of schema: habits (reflex) and primary circular reactions (reproduction of an event that initially occurred by chance). The main focus is still on the infant's body". As an example of this type of reaction, an infant might repeat the motion of passing their hand before their face. Also, at this phase, passive reactions, caused by classical or operant conditioning, can begin.

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| 3. Secondary circular reactions phase | 4–8 months | Development of habits. "Infants become more object-oriented, moving beyond self-preoccupation; repeat actions that bring interesting or pleasurable results". This stage is associated primarily with the development of coordination between vision and pretension. Three new abilities occur at this stage: intentional grasping for a desired object, secondary circular reactions, and differentiations between ends and means. At this stage, infants will intentionally grasp the air in the direction of a desired object, often to the amusement of friends and family. Secondary circular reactions, or the repetition of an action involving an external object begin; for example, moving a switch to turn on a light repeatedly. The differentiation between means and ends also occurs. This is perhaps one of the most important stages of a child's growth as it signifies the dawn of logic. |
| 4. Coordination of secondary circular reactions stages | 8–12 months | Coordination of vision and touch hand-eye coordination; coordination of schemas and intentionality". This stage is associated primarily with the development of logic and the coordination between means and ends. This is an extremely important stage of development, holding what Piaget calls the "first proper intelligence". Also, this stage marks the beginning of goal orientation, the deliberate planning of steps to meet an objective. |
| 5. Tertiary circular reactions, novelty, and curiosity | 12–18 months | Infants become intrigued by the many properties of objects and by the many things they can make happen to objects; they experiment with new behaviour". This stage is associated primarily with the discovery of new means to meet goals. Piaget describes the child at this juncture as the "young |

scientist," conducting pseudo-experiments to discover new methods of meeting challenges.

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| 6. | Internalization
of Schemas | 18–24 months | Infants develop the ability to use primitive symbols and form enduring mental representations". This stage is associated primarily with the beginnings of insight, or true creativity. This marks the passage into the preoperational stage. |
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This theory is found to be much relevant to this research as it relates to the nature and development of human intelligence at a tender age. Piaget believed that one's childhood plays a vital and active role in a person's development.

2.4 History of Early Childhood Care Development Education in Nigeria

Early childhood care development education also known as infant schooling evolved from Europe and America before it gradually spread to other continents of the world. Infant school was as a result of industrial revolution experienced in Europe which consequently brought in commercial expansion and with this growth of the professional middle class and with particular growth of working class women, therefore creating a need for the service of nannies and day care centres (Weiner, 2016). By 1850, the expanding middle class in Europe was beginning to seek new ways of educating their own children. There was great campaign for nursery education in the inter war period. The role of progressive education movement in England was significant in the campaign for nursery education.

There was great recognition of the social need for nurseries in the twentieth century, although it was largely depended on voluntary effort. The infant schools gradually developed ethics on its own. Nursery school teachers were then urged to pay less emphasis to child's psychological and social adjustment and more attention to the intellectual development, to rely on play as an avenue

of learning and more on teachers directed instruction. The second influence during the 1960s that affected the nature of preschool education in America was the advent of the head start program in 1965 (Ajayi, 2014). Pre-primary education gradually infiltrated into Nigerian educational system from the western world. The history of nursery school in Nigeria can be traced back to the colonial days, the number of such institutions increased as a result of the influx of various European citizens working in different parts of the country.

In addition to this, was the fact that Nigerians professionals were fast emulating the Europeans and the increase in the rates of married women picking up jobs during this period in order to supplement their family income; parents began to send their children to nursery schools. Akinbole (2007), pointed out that such pre-school later became part and parcel of primary schooling. The classes were called infant i and ii. Children passed through them before proceeding to the standard forms. They existed in the same building with primary schools. The aim of early childhood care development education is to foster the proper development of the children in all ramification of life hence the proliferation of early childhood care development education.

In 1976, the federal government launched the universal primary education (UPE) scheme which liberalized education, therefore making it compulsory for every child to go to school. This development highlights the need for nursery school education for children, because mothers could not secure house helps to take care of their children at home, making the nursery school institutions alternative place where children will necessary custodian and also some introductory learning activities as a preparatory ground of entering into primary schools.

Although, pre-primary schools have been in existence prior to the launching of the universal primary education scheme in 1976, the program did not attract much recognition by the populace and the federal government until after the scheme was launched. The scheme gingered the program of pre-primary school education in Nigeria and Plateau state in particular. Fafunwa (1974), in Akinbode (2007), has submitted that, later some missionary bodies such as the church mission society (CMS), Wesleyan and Methodist set up school management boards to coordinate and regulate matters like the curriculum, teacher salaries and general conduct of teachers. Nursery education started in plateau state during the mission school days; they served as preparatory classes for primary education. Some of these early established nursery schools were found in Jos metropolis. Our lady of Fatima Private nursery and primary school established in January 1976, St. Luke's primary school established in 1927 and hillcrest was founded to provide a Christian education for missionary children by the church of the brethren mission in July 22, 1942.

The government started getting interested in school affairs and so started giving missionaries schools Grants in Aid until in 1976 when the plateau state government took over all the mission schools, leaving the pre-primary education program in the hands of the private and voluntary individuals. It was during this time that most privately owned nursery schools were established with the consent and approval of the plateau state government ministry of education. The ministry of education controls the establishment of pre-primary schools. The state ministry of education had set up advisory bodies on nursery education which is responsible in formulating policies on schools to ensure the maintenance of acceptable standard in schools. No pre-primary institutions will open school in the state without the approval of the plateau state ministry of education. The ministry of education makes arrangement for the inspection of the existing

building to ensure health and safety standard before approval is given. The state government can order for the closure of nursery school if it is satisfied that it is not in the interest of the community for the school to continue to operate (Akinbode, 2007). All schools established must be ready to abide by the regulations of the National Policy on Education.

The state government, through the state ministry of education is responsible for controlling the quality of every aspect of the school which include proper staffing and proper utilization of relevant curriculum recommended by the federal ministry of education. The ministry of education regularly stresses on the need for qualitative teachers for this level of education. The FGN (2013:10&38), recognizes the significant roles of the teachers and reiterate that no education system can rise above the quality of its teachers. The teacher is the vehicle through which the purposes of education are achieved, this is where the issue of quality control comes in. qualified and competent personnel are needed to teach at this level of education.

2.4.1 The Need for Early Childhood Care Development Education

Early childhood care development education seeks to enhance dignity, worth and self-actualization of every individual as contained in the national philosophy of education. In conformity with the national policy on education (2013), the required purpose of early childhood care development education shall be to;

- i. effect a smooth transition from the home to the school;
- ii. prepare the child for the primary level of education;
- iii. provide adequate care and supervision for the children while their parents are work;
- iv. inculcate in the child the spirit of inquiry and creativity through the exploration of nature, the environment, art, music, and playing toys;
- v. develop a sense of cooperation and team spirit;

- vi. learn good habits, especially good health habits; and
- vii. teach the rudiments of numbers, letters, colours, shapes and forms through play.

The purpose of the stated objectives can be summarized as noted by Akintola (2004), in Akinbode (2007), as education for socialization, education for numeracy and literacy. In the context of socialization, it refers to the expected informal education that will make the child grow and become a citizen in his community. The child learns how to respect elders and interact positively with members of peer groups as well as showing evidence of sympathy for one another and depending on each other for mutual community life. Apart from providing a nice opportunity for intellectual development, early childhood care development education also caters for the health needs of the children. The objectives are firmly anchored in the convention on the rights of the child particularly article 6 which states that a child has a right to develop to the maximum extent possible. The objectives emphasize the total development of the child through two major instruments, health and nutrition on the one hand and physical, social and psychological stimulation on the other. The latter is directly relevant to building in the child the capacity to function and adapt to the subjective world, that is, the world of persons and its vagaries.

2.4.2 National Policy on Early Childhood Care Development Education

The curriculum of early childhood care development education is guided by the national policy on education which defines early childhood care development education as education given in an institution, to children prior to entering primary school. The FRN (2013), outlined some steps the government designed to achieve the objectives of pre-primary education in Nigeria, which are as follows;

1. Encourages private efforts in the provision of pre-primary education;
2. Making provision in teacher training institution for production of specialist teacher in pre-primary education;
3. Ensuring that the medium of instruction will be principally the mother tongue or the language of the immediate environment which;
4. Develop the orthography for many more Nigerian languages;
5. Produce textbooks in Nigerian languages, FRN reported that some of these developments are already being pursued in the university departments of linguistics under the auspices of some state ministries of education. the language centre will be expanded so as to have wide scope; and
6. Ensure that the main method of teaching in the pre-primary institutions will be through play and that the curriculum of teacher training college is appropriately oriented to achieve this basic curriculum provisions.

2.4.3 Curriculum Contents of ECCDE in Nigeria

Early childhood care and development education (ECCDE) refers to the period from birth to eight years. The objective of ECCDE is to nurture the children for their physical and mental development and to prepare them for schooling with right attitudes and habits (National Council for Curriculum and Assessment-NCCA, 2007). Young children learn quickly and are often filled with curiosity about the world around them. Schools and day care centres that work with the youngest of children have such a unique opportunity to guide students and families toward a lifetime filled with a love for learning. Curriculum is an important part of this process. Curriculum is everything that students learn. It can be implicit or explicit, planned for or spontaneous. Children learn so many things through play. When two four-year-olds work

together to set up a dollhouse, they are learning language about family, relationships, and furniture. They are learning different perspectives about how to organize things, planting the seeds for critical thinking, or knowing how to think from multiple perspectives. When a four-year-old spends seemingly endless stretches of time fitting a golf ball through a hole and watching it drop, she is learning about gravity, geometry and even probability. The learning that happens through play cannot be replaced by any other learning, as it is self-directed, creative, and authentic (NCCA, 2007). A teacher's role during children's play is to watch and provide language to help children describe what they are experiencing. Teachers also provide rich settings with ample opportunities for different kinds of play. They observe and notice what kinds of play their students gravitate towards, and they work on ways to enrich and diversify these inclinations.

Young children approach learning in different ways, each bringing a unique set of attitudes, habits, and preferences to their interactions and explorations. Approaches to learning is the foundation that affects how children learn in every other content area. It encompasses children's engagement, motivation, and participation in the classroom. By understanding how to support this area of early development, adults can foster children's creativity, curiosity, confidence, independence, initiative, and persistence as they carry out their intentions, solve problems, and engage in a variety of learning experiences (Akinbote, 2006). Many of the abilities in this content area have been described as "executive functions," which are increasingly recognized in state and national standards as crucial to children's development. Executive functions include being able to break down a task into its components, organize a plan of work, follow through on it, and reflect on the success of one's efforts. All the components of the curriculum — the daily routine, the

arrangement of the learning environment, and its adult-child interaction strategies — work together to encourage the abilities of approaches to learning.

