

Managing Educational Facilities for Teaching Effectiveness of Early Childhood Education Programme in Plateau State, Nigeria

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Abstract

The study investigated the influence of educational facilities on the teaching effectiveness of early childhood education programme in Plateau State. Descriptive survey research design of correctional type was adopted. Stratified random sampling technique was used to select 750 respondents out of population of proprietors, parents, teachers, district school supervisors, educational secretaries, and community leaders. Researchers' self-design instruments tagged Educational Facilities Checklist (EFC) used to collect relevant data. The data collected was on the availability, improvisation and maintenance culture in the rural and urban early childhood education centres. While Teacher's Effectiveness Questionnaire (TEQ) was used to survey the teachers effectiveness indicators like parental patronage transition to the primary education, pupils' performance. The instruments are validated by the experts in educational administration, early childhood education and technology education. Test-retest reliability method. The data collected was subjected to spearman ranking order statistics. The reliability index of .78 showed that instrument is reliable for use. Three research question and five hypotheses were formulated to guide the study. Pearson Product Moment Correlation Statistics was used to test hypotheses 1,2,3 and 5 while hypotheses four was tested using t-test statistics at .05 significant level. The results show that high significant relationship between the educational facilities availability, utilization, improvisation and maintenance culture and teaching effectiveness of early childhood education programme in Plateau, significant difference existed in the educational facilities availability in the rural and urban early child education centres. It was recommended that the provision of educational facilities for effective teaching-learning process in Plateau is a sole responsibility of everyone in the community. Teachers need to be trained in areas of improvisation and utilization of educational facilities. The recommendation will order to enhance teaching-effectiveness of the early childhood education programme in Plateau State, Nigeria.

Keywords: Managing educational facilities, teaching effectiveness and early childhood education programme.

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Introduction

It is an undisputed fact to say that education is a respected instrument for national change, transformation and sustainable national development. It should be noted that any nation that fail to provide the right type and quality education for her citizen such nation can never, be ranked high among the developed nations of the world. Federal Republic of Nigeria (2013) education called for equity accessibility and quality, education programmes for all Nigerian citizens. Federal Government made efforts in the provision of equal accessibility and quality education for her citizens are the introduction of Universal Basic Education for the first-nine years education programmes, Nomadic Education, Girl child education and the introduction of early child education for the pre-school age children. Ogundele, Sambo and Bwoi (2014) stated the basic reasons why early childhood education was advocated and introduced was mainly to provide pre-school education for the children which will serve as a transition between the home and school life. The authors stated that the children are introduced to teach the rudimentary aspects of learning like reading, touching and singing all which will allow them to have adequate take off of the schooling age. Ayobami (2005) also stated that it is important to introduce early childhood education to the school curriculum programmes in order to provide all the necessary security for the children while the parents are away for their daily works.

Federal Republic of Nigeria (2013) defined early childhood education as the education provided for children of age 3-5 years to prepare them for schools. Therefore for effective implementation of early childhood education programmes in Nigeria, there are the need for the community support, qualified teachers, educational facilities, equipment and parental supports.

Ajayi (1993) was of the opinion that no educational system can succeed without adequate support of the society. It is from this view that the study tried to seek the support of all and sundry towards the provision of all the educational facilities that are very essential for enhancing administrative effectiveness of early child education programmes in Plateau State, Nigeria.

Agwon (2016) defined educational facilities as those instructional resources that can be used by the teachers during the instructional activities with the children in order to aid effective teaching-learning process in the schools. Agwon noted that educational facilities provision, utilization and adequacy are very essential for teaching effectiveness in the school system. The author categorized the educational facilities to building, transportation, equipment and instructional facilities. However, these facilities are essential for effective teaching learning of the early childhood education programmes.

The rationale for this study is that the idea of early childhood education programmes had been bought by everyone in Nigeria and without adequate educational facilities, teaching-learning may not be effective, since it is believed that children learn well on what they see and touch. The researchers therefore examined whether the educational facilities such buildings instructional, transportation equipment facilities and recreational facilities available for effective teaching learning of early childhood education, whether they are that if the facilities are available, are they really utilized, the level of adequacy and the extent of improvisation and maintenance culture.

