

TEACHERS' QUALITY AND EARLY CHILDHOOD EDUCATION GOALS' ACHIEVEMENT IN PLATEAU STATE, NIGERIA

FELICIA OJUM ADOGA
Department of Educational Foundation
University of Jos
feliciaadoga@yahoo.com,

&

OGUNDELE MICHAEL OLAREWAJU (PhD)
Department of Educational Foundation
University of Jos
michogun63@gmail.com

Abstract

This study examined the relationship between teachers' quality and early childhood education Goals Achievement in plateau state, Nigeria. The study adopted a descriptive survey research design. The population of the study comprise of the proprietors, teachers and the parents that are executive members of Parent Teacher Association totaled 3500 people. Out of which 550 respondents were selected using stratified random sampling technique. Three research questions were raised and three hypotheses were formulated to guide the study. The instrument for data collection was the researchers' self-designer tagged Teachers' Quality for Early Childhood Education Goals Achievement Questionnaire (TQECEGAQ). The instrument was validated by the experts in test and measurement, Teachers' Education, Early Childhood Education and Educational Management. Test-retest reliability method was used to test for the reliability index of the instrument. The test was subjected to the statistical tool of spearman ranking order statistics at .05 significance level. The result of .88 showed that the instrument is reliable for use. The data was personally collected to ensure 100% retrieval of the Questionnaire. The Research questions raised were answered using descriptive statistics like mean scores and standard deviation at benchmark of 2.50 decision level. The hypotheses generated are tested using Pearson Product Moment Correlation Statistics at .05 significance level, However, it was concluded that the Early Child Education Goals Achievement is enhanced in plateau state, Nigeria , because of the teachers quality in areas of professional, academic, and social qualities possessed by the teachers. It was recommended that Early Childhood Education Teachers should be assisted by ways of capacity building, conducive environment and motivation which encourage them to put in their best toward achieving the Early Child Education goals especially in plateau state, Nigeria.

Keywords: Teachers' Quality, Education, Early Childhood Education, Goals' Achievements, Plateau State.

Introduction

Education is regarded as an effective tool for national development, social transformation and sustainable national development. It showed be noted that no nation can aspired to her greater

height without providing quality education to her citizens. As Ogundele (2008) put, that any nation that toyed with the Educational provision to her citizens, such nations can never be ranked high among the developed nations at the global level However in Nigeria today, social demand for education had called for equity, accessibility and quality in the educational provision for her citizens. Federal Republic of Nigeria (2013) regarded education as the only way a nation, can run out of her socio-economic predicaments. The belief therefore prompted the government to take educational provision to her citizens with all seriousness.

The effectiveness of the citizens at their working place is determined by the ability of the parents to provide adequate security for their children. It should also be noted that in Nigeria, there many parents leave their children with the nanny, house girls and some aged people that help them to take care of their children while they are away to their working places like offices, farms, shops, etc. to extent that they leave early in the morning and come back late in the night. The working situation of the parents put the innocent children in a security risks of kidnapping, poverty, hunger, use for street begging, sent for house burglary and rapping etc. The situation however, called for the integration of Early Childhood Education Programme into Nigerian Education Programme into Nigeria Educational Policy. Federal Republic of Nigerian (2013) described Early Childhood Education as the type of education that is provided for the children of 1-5years of age.

According to Odewale (2011), the integration of the Early Childhood Education Programme provides adequate security for the children, early exposure to the rudiments of learning and interaction with the school environment. The author therefore noted that the parent will have rest of mind in their place of work. Ozano (2008) also noted that the working condition of the Parents made the various institutions to introduce Early Childhood Education Centre as one of the personal services needed in the schools. The author stated that the parents will not travel for distance or leave their place of work before the closing time in the name that they want to go and pick their children. The Federal Republic of Nigeria (2013) however called Early Childhood Education different names like creche, pre-primary schools, kindergarten, preparatory class etc. However, to make them functioning well Ogundele, Sambo and Bwoi (2015) stated the goals of Early Childhood Education Programmes as to effect smooth transition from the home to the school and prepare the child for the primary level of education.