Another area of the early childhood care and development education (ECCDE) curriculum is the social development. This approach gives adults the tools they need to help children develop strong and positive relationships with adults and peers. Teachers learn how to create a positive climate in the classroom as a foundation for social learning. The social skills children develop contribute to their readiness for school and their ability to meet a variety of challenges throughout their lives. Creating a warm and nurturing environment in the early childhood care and development not only helps children form trusting relationships with others but also promotes learning in all areas. Surrounded by a positive and supportive classroom climate, children are likely to become engaged and motivated learners. Within this environment, activities and interactions are planned around the key developmental indicators (KDIs) in social and emotional development listed below (Okewole, Iluezi-Ogbedu & Osinowo, 2015).

1. Self-identity. Children have a positive self-identity;
2. Sense of competence. Children feel they are competent;
3. Emotions. Children recognize, label, and regulate their feelings;
4. Empathy. Children demonstrate empathy toward others;
5. Community. Children participate in the community of the classroom;
6. Building relationships. Children build relationships with other children and adults;
7. Cooperative play. Children engage in cooperative play;
8. Moral development. Children develop an internal sense of right and wrong; and
9. Conflict resolution. Children resolve social conflicts.

The ECCDE curriculum also promotes movement abilities, fitness, and healthy behaviour where children are physically active, as such, the teachers use children's physical actions as a gateway to learning in all areas of the curriculum. This helps educators develop effective, engaging, teaching strategies and learning activities that promote the sequences of physical development that are essential for this age group. Learning personal care skills and acquiring habits that foster lifelong health are another important part of this curriculum area. The physical development and health content of the ECCDE curriculum according to Nakpodia (2011), include:

- a. **Gross-motor skills:** Children demonstrate strength, flexibility, balance, and timing in using their large muscles;
- b. **Fine-motor skills:** Children demonstrate dexterity and hand-eye coordination in using their small muscles;
- c. **Body awareness:** Children know about their bodies and how to navigate them in space;
- d. **Personal care:** Children carry out personal care routines on their own; and
- e. **Healthy behaviour:** Children engage in healthy practices.

The ECCDE curriculum also shows the powerful connection between language and literacy. The ECCDE curriculum focuses on this connection by providing meaningful language and literacy experiences for children during every part of the daily routine. Since speaking, listening, reading, and writing develop together, all these activities are promoted in early childhood programmes. During the past three decades, researchers have learned a great deal about how language and literacy develop in young children. Based on this research, ten key developmental indicators (KDIs) in language, literacy, and communication has been identified. These developmental milestones according to Akinbode (2007), are the basis for planning literacy-related experiences in ECCDE classrooms.

- i. **Comprehension:** Children understand language;
- ii. **Speaking:** Children express themselves using language;
- iii. **Vocabulary:** Children understand and use a variety of words and phrases;
- iv. **Phonological awareness:** Children identify distinct sounds in spoken language;
- v. **Alphabetic knowledge:** Children identify letter names and their sounds;
- vi. **Reading:** Children read for pleasure and information;
- vii. **Concepts about print:** Children demonstrate knowledge about environmental print;
- viii. **Book knowledge:** Children demonstrate knowledge about books;
- ix. **Writing:** Children write for many different purposes; and
- x. **English language learning:** (If applicable) Children use English and their home language(s) (including sign language).

The ECCDE curriculum also exposes the young children to mathematics. As young children explore their environment, they are beginning to notice relationships that are the foundations for mathematics. They can sort and match things that are the same or different; they can also arrange things in simple patterns, based on their characteristics; they are beginning to understand the meaning of words and phrases like "more," "less," "a lot," and "the same as." They are starting to use measurement to describe, compare, and order things, using both unconventional tools (like pieces of string, sticks, and their footsteps) or conventional tools (like rulers and measuring cups). They are also starting to recognize and describe the positions of people and objects and how they move through space in relation to other people and objects. They use their developing spatial awareness as they put together puzzles and build with blocks (Nakpodia, 2011).

In the ECCDE classroom, children acquire math skills and concepts through adult-guided experiences that respect children's concrete thinking and need to learn through exploration.

Learning activities planned around ECCDE key developmental indicators (KDIs) in mathematics build on children's natural interests and offer children the time and freedom to construct and reflect on math and science ideas. In like manner, Art should be an integral part of every early childhood programme. Arts experiences in ECCDE not only contribute to children's artistic and creative development but also to a wide range of skills in other areas, including perceptual, cognitive, language, and social skills. Artistic development in ECCDE classrooms focuses on the five areas identified in Weiner(2016) preschool key developmental indicators (KDIs) for creative arts. A brief summary of each area follows:

1. **Art:** Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art;
2. **Music:** Children express and represent what they observe, think, imagine, and feel through music;
3. **Movement:** Children express and represent what they observe, think, imagine, and feel through movement;
4. **Pretend play:** Children express and represent what they observe, think, imagine, and feel through pretend play; and
5. **Appreciating the arts:** Children appreciate the creative arts.

In the ECCDE classrooms, children's sequenced experiences with art materials are built on knowledge of the developmental stages in making and appreciating art. Art activities are also used to promote and enhance children's learning in literacy (such as, writing and illustrating stories, labeling pictures), mathematics (like, sequences and patterns), and other cognitive and social areas (Shaibu, 2011). Music experiences centre on moving to music, exploring and identifying sounds, exploring the singing voice, developing melody, singing songs, and playing

simple instruments. Opportunities to integrate movement and music with literacy, math, and other content domains are included throughout the daily routine. The movement experiences focus on purposeful activity involving both movement and music. Systematic instruction help young children build capacity and an awareness of the body's potential to move and create sound. Using sequenced activities in movement, teachers work with children as they learn to express creativity in movement.

Pretending or dramatic play is commonplace in developmentally based early childhood programmes. Children are encouraged to act out stories they know or to create play scenarios from their life experiences. These activities are an important avenue for learning language, literacy, and interpersonal skills. Children are actively engaged in creating dialogue and props, using a wide range of language and artistic skills. Most early childhood programmes focus exclusively on young children creating art. ECCDE curriculum also emphasizes the importance of appreciating art. The arts also present opportunities to involve families and connect children to the artists, art venues, and culture in their community (Olaleye, Florence & Omatayo, 2009).

Young children are experimenters and testers from birth. If we observe young children as they explore their world, we will see them using science processes such as observing, classifying, experimenting, predicting, drawing conclusions, and communicating their ideas to others. These processes can be call the preschool scientific method because they are the early forms of abilities adult scientists use. These abilities according to Weiner (2016), are highlighted as follows:

- i. **Observing:** Children observe the materials and processes in their environment;
- ii. **Classifying:** Children classify materials, actions, people, and events;
- iii. **Experimenting:** Children experiment to test their ideas;
- iv. **Predicting:** Children predict what they expect will happen;

- v. **Drawing conclusions:** Children draw conclusions based on their experiences and observations;
- vi. **Communicating ideas:** Children communicate their ideas about the characteristics of things and how they work;
- vii. **Natural and physical world:** Children gather knowledge about the natural and physical world; and
- viii. **Tools and technology:** Children explore and use tools and technology.

Furthermore, children learn about their social world from the moment of birth, and observing and interpreting group behaviour in preschool is an important part of this. The early childhood classroom can be a perfect setting for acquiring the basic knowledge, skills, and attitudes children need to live as contributing citizens in a complex society. The key dimensions of learning in this content area are captured in the social studies (Olaleye, Florence & Omatayo, 2009), These include:

1. **Diversity:** Children understand that people have diverse characteristics, interests, and abilities;
2. **Community roles:** Children recognize that people have different roles and functions in the community;
3. **Decision making:** Children participate in making classroom decisions;
4. **Geography:** Children recognize and interpret features and locations in their environment;
5. **History:** Children understand past, present, and future; and
6. **Ecology:** Children understand the importance of taking care of their environment.

Because young children are concrete thinkers, age-appropriate social studies experiences start with children's own lives and help them relate new learning to what is familiar. After their

family, the classroom is the first society that young children belong to. For them, early social studies learning grows from their interactions with the people and materials in the preschool setting. For example, children learn about human diversity by interacting with adults and classmates, trying on different roles during pretend play, reading books, exploring the arts, and going on field trips. Similarly, participating in the classroom community is a scaled-down version of the decision-making process in society at large. Children participate in small decisions about classroom jobs and materials, and discuss ways to handle shared problems. Likewise, taking care of the indoor and outdoor learning environment is a rehearsal for their becoming stewards of the planet (Okewole, Iluezi-Ogbedu & Osinowo, 2015). Learning about people and the roles they play in their families, neighborhoods, and schools prepares children for the expanded social world they will encounter as they grow older.

2.5 Models of Curriculum Implementation

Curriculum implementation entails putting to practice the officially prescribed course of study, syllabus and subjects. Implementation model as propounded by Schon (1971), in Yusuf (2012), is a presentation of reality, or something you focus at the actual making of a thing. For example dress-makers make paper models of the actual dresses they wish to produce. In the same vein, an engineer could make a model of a dam he wishes to build and looking at that model he constructs the dam following the specification of the model. In real class room implementation of the curriculum we make models of methods, objects and actual classroom presentations to effect the desirable changes in the behaviour of the learner. Models of curriculum implementation according to Joyce and Well (1972:3) in Offorma (2006) is defined as “a plan or pattern which can be used to shape or put a curriculum on course”. It is therefore a plan or an approach employed to ensure adequate implementation of the curriculum to achieve set objectives. It is on

the basis of this that Ben-Yunusa (2008), suggests that for any curriculum plan or innovation to be fully meaningful, it must be adequately implemented. The way it is implemented invariably influences the degree of success. Therefore, Ben-Yunusa (2008), pointed out some basic models of curriculum implementation. Which are:

a. Centre Periphery Model (CPM): This model Schon rests on three basic assumptions;

- that innovation exists and is awaiting diffusion.
- that diffusion is the movement of innovation from centre out to ultimate.
- that diffusion is directed towards centrally managed process of dissemination, training and provision of resources and incentives.

In this model, curriculum implementation is centrally controlled either by the government or an agency. It is at the centre that the agency that is charged with the responsibilities for the implementation controls the experts that monitor the implementation, the resources required and the training facilities. It is from the centre that the implementation spread or difusses into the periphery or other parts. The system of implementation can only be effective in achieving the desired objective if there is adequate communication network, effective supply of materials and constant feedback from the periphery as a result of constant monitoring. This notification is supported by variety of scholars such as Emesine, Ogah, and Eze (2013) and Ben-Yunusa (2008).

b. Proliferation of Centre Model: This model as the name implies maintains that the agency of implementation should have both primary and secondary implementation centre. The primary centres are responsible for managing the secondary centres. The primary centres provide the secondary centres with training materials and the resources needed. The secondary centres

engage in diffusing or spreading the changes in their individual area of control. This model resembles what is obtainable in the then National Primary Education Commission (NPEC). The commission transmits or coordinates the activities of the primary school boards in the state while the State Primary Education Board (SPEB) coordinates the affairs in the various local governments and send feedback to the commission (Shaibu, 2011). The success of this model is bordered on sufficient materials and training facilities at the centres, effective network of communication, adequate finance and effective supervision are required for effective implementation.