Oparinde (2013) defined building facilities to include all sort of structures where furniture are arranged for teaching-learning process in the schools. The authors cited examples of classrooms, laboratory, library, the instructional facilities include all resources that are used by the teachers during the instructional activities like furniture's, chalk, textbooks, instructional materials or media, Jigsaw, while equipment are those materials that are available at the early childhood laboratory and in the garden such as the recreational facilities are those materials that the teachers use for play way methods and make the children learn at their own pace and at their leisure hours. Transportation facilities are those facilities that aid effective pupil's mobility from homes to schools such as tricycle, cars, school busses etc. However, the availability of educational facilities to be effectively utilized there is the need to encouraged adequate maintenance culture in order to retain their originality status for the teachers' usage. Ogundele (2006) identified the types of maintenance culture that can be adopted as corrective, emergency preventive and adhoc maintenance acne. To the author, lacks of proper maintenance culture of any institutions have negative effects on the teaching-learning process.

However the question that borders the mind of the researcher is whether the educational facilities are available provided, utilize, rate of maintenance culture level or adequacy and the influence they have in the teaching-learning effectiveness of early childhood education programmed especially in Plateau State, Nigeria.

Statement of Problem

In recent time, the need for equal accessibility to quality education is advocated. However quality education cannot be provided without adequate educational facilities at the disposal of the early childhood education teachers. However, over time the public schools had been existing with varying nature of building dilapidation, lack of instructional facilities, inadequate maintenance culture and poor recreational facilities, yet every Nigerians recognized the importance of

early childhood education. The problem of the investigation therefore, focused on the extent of availability, utilization, adequacy and improvisation of the early childhood education facilities that would aid teaching effectiveness in the schools. However, tried to find out if the available educational facilities will enhance teaching effectiveness of early childhood education programme in Plateau State Nigeria.

Objectives of the Study

The study aimed examining the relationship between educational facilities and teaching effectiveness of early childhood education programme in Plateau State. Specifically the objectives aimed at study aimed at determining the availability level of educational programme in Plateau State, Nigeria finding out the sources of educational facilities for teaching effectiveness of early childhood education programme.

Examining the level to which teachers utilize the educational facilities provided for effective teaching of early childhood education pupils in Plateau State, Nigeria.

Finding out the extent to which the available education usage influences the teaching effectiveness of early childhood education programme in Plateau State, Nigeria.

Research Questions

The following research questions are raised to guide the study.

RQ1: What are the available types of educational facilities for effective teaching in early childhood education programme in Plateau State, Nigeria?

RQ2: What are the sources of educational facilities for teaching effectiveness of early childhood education program in Plateau State, Nigeria?

RQ3: To what extent do teachers utilize the available educational facilities to teach in early childhood education program in Plateau State, Nigeria?

RQ4: To what extent do the educational facilities influence the teaching effectiveness of early childhood education program in Plateau State, Nigeria?

RQ5: To what extent do the teachers make improvisation for the non-available educational facilities?

Research Hypotheses

The following hypotheses were generated to guide the study;

H₀₁: There is no significant relationship between educational facilities availability and teaching effectiveness of early childhood education programme in Plateau State, Nigeria.

H₀₂: There is no significant relationship between the educational facilities utilization and teaching effectiveness of early childhood education programme in Plateau State, Nigeria.

H₀₃: There is no significant relationship between the educational facilities improvisation and teaching effectiveness of early childhood education programme in Plateau State, Nigeria.

H₀₄: There is no significant difference between the education facilities in the rural and urban early childhood education centers.

Methodology

The research design adopted for these studies was a descriptive survey design of a correlational type. It is survey research because the study examined the influence that had existed between educational facilities and teaching effectiveness of early childhood education programme in Plateau State, Nigeria. However, the study examined the variability like the availability, utilization, improvisation of educational facilities like building, equipment, recreational, instructional and transportation facilities and the extent to which they influence teaching effectiveness like parental patronage, teachers job performance, pupils academic performance and record keeping of the study childhood education in Plateau State, Nigeria.

Stratified random sampling technique was used to select 750 respondents from the population of the head teachers, the early childhood education Centre proprietors and parents. The samples were stratified on the basis of three senatorial districts in the State.

Two instruments were used for data collection from the respondents namely: Educational Facilities Checklist (EFC) and Teachers Effectiveness Questionnaire (TEQ). The instruments are validated by the experts in educational management, science and technology education and early childhood education.

Test-re-test reliability method was used to test the reliability index of TEQ. The result obtained was .78 after subjected to the statistical test of Spearman ranking order statistics at .05 level of significance. The result showed that the instrument was reliable for use. Descriptive statistics of mean score and standard deviation was used to answer all the research questions while all the Null hypotheses were tested using inferential statistics like Pearson product moment correlation statistics at .05 significance level. It should be noted that all the data collected were subjected to Statistical Package of Social Science (SPSS).