It aimed at inculcating social norms and develops sense of cooperation and ream spirit and also to develop spirit of iniquity and creativity through exploration of environment.

To indicate good health habit and teach rudiments of numbers, letters, colours shapes and forms theory play.

To achieve the objective of early childhood education demand the use of well experience and quality teachers who will be able to adopt effective pedagogical approach that will aid effective achievement of the stated goals.

It should be noted therefore that, the quality of education provided cannot be above the quality of the teachers towards producing quality products for the society. There is, therefore, the need for the early childhood education programme to bring in the quality teachers in area

of professional qualification, academic qualification and in the early education programme. The study is prompted to find out if the teachers are qualified to teach in the school. The rationale for this study is to examine the relationship between teacher quality and early childhood educational goals achievement especially in Plateau State, Nigeria.

Statement of Problem

Since every society wants quality education for her citizens therefore, in order to provide quality education for the citizens, right from the child period, the need for quality education, called for. The effective transition from home to school demand for quality teachers. What really bothered the mind of the researcher is whether the proprietor of early childhood education programme in Plateau State really employs the service of professional, academic and personality teachers that can work towards achieving early childhood education goals especially in Plateau State Nigeria.

Aim and Objectives

The study aimed at examining the relationship between teachers' quality and Early childhood education goals achievement in Plateau state. Specifically, the objective of the study centered on the following to:

1. find out the extent to which quality teachers are available for achieving the early childhood education goals in Plateau State.
2. examine the qualifications acquired by the early childhood education teacher that can start the wheel of early childhood education to a desired destination.
3. find out the problems militating against early childhood education programme in Plateau state.

Research Questions

The following research questions were raised to guide the study:

1. To what extent do the quality teachers are made available for achieving early childhood education programme in plateau State Nigeria?
2. What are the qualifications of the early childhood education teachers in Plateau State, Nigeria?
3. What are the problems militating against early childhood education programme implementation plateau state Nigeria.

Hypotheses

The following hypotheses were formulated for the study:

H₀₁: There is no significant relationship between teachers' quality and early childhood education goals' achievement in Plateau State Nigeria.

H₀₂: There is no significant relationship between teachers' qualification and early childhood education goals achievement in Plateau State Nigeria.

H₀₃: There is no significant relationship between teachers' pedagogical approach and early childhood education goals achievement in Plateau State Nigeria.

Methodology

Descriptive survey research design of correlation types was adopted for the study. The population comprised of the early childhood education programme proprietors, teachers and

parents total 3500 the sample of 550 respondents were selected using stratified random sampling techniques. Three research questions were raised and three hypotheses were formulated for the study. A self designed instrument tagged teachers' quality for early childhood education goals achievement questionnaire (TQECEGAQ) was used to collect the relevant data from the respondents the instrument comprised of twenty-five statement items drawn up according to 4-scaled modified scale. The instruments are validated by the experts in test and measurement, Early Childhood Education and educational Management. Test-re test reliability method was adopted for the study after the interval of two weeks. The result were correlated using spearman ranking orders statistics at .05 significance level. The reliability index of .86 shows that the instrument is reliable. The research questions were answered using descriptive statistics while research hypotheses were tested using person product moment correlation statistics also at .05 significance level find below the result of the analyses.

RESULTS

Research Question: To what extent do the quality teachers are made available for achieving early childhood education programme in plateau state Nigeria.

Table 1: The extent to which quality teaches are made available for achieving early childhood education programme in Plateau State Nigeria.