Shifting Centre Model (SCM): Blenkin 1975, (Emesin, Ogah & Eze 2013), described this model of Schon posit that it centres “rise and fall” around new issues and leaders as a result, doctrinal shifting and political evolvement become the order of the day. This model as the name connotes is not a model that maintains a simultaneous implementation of the curriculum plan or innovation. This model involves the implementation of a curriculum plan or innovations in a particular place or region at a time. This model is a reflection of the Universal Primary Education (UPE) scheme in the western region of Nigeria in 1954. The eastern region in 1959 introduced it with modification. This experiment was undertaken in this part of the country at different timeswhile the federal government of Nigeria introduced it nationwide(Ben-Yunusa, 2008).These various curriculum implementation models has at different times been undertaken in Nigeria.It should, however, be noted that this model could be best practiced when engaging in pilot testing of the implementation strategies to ensure adequacy of the relevant components. But it is generally assumed that this model could be problematic because the entire process could be abandoned by those centres that are not financially stable to find the various aspects involved in the implementation process.

2.5.1 Instructional Materials needs for ECCDE Curriculum Implementation

Curriculum implementation is an important segment of teaching-learning process. It has to do with the translation of the curriculum into action. This exercise of the curriculum requires personnel, facilities, instructional materials, good administration and teaching methods among other things needed for curriculum implementation. Besides, for any curriculum plan or innovation to become fully meaningful, it must be adequately implemented. The way and manner it is implemented influences the degree of success. Implementation of curriculum demands the use of pedagogical materials. Instructional materials used in the ECCDE programme implementation would embrace the following, primers, exercise books, pencils, ball pens follow up readers and good physical environment. Other essential materials required for the effective implementation of ECCDE curriculum are itemized by Seetharamu and Usha (2004:124) in Shaibu (2011) to include: Black board, Chalkboard, Portable board, Good physical classroom, Admission Register, Class Registers, First Aids Box for the kids, Wall clock, Record of payment book, Canteen, Toilet facilities, Wall charts, Globe, Map of Nigeria containing 36 states and Abuja, Bulletin Boards, Posters and pictures, Word cards and phrase cards, Film strips and slides, Primers and workbooks, News and magazines.

Instructional materials could be useful or useless depending on the instructors. Okedara (1981) in Sani (2008) argued that none of these instructional materials, could really be facilitating the implementation of the ECCDE curriculum without a trained instructor and the willingness of the learners to read. The instructional materials were useful and facilitating materials that can make the teaching and learning vivid, permanent and practical. They could save time of the instructors as well as the learners in the teaching and learning situations. The importance of instructional

materials have been itemized by Mallum and Ali (2006). The usefulness of pedagogical materials include:

- a. Vividness of the learning;
- b. Clear-view of the lesson;
- c. It saves time of both teacher and the learners;
- d. It keeps attention of the learners;
- e. They make lessons interesting;
- f. Make the knowledge permanent and useful;
- g. It leads to practicability of the knowledge; and
- h. Records keeping are easy and maintained and so forth.

UNESCO (1962), in Sani (2008), postulated that no meaningful teaching and learning could take place without instructional materials. The statement above means, for any meaningful learning activities to take place there should be production of teaching and learning facilities. Even in the pre-nursery and nursery schools, the teachers and the learners require teaching materials to hold attention and develop interest in the lessons. Awotunde and Ugodulunra (2004), in Shaibu (2011), observed that itemizing the importance of the instructional materials was tantamount to a parlour game which amounted to killing time. The availability and provision of the instructional materials was another face of the discussion. The authors maintained that in using of the instructional materials for the benefit of both learners and instructors, the materials should be the right ones, adequate and in compliance with the instructors' capability and learning applications. On the whole, whether inadequate or adequate, instructional materials were useful materials that could enhance the implementation of ECCDE curriculum in the study area.

2.5.2 Strategies of ECCDE Curriculum Implementation

Curriculum implementation strategy is valuable for helping students to develop confidence and self esteem. Curriculum implementation strategy calls for actual doing in order to bring messages home to the learners. The following according to Aliyu (2009), are some of the strategies used for ECCDE curriculum implementation.

a) Puppetry

In puppetry, puppets stimulates younger children generally, puppets are small figures that can be held, carried or suspended on strings in front of the audience. Puppetry is important in ECCDE because it allows pupils to develop their imagination and creative ideas and see how they can transform them into activity. Puppetry involves many activities varying from speaking to acting and writing. Puppetry when properly conducted, provide an adequate training ground for future poets composers, artisans, musicians and so forth.

b) Miming

Miming is simply acting out something without using words. It is the easiest kind of dramatization to prepare and carry out because it does not depend on difficult ideas (Aliyu, 2009). Pupils can act any situation in ECCDE through miming. Since the voice is not used, body movement, gestures and actions are essentials. It can be described as drama without speech. For example, when teaching cultural dancing as an aspect of culture, the dancer just mime the dancing steps and body movement of a particular culture such as, TIV.

c) Playlets

A playlet is a short play that is used to express story or idea. Playlets are particularly useful for illustration of some points during the course of a lesson. In playlets, costumes, make ups, objects, furniture may be used, but they are not often essential. In playlet the player both act and speak unlike miming that uses only action (Aliyu, 2009).

d) Games

The ECCDE curriculum can also be implemented using games. This is because children like to play games, both in and outside the school environments (Ogunsanya, 2008). Games are social activities that are played by two or more people in a competitive spirit in order to exhibit some positive knowledge, attitudes, values and skills that can lead to a winner (Otite, 1992 in Aliyu, 2009). Games are developed and used in ECCDE classrooms in order to achieve some educational objectives, especially that of developing good social relationships and practical skills. Games stimulate and sustain pupils' interest in the study. It makes learning process more natural and realistic. It also makes learning more permanent and recall is easier. Games have some limitations. If facilities are not adequate and pupils have to take their turns, the method could be time consuming. The main focus of the lesson could be lost in the excitement that follows the game, if the young pupils are not controlled. Also, it could cause unhealthy rivalry among class members.

e) Story Telling

Story – telling is an illustrative account of an event related to human experience and learning. It could be true story (non-fiction) or a fictional story (Folktales). Learning is made easy and the recall is easy through using story telling method. According to Odedokun (2005), in Aliyu (2009), story-telling is a method of developing attitudes, decision-making and communications skills. This method of teaching is very appropriate for passing across cherished and acceptable cultural values to young ones. It is not effectively used at the lower primary classes. Story telling is presenting words of wisdom from history or the culture of a people with a view to moulding the behaviours of young ones. If well presented, the story telling method arrests the interests and attention of pupils and guides their behaviours in an acceptable way.

f) Role Play Method

Role-play is rather a specialized form of acting (Ezewu, 2002 in Aliyu, 2009). It is when an individual takes the part of another character especially as related to the aspects of human functioning or daily living (Behaviour). It is a popular tool for portraying a social institution, and usually a spontaneous unrehearsed play. In this method, there is usually no prepared script to be memorized, it does not involve elaborate preparation and there may be no rehearsals. Participants share in the performance by being emotionally involved with the limits of their past experience. This method is ideal for attitude development, mastering decision-making and improving communication skills.

2.5.3 Teacher as important personnel in ECCDE Curriculum Implementation

Teachers as key figures of curriculum implementation take active part in teaching, supervision and provision for sound teaching (Matthew, 2014 in Saidu & Saidu, 2015), observes that for the teacher to say that he has taught there must be somebody that has learnt. This is because learning is a permanent change in one's behaviour as a result of previous experiences. Despite the fact that many schools and colleges do not have the required qualified teachers, the government is encouraged to provide enough teachers for effective curriculum implementation in this country. This can help in managing the issues of insurgency, immorality, examination malpractice and other bad practices happening in the country.

The teacher is the most important single factor in curriculum implementation (Adeoye & Alaezi, 2006). Obonya (2007), contends that effective curriculum implementation is the one that reflects what the learner eventually takes away from an educational experience, which is termed "the learned curriculum". Obonya noted that in many cases, there would be a gap between the intended curriculum and the learned curriculum, and defined effective curriculum implementation as

concerned with narrowing such a gap as much as possible the teacher, teaching method and infrastructural facilities are reviewed to see how they influence curriculum implementation. Curriculum planners have put in their best to present a curriculum for use in schools, when facilities and other material needs have been provided, the resources person who would ensure that the curriculum objectives are realized is the classroom teacher. Although there are other personnel whose works are quite as important as the teachers, (for example, the school councilor) it is the teacher who is solely responsible for the implementation of curriculum objectives and content especially the programme of studies component of the curriculum. Among the important functions of a teacher in curriculum implementation are:

- i. Breaking down of the syllabus presented by curriculum planners into smaller segment such as schemes of work, modules and unit;
- ii. Selecting and organizing content in such a way as to make learning meaningful and easy;
- iii. Selecting appropriate learning objectives;
- iv. Evaluating students' performance in the program;
- v. Reporting or communicating students performance to parents, school administration and bodies needing them;
- vi. Recognize the complex nature of school children development and reflect this in planning classroom activities; and
- vii. Act "in loco parent" for the learners in order to earn their respect as he shows concern for their wellbeing.

Performing these functions entail the fact that teacher must poses some very important personal characteristics which will enhance students learning. Onwuka (1985) in Aliyu (2009) listed some proposition which should constitute these personal characteristics:

- (a) A teacher should bring cheer and sunshine into the classroom each morning, then he can infect his pupils with them;
- (b) Even if he is ill, unhappy or sad, he should not let his physical and emotional state become apparent and so spoil (ruin) the day for his pupils. He must take care of his problems with maturity;
- (c) A teacher must bring humor and humanity into every dealing with his pupils in and out of class;
- (d) He should never forget that humor including laughing at himself, ease many a tense situation;
- (e) A teacher should never be overdressed in the class as if he/she were going for a fashion parade or some other entertainment show;
- (f) A teacher should make friends with his pupils as one human being with another, not a horse rider and his horse;
- (g) He should never exploit his pupils/learners in any way. His relationship should be clean with no strings attached;
- (h) A teacher should always be kind, considerate and reassuring in his dealings with his pupils; and
- (i) A teacher should be judicious in his use of authority and power.

The sum of these do's and don'ts prescribed by Onwuka (1985:210-211), in Aliyu (2009) is that teachers must develop correct attitudes towards the pupils they teach. As the one who implements all that the curriculum experts have decided upon, he has very crucial roles to play, as he has been pointed out, to ensure that the society gets what it wants from the school system. It must be remembered that while learning can take place without a teacher, teaching can not

take place without a learner. So, to keep his job and profession intact, the teacher must also recognize the invaluable position of the learners towards making them the professionals they are (Adeoye & Alaezi, 2006).

2.5.4 Government and Non-Governmental Organisations (NGOs) support for ECCDE

A good number of people believed that government and non governmental organisations have been contributing to the implementation of the ECCDE curriculum in the country and study area in particular. Paul (1974) in Sani (2008) appraised the situation by saying that government and international agencies supplied some instructional materials such as globe, writing materials, books, and cash. Government provided the blue prints for the programme and ensured that it was carried out.