Results

H₀₁: There is no significant relationship between the availability of educational facilities and teaching effectiveness of early childhood education programme in Plateau State, Nigeria.

Table 1

Availability of Educational Facilities and Teaching Effectiveness of Early Childhood Education Programme in Plateau State, Nigeria

Variables	No	\bar{x}	Sd	Df	Calculated r-value	Critical r-value	Decision
Availability of education facilities	750	38.66	14.36	749	.68	.196	H ₀₁ rejected
Teaching effectiveness	750	62.43	12.33				

Table 1 shows that the calculated r-value of .68 is greater than the critical r-value of .196 at the degree of freedom of 749 with the mean score of 38.66 and 62.43 for the mean score of 38.66 and 62.43 for the educational facilities availability and teaching effectiveness and at standard deviation of 14.36 and 12.33 for the educational facilities availability and teaching effectiveness respectively. It however indicated that the null hypotheses which stated that there is no significant relationship between the availability of educational facilities and teaching effectiveness of early childhood education are however rejected. It means that high positive significant relationship existed between the educational availability and teaching effectiveness of early childhood education programme in Plateau State, Nigeria. The result is therefore in support of Akinnusi (2014) which state that without adequate availability of teaching resources in Nigeria schools, nothing worthwhile will be achieved in the schools. The authors however called for adequate resources allocation in order to enhance effective teaching-learning process in the schools. The current study is also call for adequate educational facilities in the early childhood educational

in order to enhance effective teaching learning process in the schools especially in Plateau State Nigeria.

H₀₂: There is no significant relationship between educational facilities utilization and teaching effectiveness of early childhood education programme in Plateau State, Nigeria.

Table 2

Educational Facilities Utilization and Teaching Effectiveness of Early Childhood Education Programme in Plateau State, Nigeria

Variable s	No	\bar{x}	Sd	Df	Calculated r-value	Critical r-value	Decision
Educational facilities utilization	750	34.36	18.67	749	.72	.198	H ₀₂ rejected
Teaching effectiveness	750	62.43	12.33				

Table 2 indicates that the calculated r-value of .72 is greater than the critical r-value of .198 at the degree of freedom of 749 and tested at .05 level of significance hence the null hypothesis which stated that there is no significant relationship between the educational facilities utilization and teaching effectiveness of early childhood education centered in Plateau State in Nigeria is rejected it means that a high positive relationship existed between educational facilities utilization and teaching effectiveness of early childhood education programme in Plateau State. However, the effective utilization of available educational facilities for the early childhood education programme aids teaching effectiveness indicators like pupils performance, parental patronage and effective transition into the primary education programme. The result is therefore supported by Ibitoye (2008) which stated that effective utilization of educational resources for the teaching-learning will surely enhance the achievement of various institutions in Nigeria. The call therefore is that teachers should make effective use of the available educational facilities devoted for the teaching-learning of early childhood education in order to enhance teaching effectiveness of the programme in Plateau State, Nigeria.

H₀₃: There is no significant relationship between educational facilities improvisation and teacher effectiveness of early childhood education programme in Plateau State, Nigeria.

Table 3
Educational Facilities Teachers' Effectiveness of Early Childhood Education Programme in Plateau State, Nigeria

Variable s	No	\bar{x}	Sd	Df	Calculated r-value	Critical r-value	Decision
Educational facilities improvisation	750	39.38	61.04	749	.62	.199	H ₀ ₃ rejected
Teaching effectiveness	750	62.43	20.33				

Table 3 indicates that the calculated r-value of .62 is greater than the critical r-value of .199 at the degree of freedom of 749 and tested at .05 level of significant hence the null hypothesis which stated that there is no significant relationship between the educational facilities improvisation and teaching effectiveness or early childhood education programme in Plateau State, Nigeria it however rejected. It means that the early childhood education stakeholder encourages improvisation of the educational facilities whenever the real objects or imported materials are not readily available. The proprietors and teachers develop and utilize the improvised educational facilities whenever, the school cannot afford to lay hand on the original materials. As Awachie (2001) stated that the introduction of improvisation of educational materials encourages early inventional rebranding of the modern technology. However the improvisation of educational facilities for the teaching-learning process discourage over dependency on the imported materials for the teaching-learning process in the early childhood education.