S/N	Statement	\bar{X}	SD	Decision
1.	The teachers employed are specialized of early child education	12.81	2.02	Disagreed
2.	Teachers in the early childhood education programme are experience nursing parents	15.21	2.11	Disagreed
3.	The proprietors are seasoned educationists			
4.	The qualifications of the teachers in the early childhood education are very low.	18.77	2.71	Agreed
5.	The teacher are security conscious for the children	16.35	2.82	Agreed
6.	Teacher's in early childhood program have creative mind	21.52	2.99	Agreed
7.	The teachers have close interpersonal relationship with the community	18.61	3.31	Agreed
8.	Early childhood education teacher are disciplinarian	12.69	3.67	Agreed
9.	The teachers are punctual and prompt to their duties	20.155	2.72	Agreed
10.	The teachers in the early childhood education perform their duties with little or no supervision of the proprietor	23.11	21.16	Disagreed

Table 1: Answered the research question on the extent to which the quality teachers are made available achieving early childhood education goals in plateau state, Nigeria. However, from the respondents generally opinions the respondents generally agreed that quality teachers are provided for effective implementation of the early childhood education programme for effective goals achievement. From the respondent decision it was disagreed that the teachers

in the early childhood education performs their duties with little or no supervision. The statement was in line with Nwachukwu (2006) which stated that effective autocratic supervision style adopted bring about efficiency and effectiveness of the early childhood education it was agreed that without effective supervisory techniques min education goals achievement can be difficult to come by. Table also disagreed that the specialized teachers and experience nursing matters are employed as teachers it is not necessarily experienced teachers but the teachers with some level, of education discipline and high integrity are employed for implements early childhood education agreed of the early childhood teachers in Plateau State, Nigeria.

Research Question 2: What are the Qualifications of the early childhood Education teachers in Plateau State?

Table 2: The qualification of early childhood education teachers in Plateau state Nigeria

S/N	Statement	\bar{X}	SD	Decision
1.	Teachers employed are certified products of early childhood education programme	20.22	2.04	Disagreed
2.	Early childhood education teaches have not be exposed to the specialized programme	18.16	3.20	Agreed
3.	Every teachers belong to the professional association of the early childhood education	10.16	2.19	Disagreed
4.	The certificate			

Table 2, also answers the question that relate to the qualification of the teachers that implement the early childhood education programme in the Plateau State, Nigeria it was generally disagreed that the goal achievement of the early childhood education programme in Plateau State Nigeria. The result is therefore supported by Rakum (207) which noted that effective teacher's qualification electron quality testing and administrative effectiveness in educational system therefore teachers qualification is not related here.

Research Question 3: What are the problems militating against early childhood programme implementation in Plateau State, Nigeria?

Table 3: The problem militating against early childhood programme implementation in Plateau State, Nigeria.

S/N	Statement	\bar{X}	Sd	Decisions
1.	Poor community response to the implantation of the programme	18.12	2.86	Agreed
2.	Inadequate educational faculty for effective implementation	16.84	2.96	Agreed
3.	Poor parental socio-economic	15.63	2.59	Agreed
4.	Security challenges in the society	15.72	3.22	Agreed
5.	Poor parental care on the children upbringing	18.44	3.10	Agreed

6. Inadequate teachers' interest in the teaching of the level	18.62	3.21	Agreed
7. Parental working conductions			
8. High teachers pupils ratio in the class room	214.31	2.41	Disagreed
9. Poor physical faculties like building furniture and equipment for the programme implementation	17.24	3.11	Agreed
10. The children under schilling age do affect the programme implantation	14.27	3.27	Agreed

Table 3 also answers the question relating to the problems militating against teachers quality for effective implantation of early childhood education goals achievement in the Plateau State Nigeria. The responses therefore shows that the community response to early childhood education are positive due to the complexity in the daily commitment, poor socio- economic background, security challengers parental carte in the child rearing, but the response agreed with the fact that there are inadequate physical infrastructural faculties high teachers-student rates all which affect the teachers in the bid for effective and efficiency in the early childhood programme implementations. The result was greatly supported by Ogundele Ajayi and Tafiya (2016) which stated that educational facilities provision are essential for effective testing learning process that they need to be provided to aid teaching process.