Government and Non-governmental organization assisted liberal literacy and basic education for the masses. Goby, Greenwald and West (1979), in Sani (2008), argued that Government and international agencies and Non-governmental agencies could not be neglected in the areas of support for the ECCDE curriculum implementation. Vehicles, motor-cycles and even bicycles were donated by countries like Americans, Canada, Britain to Nigeria to support this programme.

In addition, monitoring and evaluation officers were recruited, trained and empowered by the government. Supervisory work of the ECCDE programme was under the auspices of the federal government, state and local government. Goby, Greenwald and West (1979), in Sani (2008), argued that the government have greater role to play in the implementation of ECCDE curriculum than any other organizations.

The case for the government, international organizations and Non-governmental organizations has been favoured by their positive contributions to the implementation of the ECCDE

curriculum. They could not be divorced from the business of ECCDE implementation. Since Ikonne (2005), in Sani (2008), contended that ECCD education continued to attract sympathy of the governments and international organization and adult literacy programme was akin to it, it shall continue to enjoy the patronage of the same.

2.5.5 Challenges of Early Childhood Care Education

One of the major challenges confronting Early Childhood Care Education in Nigeria is that of unqualified, ill-equipped teachers and care-givers (Amadi, 2010). According to UNICEF, the caregivers of ECCDE are generally unqualified; about 85 per cent do not possess basic qualifications and more than half have no formal education. Most of these schools employ secondary school dropouts as teachers with the most qualified of the teachers being holders of Teachers Grade II certificate. Corroborating the above claim Okoye (2012), reveals that before the recent developments there were no pre-primary teacher education programmes to prepare teachers for the level particularly with the phasing out of the TC II programme. In privately owned pre-primary schools, teachers with no training in ECCDE are often found in children classrooms while in pre-primary sections of government owned public schools, old female teachers with no qualification in ECCDE are often seconded to children classrooms. Findings from various studies conducted by researchers in Nigeria have consistently confirmed this same situation (e.g., Olaleye & Omotayo, 2009; Amadi, 2013; Okewole, Iluezi-Ogbedu, & Osinowo, 2015; Osho, Aliyu, Okolie, & Onifade; 2014). There is need to employ more professionally qualified ECCDE teachers from those already produced by the colleges and universities.

1. Government non-participation in pre-primary Education

The government in spite of its efforts to set up policy framework for ECCDE has not demonstrated enough commitment in terms of funding, monitoring and evaluation as well as establishment and management of ECCDE schools the bulk of which still belongs to private investors whose main objective is profit making. Mkpia (2008), blames the problem of inefficient management and delivery of the curriculum. He further opines that the government has failed to assist the private sector in the establishment and management of pre-primary schools, provision of facilities and teaching aids it only provides policy guidelines he concluded.

2. Inadequacy of Space and Equipment

Facilities such as classrooms, libraries, staff, laboratories, and furniture are grossly inadequate in a greater number of the ECCDE schools. In use are uncompleted buildings, makeshifts and car garages that are poorly ventilated most of which have only mats as furniture. This situation can never guarantee effective teaching and learning of these tenderlings whose lives are further jeopardized. Teachers are one of the major players in the implementation of any educational programme. Their role is very important to the realisation of the objectives of the NPEs objectives on ECCDE. Obong (2008), therefore complains that there is low improvement in the supply of qualified teachers.

The early childhood care development education centres established by private individuals are inadequately funded which often results to poor implementation of the policies. It is a common practice in Nigeria to observe that most early childhood care development education institutions operate inside small rented apartments that are not conducive for teaching and learning processes. In a survey carried out by Adegbemile and La'ah (2013), they noted that nursery schools in Nigeria currently operate on university campuses, school premises, premises of industrial and business organizations, church premises, town halls and residential buildings

which must be assessed for quality control in all sectors of its curriculum. The facilities and equipment are considered generally poor and ineffective.

3. Poor Teaching Methods and Materials

Another major issues in Nigeria's ECCDE is the poor infrastructures, equipment, facilities and learning resources. Essential learning resources are lacking in most facilities while the national curriculum is not yet widely operational. In pre-school Teaching, toys, diagrams, charts, pictorials are invaluable instructional requirements that are lacking in most of the ECCDE schools presently. In addition, there are inadequate qualified teachers to take care of the early childhood care development education programs. Ezirim (2004) in Sule (2012), noted that of the 1,429 teachers in nursery schools surveyed in the south eastern part of Nigeria, below 20% of the observed centres have teachers who with Nigeria certificate of education (NCE). According to the survey, many of the teachers were undergraduates who were waiting to complete the requirement for university education. These graduates were using the nursery schools as a temporal workplace as a result; the school proprietors offer them low wages. These inexperienced teachers therefore, resulting in the children receiving ineffective education and inadequate care, which affect their intellectual development. There is also a negation to the stipulated guidelines on the implementation of early childhood care development education especially as it relates to the equality in access to education. This particularly affects children that are disadvantage, such as the children of the poor, children with disability and special needs that are denied access to education due to cost. Only wealthy individuals can afford to send their young ones to the schools.

Decrying the pathetic state of implementation of ECCDE curriculum, Maduwesi (1998) in Sule (2012), blamed the sustained use of poor teaching methods on government's lip. Service as

indicated in poor supervision by the ministry of Education and absence of well-planned teaching modules. Although it was recommended in the National Policy on Education (1987 and 2004) that the state ministries of education should monitor the establishment and management of pre-schools, Amadi (2010) in his study revealed that quality is always compromise as these officials are “sorted” out with huge sums of money leaving the innocent children at the mercy of charlatans. Lending their support to this revelation, Adenokun and Okhaware (1996) in Sule (2012) revealed the inability of state arm of government to provide the required checks and balances. Hence, they recommended regular supervision and inspection of the schools and workshops for proprietors.

4. Funding: Funding needs to be given maximum consideration because it is very crucial to achieving success in any educational enterprise. In ECCDE, adequate funds need to be made available for provision of learning resources and activities which include instructional materials for teaching, training and re-training of teachers and caregivers, educative and sensitization programmes through regular workshops, monitoring, feeding, immunisation, quality assurance, report writing, publications, school meals and training manuals among others (Alabi & Ijaiya, 2014). This indicates that the importance of funding to successful implementation of ECCDE in Nigeria cannot be overemphasized. However, despite the importance of ECCDE in Nigerian, the programme is ridiculously underfunded. This could be linked to the low budgetary allocation to the education sector in the nation.

5. Supervision: To ensure effective implementation of any educational enterprise, supervision must be given adequate attention. In regards to ECCDE, Awino (2014), noted that it is important to supervise in order to gather information from children, caregivers, parents, communities, and general ECCDE environment. Supervision of ECCDE can be used to correct

errors, modify practices where necessary and motivate as well as encourage all involved in its implementation (Awino, 2014). Usually, the changes that result from supervision of ECCDE programme can strengthen the implementation of such ECCDE programme. Supervision in ECCDE leads to the holistic development of children, enables efficient implementation of curriculum, checks whether the objectives of the programmes have been achieved, promotes maintenance of basic standards, identifies problems and constraints, motivates, enriches and promote personal as well as professional growth all those involved (Awino, 2014). Despite the immense benefits that supervision has to offer the ECCDE, the Nigerian ECCDE at pre-primary school level is not provided with these benefits as it is usually left unsupervised. This cannot allow effective implementation of ECCDE programmes at pre-primary school level in Nigeria. Researchers have consistently lamented this lack of supervision in ECCDE

6. The Ratio of Teachers to Pupils: Most early childhood educational centres have inadequate caregivers for the children. The classes are always overpopulated, leaving many with little or no attention due to high pupils/teacher ratio. The pupils/teacher ratio is an important topic when it comes to early childhood related issues. It is best to ensure that low pupils/teacher ratio is maintained because this will make it likely possible for the child to get adequate individual attention, the child's need will not be lost in a sea of pupils. In a traditional setting, with more pupils' causes chaos, and therefore teachers spent more time in classroom management instead of pupils learning. The ECCDE believes every child is different and one must not assume that all children are the same, so while thinking about the pupils to teacher ratio, it is important not to lose sight of child centred learning

2.6 Empirical Studies

In a study conducted by Adegbemile and La'ah (2013), on the assessment of early childhood education in Nigeria: implications for resource management and quality education in north-west geo political zone. Survey research design was used. The objectives of their study were to examine the quality of learning activities in nursery schools in north-west geo-political zone of Nigeria, to examine the quality of teachers in nursery schools in north- west geo-political zone of Nigeria and to examine the availability of conducive environment for teaching-learning activities in north-west geo-political zone of Nigeria. The population of the study was 360 teachers in 60 nursery schools were selected by stratified random sampling techniques were used for data collection three research questions and hypothesis were formulated. Percentages and chi-square(x) were used for data analysis. The study revealed that the quality of learning activities was on the average while the quality of teaching staff was found to be low. Adegbemile and La'ah's research is similar with the present study because it assesses Early Childhood Education resource management and quality education. It differs from the present research because it covers Jos metropolis while their study covered the whole of north-west geo-political zone of Nigeria.

The research carried out by Olaleye, Florence and Omotayo (2009), on the Assessment of Quality in Early Childhood Education in Ekiti state Nigeria. Descriptive research design and 12 randomly selected private nursery schools were used. Data were collected using a 20-item structure questionnaire administered on 120 respondents consisting teachers and head teachers. Data were analyzed using means of percentages. Findings showed that the quality of early childhood education is averagely good. The qualities of academic staff have been found to be low. This supported the assumption made by the present researcher that teacher's quality is apparently low. The current research in review are similar in the sense that; both are survey

research and it differs; the former research is carried out in Ekiti while the current one is in Plateau State.

Abdullahi (2012), studied the perceptions of stakeholders on the implementation of early childhood education in Kaduna metropolis. The study was aimed at examining the opinions of teachers and inspectors on the appropriate steps to be taken when establishing early childhood institutions; to determine the availability of infrastructural facilities and to identify the right techniques for the implementation of standard. Descriptive survey research method was used and all the four null hypotheses were subjected to t-test statistical analysis. Total population for the study was 3,370 stratified random sampling and purposive sampling techniques were adopted for the study, the instrument used for the collection of data was questionnaire and content validity method was adopted for the verification of the questionnaire. T-test at 0.05 level of significance; simple percentage mean and standard deviation were calculated. The findings in the study revealed that the physical environment of the pre-primary settings was not considered as well as does not reflect the knowledge, safety, physical wellbeing and intellectual stimulation of the young children. It was further said that instructional materials were not connected to the desired outcome of quality early childhood education institutions which is aimed at the full development of the child. The present research agreed with the above statement because instructional materials reflect the quality of education by enhancing the full development of the intellectual capabilities of the child. The current researcher disagrees with Abdullahi in the use of t-test which is not appropriate for the study because the data generated through the questionnaire was ordinal and discrete in nature. He was supposed to use non-parametric tools that will substitute the use of t-test.