H₀₄: There is no significant difference between the availability of educational facilities in the early childhood education Centers in the rural and urban area of Plateau State Nigeria.

Table 4
Availability of Educational Facilities in the early Childhood Education Centre's in the Rural and Urban area of Plateau State, Nigeria

Variables	No	\bar{x}	Sd	Df	Calculated r-value	Critical r-value	Decision
Rurals	350	52.62	15.29	748	3.98	3.84	H ₀ ₄ rejected
Urban	400	50.33	16.38				

Table 4 indicates that the calculated r-value of 3.98 is greater than the critical r-value of 3.84 at the degree of freedom of 749 and tested at .05 level of significance hence the null hypothesis which stated that there is no significant relationship between the availability of educational facilities for the early childhood education programme in the rural and urban Centres is however rejected. The result indicates that there is no significant difference in the availability of educational facilities in the rural and urban early childhood education Centres. The result is in line with the National Educational Research Development Commission (NERDC) (2013) which opined that there is equal distribution of educational facilities with Nigeria schools without any discrimination of gender, location, ethnicity, culture and rural and urban. Every educational institution is treated equally. It however supports that there is no significant difference in the availability of educational facilities for the program.

H₀₅: There is no significant relationship between educational facilities maintenance culture and teacher effectiveness of early childhood education programmes in Plateau State, Nigeria.

Table 5

Educational Facilities Maintenance Culture and Teachers Effectiveness of Early Childhood Education Programme in Plateau State, Nigeria

Variable s	No	\bar{x}	Sd	Df	Calculated r-value	Critical r-value	Decision
Educational facilities maintenance culture	750	66.24	13.48	749	.69	.195	H ₀₅ rejected
Teaching effectiveness	750	62.43	12.33				

Table 5 shows that the calculated r-value of .69 is greater than the critical r-value of .195 at the degree of freedom of 749 and tested at .05 level of significance hence the null hypothesis which stated that there is no significant relationship between the educational facilities maintenance culture and teaching effectiveness of early childhood education programme is however rejected. It means that maintenance culture adopted for the education facilities are really effective with enhanced teaching effectiveness of the early childhood education programme in Plateau State. As Ijauja (2004) identified different maintenance cultures like corrective, ad hoc, preventive and emergency maintenance culture that the combination of them makes the facilities to retain their original status. However, in Plateau State the proprietors and teachers adopt the available maintenance culture which aids teaching effectiveness programme.

Conclusion

The result of the data analysis, showed that provision of educational facilities are very essential for the effective teaching-learning process of early childhood education programmes. Effective management of the facilities and teaching of early childhood education programme adequate parental patronage, security, effective transition to primary education and pupils' performance will be adequately enhanced in Plateau State. It also however concluded that for the early childhood education programme, the Federal Republic of Nigeria did not discriminate any institution in Nigeria on the basic provision of all the essential facilities which enhance teaching effectiveness of early childhood education programme in Plateau State Nigeria.

Recommendations

Based on the data analysis and the conclusion the following recommendation are made: Educational facilities provision is a joint responsibility.

Provision of essential educational facilities into the early childhood education centres is a joint responsibility of everyone.

The philanthropist, the three tiers of government, non-governmental agencies, parents and stakeholders in education are to be involved in the provision of educational facilities for the early childhood education programme in Plateau State made by everyone will definitely enhance availability and adequate of the educational facilities to aid teaching effectiveness of early childhood education programme in Plateau State, Nigeria.

Training and retraining opportunities should be provided for the early childhood education proprietors and the teachers on effective use of the available facilities. The knowledge and skills will be useful to enhance effective utilization of the facilities provided in order to enhance teaching effectiveness of early childhood education programme in Nigeria.

Establishment of centre for educational technology.

There is the need to establish centre for Educational Technology where the teachers, proprietors and well-meaning Nigeria who have good will on education could be trained in areas educational faculty construction, improvisation and maintenance. The skill will encourage effective improvisation of the non-available facilities which can be used for effective teaching-learning process of early childhood education programme in Plateau State, Nigeria.

Equity in the distribution of educational facilities, without equity in the educational facilities distribution into early childhood education should not be biased or having political interference. The equal distribution of the educational facilities into early childhood education centres of rural or urban centers need to be advocated.

Finally, constant maintenance culture for the available educational facilities in order retain the originality status or the educational facilities and to avoid depreciation and the dilapidation of the facilities in the interest of teaching effectiveness of the early childhood education programme in Plateau State Nigeria.

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