Hypotheses

Ho: There is no significant relationship between teacher's quality and early childhood education goals achievement in Plateau state Nigeria

Table 4: Teacher's quality and early childhood education goals achievement in Plateau state

Variables	No	X	Sd	df	Calculated r-value	Critical r-value	Decision
Teachers quality	550	32.46	12.3	549	.27	.196	Ho1 Rejected
Early childhood education goals	550	22.49	14.63				

Table 4 shows that the calculated r-value of .27 is lower than the critical r-value of 197 at the degree of 549 and tested at 05 significance level. Hence the null hypothesis which stated that there is in significant religionist between teaches quality and early childhood education goals achievement is however rejected. It indicates that low significant relationship existed between the quality of the available teaches and the early education goals achievement however the goals achievement of early child education programme in Plateau state is not attributed to the quality of teachers in the programme the result was testified to by Goodson (2-13) which noted that most of the early education programme centers in Plateau state are taught and established mainly for profit making purpose. To appoint qualified quality teachers become problem but

they are achieving the objectives in plateau state is not attributed to the quality of teachers in the programme the result was testified to by good son (2003) which noted that most of the early education programme centers in plateau state are taught and established mainly for profit making purpose. To appoint qualified quality teachers become problem but they are achieving the objectives.

H02: There is no significant relationship between teachers’ qualifications and early childhood education goals achievement in Plateau State Nigeria. Achievement in Plateau State in Nigeria.

Table 5: Teachers qualification and early childhood education goals achievement in Plateau State Nigeria

Variables	No	\bar{X}	Sd	df	Calculated r-value	Critical r- value	Decision
Teachers qualification	550	36.81	40.44	549	.22	.196	Ho2 Rejected
Early childhood Education goals	550	22.49	14.63				

Table 5 shows that the calculated r-value of .22 is greater than the critical r-value of .196 at degree of freedom of 549 and tested at 0.05 significance level. Hence the null hypothesis which stated that there is no significant relationship between teachers’ qualification and early childhood education goals achievement is however rejected. It indicated that low significant relationship existed between the teacher’s qualification and early childhood education goals achievement. The result is in line with Ajayi, (2008) which noted that teachers qualification is essential tool for enhancing quality education programme in Nigeria. However, the teacher’s qualification is very low for implementation of early childhood programme in plateau State. It should be noted despite the fact that teachers’ qualification is low, early childhood education programme are well implemented towards the achievement of the predetermined goals in Plateau State, Nigeria.

Ho3: There is no significant relationship between teachers’ pedagogical approach and early childhood education goals achievement in Plateau State Nigeria.

Table 6: Teachers’ pedagogical approach and early childhood education goals achievement in the Plateau State Nigeria

Variable	No	\bar{X}	Sd	df	Calculated r-value	Critical r- value	Decision
Teachers pedagogical approach	550	41.22	24.36	549	.59	.196	Ho3 Rejected
Early childhood Education goals	550	22.49	14.63				

Table 6 shows that the calculated r-value of .59 is greater than the critical r-value of .195 at degree of freedom of 549 and tested at .05 significance level, hence, the null hypothesis which stated that there is no significant relationship between pedagogical approach and early childhood education goals achievement is rejected. This indicates that the success is because of an effective pedagogical approach put in place. The result was in line with Bwoi (2017) who noted that for effectiveness and efficiency of any educational programme implementation, the teachers should be equipped with effective learning methodology that will create interest in the mind of the students.

Conclusion

Effective management of early childhood education programme is an impetus for sustainable natural development. However, for effective implementation of early childhood towards goals achievement, teachers' quality is the answer since no educational quality can rise above the quality of the teachers' quality, qualification and pedagogical approach and early childhood goals achievement especially in Plateau State, Nigeria.

Recommendations

Based on the result of findings and conclusions, the following recommendations were made. Early childhood education programme should be integrated into teachers' education programme especially at college of education and universities. The integration will definitely improve teachers' quality for effective goals achievement of early childhood education programme.

Also, professional qualification of membership of early childhood education teacher should be initial for the teachers of early childhood education programme. The initiation will encourage effective specialization of teachers on the early childhood education programme. Further, early childhood education teaches quality can be improved by ways of motivation, conducive environment and inadequate provision of working equipment for effective implementation of early childhood education programme.

Finally, teachers' quality should be improved by sponsoring the early childhood education teacher in the seminar in service programme, conference and inter and practicum exercises to improve the quality of the teachers in the early childhood education programme especially in Plateau State, Nigeria.

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