Iredia (1998), conducted a study on Parents, Teachers and Administrators Perception of the Management of Pre-primary education in Kaduna state. Survey research design was used. The objectives of the study are; the availability of instructional material in nursery institutions, quality and quantity of teachers in nursery institutions, the physical facilities and recreational facilities used and; the implementation process of the curriculum content of nursery schools. A questionnaire of 33 items was used to find out the opinions of parents, teachers, and administrators. ANOVA was used to find the significance difference between the variables in the study. The outcomes of the findings include; there is lack of adequate instructional materials, teachers of nursery are not adequately qualified, there is lack of adequate provision of physical facilities and; most nursery schools are operating without approval and registration with the state ministry of education. The reviewed work is similar to the present work as survey research design and questionnaire was used in the two studies. The study was different as ANOVA was used for data analysis in the reviewed work while chi-square was used in the present study. Also, the previous work was carried out on Parents, Teachers and Administrators Perception of the Management of Pre-primary education in Kaduna state while the present study was on Assessment of the implementation of Early Childhood Care Development Education in Plateau State.

Viatonu, Usman and Dagunduro (2011), studied an assessment of implementation strategies of integrated Early Childhood Care and Development education in Epe Local Government Area of Lagos state. Descriptive research design was adopted. The sample for the study comprises 53 head teachers, 89 care givers using purposive sampling techniques. The instrument used was a two-part questionnaire. Simple percentages and chi-square were used to analyze the data. The result showed that major stakeholders in implementation of Integrated Early Childhood Care and

development were to be given proper in-service training. The study also revealed Non-availability of the ECCDE curriculum and instructional/play materials in some schools. Recommendations on how to properly implement the ECCDE curriculum were made. The reviewed work is similar to the present work as survey research design and questionnaire was used in the two studies. The study was different as chi-square was used in the present study. Also, the previous work was carried out on assessment of implementation strategies of integrated Early Childhood Care and Development education in Epe Local Government Area of Lagos state while the present study was on Assessment of the implementation of Early Childhood Care Development Education in Plateau State.

Okewole, Iluezi-Ogbeduand Osinowo (2015) in a study on Evaluation of the Implementation of Early Childhood Education Curriculum in Osun State. The study adopted survey research design, questionnaires, observation and checklists were used to collect data. Four research questions were raised for the study to provide answers: do the teachers and care givers at the ECCDE centres have minimum qualifications? Do the centres have adequate teaching and learning facilities? Do the centres make use of and implement the NERDC curriculum? And what are the constraints to implementing the NERDC curriculum? Both descriptive and inferential statistical tools were used to analyze the data. The results show that many primary schools in Nigeria do not have trained quality teachers for ECCDE. Teaching and learning resources were inadequate and that many schools do not even have the recommended national curriculum. The previous work shared similarity with the present work as it was conducted on the Implementation of Early Childhood Education Curriculum in Osun State while the present study was on Assessment of the implementation of Early Childhood Care Development Education in Plateau State. The study was different as no hypothesis was tested in the work while this study tested four hypotheses.

Idowu (2008), investigated the extent to which practical teaching of social studies curriculum was implemented in Kwara state with a view of findings solutions to the identified problems. The plan and strategy of investigation used in the study to obtain answer to research questions was a survey design which is same with the present study. The population comprised of all social studies teachers in junior secondary school in Kwara State. One hundred and fifty (150) secondary schools were randomly chosen from (242) grant aids schools in the three educational zones (A, B, C) of the state. Fifty social studies teachers were chosen from each of the three zones. The instrument for data collection was a questionnaire. All the items in the questionnaire were of two-point scale of “agreed” (A) and Disagreed (D)”. Each respondent was expected to indicate his or her agreement or disagreement to the statement provided. The researcher personally administered to the teachers and collected from them the questionnaire. From the analysis of the results it showed that most of the schools do not have well equipped social studies workshops, instructional materials and that social studies teachers are not adequately trained teachers.

The study is related to the present study because both are assessing the implementation of a curriculum though both at a different level of education. The study however differs from the present study in it consideration that some implementation variables are faulty such as inadequate social studies teachers, lack of workshop, inadequate funds to run the practical activities, while the present study considered some other factors such as qualification of teachers, learning environment, instructional materials and the curriculum content. The study had more research questions which elicited more answers that can helped to solve some implementations problems to some extent. Also, the reviewed study was based only on practical and theoretical social studies curriculum implementation.

Hayes (2007), in his paper titled Perspectives on the relationship between education and care in early childhood presents evidence that the dynamic process approach to early childhood care and education offers more for children's positive development and learning than either the academic (education) or play-based (care) approach alone. Research consistently shows that successful early education facilitates the child in active learning environment or 'dispositional milieu' that are well planned, where staff are well trained, confident and supported in their work. Interpretation has become central to both children and adults as they participate in the process of early education; children interpreting and making sense of the world; and adults observing, reflecting on and interpreting children's behaviour to assess, to plan the curriculum and to guide their practice. The previous work shared similarity with the present work as it was conducted on the Perspectives on the relationship between education and care in early childhood while the present study was on Assessment of the implementation of Early Childhood Care Development Education in Plateau State. The study was different as no hypothesis was tested in the work while the present study tested four hypotheses.

Murundu, Okwara, Murundi and Bantu (2012), conducted a research on Child Based Factors Influencing Implementation of Early Childhood Development and Education Curriculum in Kenya. The research employed simple random technique and descriptive survey design while the data was collected through questionnaire. The study found that learners with special needs were not given a special attention. Instead, they were just taught together with the normal children in the same classroom. This is because teachers lacked training in special needs education for handling children with various special needs. The previous work shared similarity with the present work as it was conducted on Child Based Factors Influencing Implementation of Early Childhood Development and Education Curriculum in Kenya while the present study was on

Assessment of the implementation of Early Childhood Care Development Education in Plateau State. The previous research and present research also used questionnaire for data collection. The study was different as no hypothesis was tested in the work while the present study tested four hypotheses.

Suleiman (2012), assessed the implementation of Universal Basic Education Programme (UBEP) in Nigeria using descriptive survey method for investigations, identification and data collection. The research population was sampled through random sampling technique while questionnaire was used in collecting data and ANOVA was employed to test the hypotheses of the study. The research findings revealed that: infrastructural and instructional facilities were inadequate for the implementation of UBEP in Nigeria; UBEP was also found to be grossly underfunded and lacked requisite teachers, which hampered effective implementation; Supervision, monitoring and evaluation had positive impact on the implementation of UBEP; The programme lacked qualified and motivated staff; and Free and compulsory education was partially implemented.

This study is relevant for the fact that it was conducted to assess the implementation of an educational programme even though not related to early childhood care education. This research therefore, sought to add knowledge on Hayes' (2007), findings, which showed that successful early education facilities quick development of the child in active learning environments or dispositional milieu. Moreover, the study evaluated the physical environment, human and material resources to determine if they have impact on pupils at the early education stage. Specifically, the pupils' tendency to act or think in the same way based on the availability of the resources provided in their various schools in Kano and Katsina States was evaluated.

2.7 Summary

Early childhood care development education lays a solid foundation for other levels of education to build upon. The national policy on education emphasized on the quality of instruction which the child should be exposed to and it is however uncertain whether these schools are implementing the curriculum. It is evident from the review that a comprehensive early childhood education curriculum should be designed for implementation to equip the children with the desired skill need for effective primary education and social life. Based on the problem raised in this study, the researcher finds it necessary to investigate the importance of assessing the implementation of early childhood care development education. The study therefore, focuses on the following areas; conceptual analyses, theoretical framework, origin of childhood care development education, the importance of early childhood care development education, management and quality control of early childhood care development education, purpose and needs of early childhood care development education, the role of teachers in the achievement of the goals of early childhood care development education, basic curriculum provisions of national policy on early childhood care development education and empirical studies to develop a viable tool for the assessment of early childhood care development education in Plateau State, Nigeria.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the methodology that the researcher employed in gathering data for the study. Consequently, it presents the research design, population, sample and sampling technique, instrument for data collection, pilot study and reliability of the research instrument. The study further explained the procedure for data collection and procedure for analysis.

3.2 Research Design

The study employed survey research design. The survey research design is concerned with the collection of data for the purpose of describing and interpreting existing conditions. This design enables the use of questionnaire in other to collect relevant and adequate data for the study. The design enables the researcher to test the hypotheses, answer the research questions and authenticate the basic assumptions of the study. Rick (2014), asserts that the information gathered will allow the researcher to measure the significance of result on overall population that the researcher is studying, as well as the challenges of respondents' opinions.

3.3 Population of the Study

The population of this study comprises all the Teachers and Heads of Early Child Care Development Education Centres in public early childhood education centres in Jos South with the total of eighty-one (81) Early Child Care Development Education Centres. There are eighty-one (81) head teachers and eight hundred and fifty-three (853) teachers which gives the total population of nine hundred and thirty-four (934). The population is presented in Table 2.

Table 2: Population Distribution of Respondents in Jos South LGA

S/n	Zones	No of Schools	Head Teachers	Teachers	Total
1	Bukuru	7	7	96	103
2	Du	15	15	124	139
3	Gyel	12	12	108	120
4	Hwolshe	8	8	106	114
5	Kuru	9	9	143	152
6	K/Vom	7	7	98	105
7	Vwang	17	17	96	113
8	Zawan	6	6	83	89
Total		81	81	854	935

Source: Plateau State Universal Basic Primary Education Board, 2015

3.4 Sample and Sampling Technique

The sample size of the study is two hundred and seventy-eight (278). This is based on the recommendation of sample size scale prepared by research advisors (2010). The sample schools are twenty in number which were selected using random sampling technique. The use of random sampling technique was done with the intention to give the school equal chance of being selected. However, the distribution of the sample teachers was done using proportion. Thus, the sample size distribution of teachers and head teachers can be seen in Table 3.

Table 3: Sample Size Distribution of Respondents in Jos South LGA

S/N	Inspectorate Zone	Sample Schools	Head Teacher	Teachers	Total
1.	Bukuru	St John's Dilimi	01		1718
		Baptist Bukuru		01	18
		Islamia Bukuru		01	27
		L.E.A Bukuru		01	19
2.	Du	St George Rayfield		01	12
		Kwang Progressive		01	11
		St Joseph		01	05
		L.E.A Fwaywei		01	01
		L.E.A Dangyuruk		01	09
3.	Gyel	N.Y.S.C Model		01	10
		R.C.M Gyel		01	08
		L.E.A Barkin Acha		01	10
4.	Hwolshe	L.E.A Hwolshe A		01	20
		L.E.A Hwolshe B		01	06
		R.C.M Zaramanganda		01	36
5.	Kuru	L.E.A Danchol Kuru		01	01
		L.E.A Kanadap		01	11
		L.E.A Kuru		01	11
		L.E.A Sabon Pegi		01	25
6.	Zawan	L.E.A Hwak Kwata Zawan		01	01
Total Sample Size		20	20	258	278

Source: Plateau State Universal Basic Primary Education Board, 2015

3.5 Instrumentation

A research instrument is a data collection tool that is used to elicit information in order to achieve the desired research objectives (Ihemeje, Umeh & Ogbanje, 2011). The research instrument used for data collection in this study is a researcher designed questionnaire. The structured questionnaire which is titled 'Assessment of the Implementation of Early Childhood Care Development Education Questionnaire (AIECCDEQ) was used to collect data for the study by the researcher in order to answer the research questions and to test the stated hypotheses in chapter one. The questionnaire consisted of 40 items. The questionnaire was structured into two sections. Section 'A' included the respondents' bio data. While section 'B' includes the items structured for the respondents. The modified Likert 4-pointscale (strongly agreed, agreed,

strongly disagreed and disagreed) questionnaire was adopted since it allows the respondents to indicate their opinions independently. The Likert scale was weighed in points as;

Strongly Agree (SA) =4 points

Agree (A) =3 points

Strongly Disagree (SD) =2 points

Disagree (D) =1 point

3.5.1 Validity of the Instrument

Validity is the ability of the research instrument to measure as adequately as possible (Olaofe, 2010). The face and content validity of the instrument as well as language appropriateness and clarity of the research was scrutinized by experts in curriculum, measurement and evaluation, English and Statistics departments. The instrument was taken to a statistician for vetting before the final draft was produced.

3.5.2 Pilot Study

Pilot study was conducted in L.E.A primary school Chugwi Newlife and L.E.A Kadama, in order to find out the reliability coefficient of the research instrument to be used. 20 questionnaires were distributed to the school. After administering the 20 questionnaires to the respondents their responses were analysed using Cronbach alpha coefficient. The data collected from the administration of pilot test was analysed using Cronbach alpha technique

3.5.3 Reliability of the Instrument

The data collected from the pilot study was calculated using Cronbach Alpha techniques. Umar (2013), defines reliability as a measurement that yields consistent result over time is said to be reliable. The result obtained from the data analysed was 0.79 which shows the internal

consistency of the instrument in question. Therefore, based on the reliability index found, the instrument prepared for this research is highly reliable.

3.6 Procedures for Data Collection

The researcher with the help of two research assistants adopted the following process for the collection of data for the study; personal visit to the sampled schools within Jos South Educational Zone; seeking assistance of trained instructors to facilitate the administration and retrieval of copies of the questionnaires; the above processes was facilitated by the faculty of education, Ahmadu Bello University, Zaria with a letter of introduction to the sampled schools. Two research assistants were trained for the period of four hours on how to administer the research instrument.

3.7 Procedure for Data Analysis

Data collected was used to answer the research questions and test the hypotheses stated. The frequency, percentages, mean and standard deviation was used at descriptive level. Chi-square statistical tool was used at inferential level to test the hypotheses. This is because, the data generated was ordinal and discrete in nature. Hence, all the null hypotheses formulated for the study were tested at 5% alpha level of significance.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents the data collected from the field for statistical analysis, interpretation and discussion. All the sampled respondents, comprising of twenty (20) head teachers and two hundred and fifty-eight (258) teachers from twenty (20) public early childhood education centres in Jos South correctly filled and returned the questionnaire, representing 100%. The first section of the chapter presented the bio-data of the respondents (head teachers and teachers) and was analysed using frequencies and percentages. While the second section answered the four research questions using mean and standard deviation. The third section of the chapter contains results of test of the four null hypotheses using Chi-square. All the four null hypotheses were tested at 0.05 level of significance. The last section of the chapter presented the major findings and discussion of results.

4.2 Description of Study Variables

The bio-data of the respondents (head teachers and teachers) was analysed using frequencies and percentages. Table 4 presents this analysis using frequencies and percentages.

Table 4: Classification of Respondents by Status

	Frequency	Percentage (%)
Head Teachers	20	7.2
Teachers	258	92.8
Total	278	100

Table 4 presents the classification of the respondents by status where 20 or 7.2% of the respondents were head teachers, while 258 or 92.8% are teachers. This table shows that teachers were more represented in the study than the head teachers.

4.3 Response to Research Questions

The researcher used a modified 4-point rating scale and mean of the scale is 2.5. The decision (mean) means scores equal to or above 2.5 are considered ‘agree’ whereas those below 2.5 are regarded as ‘disagree’. The descriptive analysis done on each of the four (4) research questions are presented as follows:

$$\begin{array}{rcl}
 A & - & 4\text{point} \\
 UD & - & 3\text{point} \\
 SD & - & 2\text{point} \\
 D & - & 1\text{point} \\
 4+3+2+1 & = & 10 \\
 4 & & 4
 \end{array}
 \qquad
 = 2.5 \text{ (Decision mean)}$$

Research Question One: To what extent are the instructional materials available for the implementation of early childhood care development education in Plateau state?

The data gathered through the administration of questionnaire were analysed using mean and standard deviation. The summary of the descriptive analysis is presented in Table 5.

Table 5: Instructional materials available for the implementation of early childhood care development education in plateau state

Respondents	N	Mean	SD
Head Teachers	20	2.375	.969
Teachers	258	2.194	1.056
Total	278	2.28	1.012
Decision Mean		2.5	

Table 5 revealed the opinions of head teachers and teachers on the extent to which instructional materials are adequate for the implementation of early childhood care development education in Plateau state. The table showed the total mean of 2.28 which is less than the decision mean of

2.5. This result is pointed to the fact that instructional materials like charts, television, computer, toys, and story books among others are not available for the implementation of early childhood care development education in Plateau state.

Research Question Two: In which way is the content of early childhood care development education being implemented in early childhood care development education centres in Plateau state?

The data gathered through the administration of questionnaire were analysed using mean and standard deviation. The summary of the descriptive analysis is presented in Table 6.

Table 6: Way in which the content of early childhood care development education is being implemented in early childhood care development education centres in Plateau state

Respondents	N	Mean	SD
Head Teachers	20	3.301	1.088
Teachers	258	2.646	1.156
Total	278	2.97	1.122
Decision Mean		2.5	

Table 6 revealed the opinions of head teachers and teachers on the way in which the content of early childhood care development education is being implemented in early childhood care development education centres in Plateau state. The table showed the total mean of 2.97 which is greater than the decision mean of 2.5. The implication of this result is that the content of early childhood care development education to a great extent being implemented in early childhood care development education centres in Plateau state.

Research Question Three: What is the level of teaching staff recruitment in the implementation of early childhood care development education in Plateau state?

The data gathered through the administration of questionnaire were analysed using mean and standard deviation. The summary of the descriptive analysis is presented in Table 7.

Table 7: Teaching staff recruitment in the implementation of early childhood care development education in plateau state

Respondents	N	Mean	SD
Head Teachers	20	2.276	.884
Teachers	258	2.592	.740
Total	278	2.43	0.812
Decision Mean		2.5	

Table 7 revealed the opinions of head teachers and teachers on the level of teaching staff recruitment in the implementation of early childhood care development education in Plateau state. The table showed the total mean of 2.43 which is less than the decision mean of 2.5. The implication of this result is that teaching staff are not adequately recruited for the implementation of early childhood care development education in Plateau state.

Research Question Four: What are the techniques used for the implementation of curriculum in achieving the goals of early childhood care development education in Plateau state?

The data gathered through the administration of questionnaire were analysed using mean and standard deviation. The summary of the descriptive analysis is presented in Table 8.

Table 8: Techniques used for the implementation of curriculum in achieving the goals of early childhood care development education in Plateau state

Respondents	N	Mean	SD
Head Teachers	20	2.500	1.124
Teachers	258	2.279	1.097
Total	278	2.38	1.110
Decision Mean		2.5	

Table 8 revealed the opinions of head teachers and teachers on the techniques used for the implementation of curriculum in achieving the goals of early childhood care development education in Plateau state. The table showed the total mean of 2.38 which is greater than the decision mean of 2.5. This result pointed to the fact that teachers are not using appropriate techniques for the implementation of curriculum in achieving the goals of early childhood care development education in Plateau state.

4.4 Hypotheses Testing

This section of the chapter contains results of test of the four null hypotheses formulated for this study using Chi-square at 0.05 alpha level of significance.

Hypothesis One: There is no significant difference in the opinions of the respondents on the instructional materials available for early childhood care development education implementation in Plateau state. The opinions of head teachers and teachers were gathered using questionnaire. The analysis of data gathered in respect of null hypothesis one in order to determine the presence or absent of significant difference in the opinions of respondents was analysed and presented in Table 9.

Table 9: Summary of Chi-square (χ^2) on the instructional materials available for early childhood care development education implementation in Plateau state

Number	χ^2 cal.	χ^2 crit.	α	Df	P-value	Decision
278	39.200	55.78	0.05	36	.207	Retained

Table 9 showed the p-value of .207 which is greater than 0.05 level of significance and the χ^2 calculated value of 39.200 which is less than the χ^2 critical value of 55.78 at 36 degrees of freedom. This result pointed to the fact that instructional materials like charts, television,

computer, toys, and story books among others are not readily available for the implementation of early childhood care development education in Plateau state. The implication of this result was to retain the null hypothesis which stated that there is no significant difference in the opinions of the respondents on the instructional materials available for early childhood care development education implementation in Plateau state.

Hypothesis Two: There is no significant difference in the opinions of the respondents on the extent to which the content of early childhood care development education is being implemented in Early Childhood Care Development Education Centres in Plateau state. The opinions of head teachers and teachers were gathered using questionnaire. The analysis of data gathered in respect of null hypothesis two in order to determine the presence or absent of significant difference in the opinions of respondents was analysed and presented in Table 10.

Table 10: Summary of Chi-square (χ^2) on the extent to which the content of early childhood care development education is being implemented in Early Childhood Care Development Education Centres in Plateau state

Number	χ^2 cal.	χ^2 crit.	α	df	P-value	Decision
278	124.01	67.301	0.05	36	0.002	Rejected

Table 10 showed the p-value of 0.002 which is less than 0.05 level of significance and the χ^2 calculated value of 124.01 which is greater than the χ^2 critical value of 67.301 at 36 degrees of freedom. This result indicated that the content of early childhood care development education to a great extent being implemented in early childhood care development education centres in Plateau state. The implication of this result was to reject the hypothesis which stated that there is no significant difference in the opinions of respondents on the extent to which the content of

early childhood care development education is being implemented in Early Childhood Care Development Education Centres in Plateau state.

Hypothesis Three: There is no significant difference in the opinions of the respondents on level of recruitment of teaching staff in the implementation of early childhood care development education in Plateau state. The opinions of head teachers and teachers were gathered using questionnaire. The analysis of data gathered in respect of null hypothesis three in order to determine the presence or absent of significant difference in the opinions of respondents was analysed and presented in Table 11.

Table 11: Summary of Chi-square (χ^2) on the level of recruitment of teaching staff in the implementation of early childhood care development education in Plateau state

Number	χ^2 cal.	χ^2 crit.	A	df	P-value	Decision
278	27.94	66.41	0.05	36	.061	Retained

Table 11 showed the p-value of .061 which is greater than 0.05 level of significance and the χ^2 calculated value of 27.94 which is less than the χ^2 critical value of 66.41 at 36 degrees of freedom. This result indicated that teaching staff are not adequately recruited for the implementation of early childhood care development education in Plateau state. Hence, the implication of this result was to retain the null hypothesis which stated that there is no significant difference in the opinions of the respondents on level of recruitment of teaching staff in the implementation of early childhood care development education in Plateau state.

Hypothesis Four: There is no significant difference in the opinions of respondents on the techniques used for the implementation of curriculum in achieving the goals of early childhood care development education in Plateau state.

The opinions of head teachers and teachers were gathered using questionnaire. The analysis of data gathered in respect of null hypothesis four in order to determine the presence or absent of significant difference in the opinions of respondents was analysed and presented in Table 12.

Table 12: Summary of Chi-square (χ^2) on the techniques used for the implementation of curriculum in achieving the goals of early childhood care development education in Plateau state

Number	χ^2 cal.	χ^2 crit.	A	df	P-value	Decision
278	48.50	102.96	0.05	36	0.091	Retained

Table 12 showed the p-value of 0.091 which is greater than 0.05 level of significance and the χ^2 calculated value of 48.50 which is greater than the χ^2 critical value of 102.96 at 36 degrees of freedom. This result indicated that teachers are not using appropriate techniques for the implementation of curriculum in achieving the goals of early childhood care development education in Plateau state. Hence, the implication of this result was to accept the null hypothesis which stated that there is no significant difference in the opinions of respondents on the techniques used for the implementation of curriculum in achieving the goals of early childhood care development education in Plateau state.

4.5 Summary of Major Findings

The following findings emerged from the hypotheses tested that:

1. Instructional materials like charts, television, computer, toys, and story books among others are not available for the implementation of early childhood care development education in Plateau state.
2. To a great extent the content of early childhood care development education is being implemented in early childhood care development education centres in Plateau state.

3. Teaching staff are not adequately recruited for the implementation of early childhood care development education in Plateau state.
4. Teachers are not using appropriate techniques for the implementation of curriculum in achieving the goals of early childhood care development education in Plateau state.

4.6 Discussion of Findings

Based on the hypotheses tested in this study, the findings from the study are discussed as follows. Finding on hypothesis one revealed that instructional materials like charts, television, computer, toys, story books among others are not readily available for the implementation of early childhood care development education in Plateau state. The implication of this result was to retain the null hypothesis which stated that there was no significant difference in the opinions of the respondents on the instructional materials available for early childhood care development education implementation in Plateau state. This finding is in line with the research conducted by Viatonu, Usman and Dagunduro (2011), that there is lack of adequate instructional materials, there is lack of adequate provision of physical facilities; and most nursery schools are operating without approval and registration with the state ministry of education. More so, the finding contradicts the work of Abdullahi (2012), which revealed that instructional materials were not connected to the desired outcome of quality early childhood education institutions which is aimed at the full development of the child.

Finding on hypothesis two indicated that the content of early childhood care development education to a great extent being implemented in early childhood care development education centres in Plateau state. The implication of this result was to reject the hypothesis which stated that there was no significant difference in the opinions of respondents on the extent to which the content of early childhood care development education is being implemented in Early Childhood

Care Development Education Centres in Plateau state. Though this study correlates with other researches, but contradict a lot of other research among which are Adegbemile and La'ah (2013), on the assessment of early childhood education in Nigeria: implications for resource management and quality education in north-west geo political zone. The study revealed that the implementation of early childhood education in Nigeria is low. Likewise, Okewole, Iluezi-Ogbedu and Osinowo (2015), on Evaluation of the Implementation of Early Childhood Education Curriculum in Osun State which revealed that teaching and learning resources were inadequate and that many schools do not even have the recommended national curriculum.

The analysis carried out on hypothesis three revealed that teaching staff are not adequately recruited for the implementation of early childhood care development education in Plateau state. Hence, the implication of this result was to retain the null hypothesis which stated that there was no significant difference in the opinions of the respondents on level of recruitment of teaching staff in the implementation of early childhood care development education in Plateau state. Findings like Adegbemile and La'ah (2013), that the quality of teaching staff was found to be low. In line with this, the finding of research conducted by Chukwura (2011), on Teachers role in improving early childhood education in Nigeria indicated that early childhood education is a sine qua non for educational development in the 21st century. Also, that the quality of teachers no doubt influences and determines the quality of the learner.

Finding on hypothesis four indicated that teachers are not using appropriate techniques for the implementation of curriculum in achieving the goals of early childhood care development education in Plateau state. Hence, the implication of this result was to accept the null hypothesis which stated that there was no significant difference in the opinions of respondents on the techniques used for the implementation of curriculum in achieving the goals of early childhood

care development education in Plateau state. This finding is explained in the context of the fact that it shared similarity with the finding of Idowu (2008), that Social Studies teachers are lacking proper skills at implementing the Social Studies curriculum.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a general summary of the present research work carried out by the researcher. The outlines of areas discussed were the conclusions, recommendations and suggestions for further studies.

5.2 Summary

This study has empirically examined the implementation of Early Childhood Care Development Education in Plateau State, Nigeria. The study is keen at identifying, determining and ascertaining the extent by which the various school have implemented the early childhood care development education in the understudy area. The objective of the study was to determine the instructional materials available for the implementation of early childhood care development education in plateau state, Nigeria; assess the extent to which the content of early childhood care development education is being implemented in Early Childhood Care Development Education Centres in plateau state; ascertain the level of teaching staff recruitment for the implementation of early childhood care development education in Plateau state; and identify the techniques used for the implementation of curriculum in achieving the goals of early childhood care development education in Plateau state. Four research questions and hypotheses each were formulated as guide for the study. The study covered all public Early Childhood Care Development Education Centres in plateau state and it is significant because the study will be of immense benefit to policymakers and curriculum developers. They will find the result of this study as a useful tool in the future development of early childhood care development education curriculum and make policies that are beneficiary to students, the schools, teachers and the entire society. The study

will reveal the need for a variety of curriculum materials necessary for effective implementation of the early childhood care development education curriculum learning environment. The key variables are operationally defined to conclude the chapter.

In chapter two, some literatures considered related to the present study were reviewed. The conceptual framework provided a base as it explores the concepts of early childhood. Scholarly works on the variables such as implementation and assessment among others. An empirical study of related works to show the relationship of the study to previous studies was carried out. It revealed some similarities to the present research, but its uniqueness in terms of scope and variables covered are highlighted.

The third chapter of this study examined the methodology used in carrying out the research work. The research design used is the descriptive survey. The population of the study comprised the total of eighty-one (81) head teachers and eight hundred and fifty-three (853) teachers which gives the total population of nine hundred and thirty-four (934) in all the public early childhood education centres in Jos South. The sample size of the study was two hundred and seventy-eight (278) comprising of twenty (20) head teachers and two hundred and fifty-eight (258) teachers from twenty (20) public early childhood education centres in Jos South, selected using random sampling technique. A structured questionnaire titled 'Assessment of the Implementation of Early Childhood Care Development Education Questionnaire (AIECCDEQ)' was used to collect data in the study. The instrument was validated by experts in curriculum, measurement and evaluation, English and Statistics departments and later subjected to pilot test which showed the reliability of 0.79 using Cronbach alpha technique. Data collected through the administration of questionnaire was used to answer the research questions and test the hypotheses stated. The

frequency, percentages, mean and standard deviation was used at descriptive level, while Chi-square was used at inferential level to test the null hypotheses at 5% alpha level of significance.

The fourth chapter presented the analysis of the data in form of frequency and percentage tables. The four null hypotheses were tested using Chi-square and three were retained and one was rejected.

5.3 Conclusion

In view of the finding from this study, it was concluded that instructional materials like charts, television, computer, toys, and story books among others are crucial to effective implementation of early childhood care development education in Plateau state. Even as instructional materials are not adequate, the content of early childhood care development education was to a great extent being implemented in early childhood care development education centres in Plateau state. Added to this, teaching staff are not adequately recruited for the implementation of early childhood care development education in Plateau state. This has contributed to the inappropriate use of techniques for the implementation of curriculum in achieving the goals of early childhood care development education in Plateau state.

5.4 Recommendations

This study recommended that:

1. Plateau state government should ensure that appropriate instructional materials like charts, television, computer, toys, and story books among others are adequately provided for the implementation of early childhood care development education in Plateau state.
2. Workshops and seminars should be organized for the teachers on the effective coverage of the content of early childhood care development education in Plateau State.

3. Qualified teachers should be employed to teach in early childhood education to improve the service delivery in the sector.
4. Teachers should be trained and retrained on the appropriate use of techniques for the implementation of curriculum in achieving the goals of early childhood care development education in Plateau state.

5.5 Suggestions for Further Study

Further studies can be carried out on the following suggested topics.

1. Perceptions of stakeholders on the effective method for implementing Early Childhood Care and Education Programmed in Nigeria.
2. Evaluation of the Key developmental indicators of the Early Childhood Care and Education Programmed in Nigeria.
3. Appraisal of Early Childhood care and Education as foundation for the holistic development of the child in Nigeria.

5.6 Contributions to Knowledge

Based on the findings from this study, the study made the following contributions that instructional materials like charts, television, computer, toys, and story books among others are vehicle for effective implementation of early childhood care development education in Plateau state. Similarly, in view of the finding, effective implementation of the content of early childhood care development education will go a long way in facilitating creativity among the pupils. This study also contributed that when qualified and qualitative teaching staff are adequately recruited for the implementation of early childhood care development education in Plateau state, it will contribute to the appropriate use of techniques for the implementation of curriculum in achieving the goals of early childhood care development education in Plateau state.

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APPENDIX 1

QUESTIONNAIRE ON THE ASSESSMENT OF THE IMPLEMENTATION OF EARLY CHILDHOOD CARE DEVELOPMENT EDUCATION IN JOS PLATEAU STATE, NIGERIA

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

Dear Respondent,

The Researcher is a post-graduate student in Curriculum and instructions (M.Ed.). This questionnaire is designed and adopted to assess the implementation of early childhood care development education in Jos Plateau state.

Your honest opinion will therefore enhance the reliability of this study and fulfil the criteria for the award of a Master Degree in Education. All information given will be treated with strict confidentiality.

Thank you.

Akwengs Joyce John

APPENDIX II

Instructions: Please tick (√) in the appropriate box that relates to your opinion. Do not tick more than one for each statement.

SECTION A: BIODATA

1 Name of School:

2 Location of School: Urban () Rural ()

3 Gender: Male () Female ()

4 Rank: Inspector () Head-Teacher () Teacher () Care Giver ()

5 Qualification: M.Ed () B.Ed. () Nce () Dip () Others ()

6 Years Of Experience: 1-5 () 6-10 () 10 And Above.

Section B: Instructional materials available for the Implementation of Early Childhood Care Development Education

S/N	Item statement	SA	A	D	SD
1.	The use of charts has been implemented in this early childhood care development education centres.				
2.	Television is used daily to enhance the implementation of early childhood care development education in this centre.				
3.	Computer sets are sufficiently used for the implementation of early childhood care development education.				
4.	Lesson plan are used on a daily to promote the implementation of early childhood care development education.				
5.	The use of models in teaching on a daily basis enables the implementation of early childhood care development education.				
6.	Story books are adequately used for the implementation of early childhood care development education.				
7.	The use of toys is regular in this centre to enhance the implementation of early childhood care development education.				
8.	Pictures are sufficiently used for teaching effectively in the implementation of early childhood care development education.				
9	Radio sets are used regularly in the implementation of early childhood care development education in this centre.				
10.	Slides are adequately used for teaching in the implementation of early childhood care development education.				

Section C: Content of early childhood care development education being implemented in early childhood care development education centres in Plateau state

S/N	Item statement	SA	A	D	SD
1.	Societal norms are implemented in the content of early childhood care development education in this centre.				
2.	Citation forms part of the curriculum content in Early childhood care development education.				
3.	The implementation of teamwork is part of the content of early childhood care development education in this centre.				
4.	Arithmetic is included in the content of early childhood care development implemented in this centre.				
5.	This centre has health education included in the content for implementation.				
6.	Arts and creativity forms part of the early childhood care development education content that have been implemented in this centre.				
7.	Nursery rhymes is part of the early childhood care development education content implemented in this centre.				
8.	Early childhood care development education content includes the use of toys for teaching and it is implemented in this centre.				
9	Play way method forms part of the content of early childhood care development education that has been implemented in this centre.				
10.	Moral education is infused in the content of Early childhood care development education that is implemented in this centre.				

Section D: Teaching staff recruitment in the implementation of early childhood care development education in Plateau state

S/N	Item statement	SA	A	D	SD
1.	The recruitment of teaching staff is basically on merit to ensure effective early childhood care development education implementation.				
2.	Only teachers with NCE are recruited in the implementation of early childhood care development education.				
3.	Capacity building that is, refresher courses are encourage among teachers towards effective implementation of early childhood care development education in this centre.				
4.	Quality of teachers are checkmated in the recruitment for the implementation of early childhood care development education.				
5.	Teachers with background on child psychology are recruited for the implementation of early childhood care development education.				
6.	Only teachers with bachelor's degree in education are recruited in the implementation of early childhood care development education.				
7.	Only teachers who are specialized in early childhood education are recruited for the implementation of early childhood care development education.				
8.	Examination is conducted in this school for teachers to be recruited so as to ascertain the level of teachers' readiness in the implementation of early childhood care development education.				
9	Regular in-service training is given to recruited teachers for proper implementation of early childhood care development education.				
10.	Seminars and workshops are organized for newly recruited teachers for the implementation of early childhood care development education.				

Section E: Techniques used for the implementation of curriculum in achieving the goals of early childhood care development education in Plateau state

S/N	Item statement	SA	A	D	SD
1.	The government is fully involved in the provision of Early childhood care development education curriculum.				
2.	Teachers do not have a curriculum to follow.				
3.	Regular training and seminars are made available for all teachers as well as interactive forums for proper curriculum implementation.				
4.	Teachers should be encouraged to implement the curriculum.				
5.	All facilities to be used for implementation of the curriculum are made available in this school.				
6.	All school facilities are provided to encourage the implementation of the curriculum.				
7.	Head teachers must always carry out school base supervision on a regular basis to ensure proper implementation of the curriculum.				
8.	Copies of the curriculum are given to all education ministries.				
9	Routine visit to school should be carried out regularly to ensure proper curriculum implementation.				
10.	Teachers are given necessary training to implement the curriculum in this school.				

APPENDIX III

Population of the Study

Population of the Study

S/N	Name of School	Head-Teacher	Teachers	Total
1	Baptist Bukuru	01	18	19
2	L.E.A Barkin acha	01	11	11
3	L.E.A Bukuru	01	19	20
4	L.E.A Chaha	01	05	06
5	L.E.A. Chugwi Newlife	01	18	19
6	L.E.A Dabwang chugwi	01	02	03
7	L.E.A Dahwol Bob	01	10	11
8	L.E.A. Dahwol Chuaha	01	02	03
9	L.E.A Dahwollwal	01	08	09
10	L.E.A Dalyoho	01	08	09
11	L.E.A Danchol Kuru	01	02	03
12	L.E.A Dandyes	01	04	05
13	L.E.A Dangyuruk	01	12	13
14	L.E.A Dantou	01	07	08
15	Ekan Du	01	07	08
16	L.E.A Du	01	07	08
17	L.E.A Farin Lamba	01	24	25
18	L.E.A Fwapwa	01	04	05
19	L.E.A Fwavwei	01	01	02
20	L.E.A Giring	01	14	15
21	L.E.A Gura Deme	01	02	03
22	L.E.A Gyel A	01	18	19
23	R.C.M Gyel	01	09	10
24	L.E.A Gyero Gyel	01	09	10
25	L.E.A Hwak Kwata- Zawan	01	01	02
26	L.E.A Hwolshe A	01	20	21
27	L.E.A Hwolshe B Nursery	01	06	07
28	Islamiya Bukuru	01	27	28
29	Islamiya Zawan	01	24	25
30	L.E.A Ji-Giring	01	06	07
31	L.E.A Kadama	01	05	06
32	L.E.A Kanadap	01	11	12
33	L.E.A Kangang	01	06	07
34	L.E.A Kangang Nomadic	01	05	06
35	L.E.A Kogom	01	06	07
36	L.E.A Koroshi	01	02	03
37	L.E.A Kufang	01	14	15
38	Ekan Kuru	01	17	18

39	L.E.A Kuru	01	12	13
40	L.E.A Kuru Jenta	01	08	09
41	R.C.M Kuru	01	09	10
42	L.E.A Kushe	01	02	03
43	L.E.A Kwang	01	11	12
	Progresive			
44	L.E.A Kwata Zawan	01	06	07
45	L.E.A La-fwil	01	02	03
46	L.E.A Lantya Du	01	08	09
47	L.E.A Latyi	01	07	08
48	L.E.A Nyango Gyel	01	13	14
49	N.Y.S.C Model Gyel	01	11	12
50	L.E.A Rabin Du	01	02	03
51	L.E.A Rahwol Kanang	01	05	06
52	L.E.A Ronchugun	01	24	25
53	L.E.A Rorian	01	02	03
54	L.E.A Sabon garin	01	02	03
	kanar Nomadic			
55	L.E.A Sabon pegi kuru	01	26	27
56	L.E.A San shen	01	02	03
57	L.E.A Sot Gyel	01	05	06
58	L.E.A Sot Vwang	01	02	03
59	ST. Andrews K/vom	01	10	11
60	ST. George's Rayfield	01	12	13
61	ST. Jarlath's Bukuru	01	28	29
62	ST. John's Turu	01	22	23
63	ST. John's Dilimi	01	17	18`
64	ST Joseph's Du	01	06	07
65	ST.Joseph's K/ Vom	01	29	30
66	ST. Peter's Bukuru A	01	19	20
67	ST. Thomas's Shen	01	16	17
68	ST. William's Zawan	01	15	16
69	L.E.A Tahei	01	10	11
70	L.E.A Tanchol	01	09	10
71	L.E.A Tim-tim	01	07	08
72	L.E.A Twanchik A	01	10	11
73	L.E.A Twanchik B	01	02	03
74	Ekan Vwang	01	16	17
75	L.E.A Vwang	01	25	26
76	L.E.A Vwang-kogot	01	03	04
77	L.E.A Wat	01	02	03
78	L.E.A Zaram	01	09	10
79	R.C.M Zaramaganda	01	36	37
80	Ekan Zawan	01	12	13
81	Ekan Zot-badin	01	05	06
	Total	81	854	935

Source: Plateau State Universal Basic Primary Education Board, (2015)

APPENDIX IV

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

Instrument Validation Form

Dear Sir/Ma,

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

K. Sani (12/9/18)
Head of Department (Signature, Date & Official Stamp)

Student's Surname: *AKKENS* Other Names: *JOYCE JOTA*

Registration Number: *PS 2018SDSS* Programme: *M: Ed CURR & INSTRUC*

Title of the Instrument: *ATECCIDEQ*

Please comment on the following:

1. Appropriateness of the instrument for the research work: *Appropriate*
2. Clarity and simplicity of the language used: *okay*
3. Suitability of the instrument for the level of respondents: *okay*
4. The extent in which the items cover the topic it meant to cover: *satisfactorily*
5. Is the instrument properly structured in line with objectives and research questions? *yes*
6. Others (grammatical errors, spelling errors and others): *good*

7. General comment on the instrument... *create a space for the respondents*
to ~~respond~~ *express* their opinion.....

Suggestion(s) for improving the quality of the instrument

1. *Indicate the name of the scale to be used*
.....
.....
2.
.....
3.
.....
4.
.....

ATTESTATION SECTION

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

Name of Attester: *Prof. A. A. Udoh*.....

Designation:.....

Name and Address of Institution: *Ahmadu Bello University, Zaria*.....

Phone No: *08728425858*..... E-mail: *Abasudoh@yaho.com*.....

A. A. Udoh, 12/09/2018.
Signature and Date

Thank You

Appendix A: Letter of Introduction



DEPARTMENT OF SCIENCE EDUCATION

AHMADU BELLO UNIVERSITY, ZARIA

Vice Chancellor: **Professor Ibrahim Garba** B.Sc, M.Sc(ABU) Ph.D DIC (London), FNMGS

Head of Department: **Professor Sani Sale Bichi** NCE, B.Ed, M.Ed, Ph.D(ABU), AKC. Lond

Your Ref:

Our Ref: DSE/VRI/1/Vol.1

Date:

Dear Sir/Madam,

VALIDATING RESEARCH INSTRUMENT

This is to introduce the bearer, AKWENS JOYCE JOHN,
as one of our RESEARCH students with
registration number P13EDFC8D35 in this department.

The above postgraduate student is about to go for pilot testing and pre-data seminar. He/She has an instrument for validation on a study topic:

ASSESSMENT OF THE IMPLEMENTATION OF EARLY CHILDHOOD CARE DEVELOPMENT EDUCATION IN PLATEAU STATE, NIGERIA.

The instrument is for you to study and validate accordingly.

- The objective of the study, the research question and hypotheses are attached herewith for your reference.

Thank you.

Yours faithfully,

Prof. S.S. Bichi
Head, Department of Science Education

APPENDIX V

TRAINING MANUAL FOR RESEARCH ASSISTANTS

The research breaks the training modules into four components units

Questionnaire:

Introduction

The research assistant must observe the following:

1. Report at the principal's office
2. Get the targeted teachers and explain the purpose of the studies to them to allow their fears to avoid misinterpretation of the instrument
3. Explain to them that the instrument will be collected after the interval of two days.

How to answer the questionnaire

The bio-data:

The respondents (head teachers) are requested to indicate their opinion by ticking the appropriate box.

Questionnaire

Respondents (Head Teachers and Teachers) are requested to tick the correct option.