

**USMANU DANFODIYO UNIVERSITY, SOKOTO  
(POSTGRADUATE SCHOOL)**

**ASSESSMENT OF PARENTS AND TEACHERS' ATTITUDE TOWARDS  
EARLY CHILDHOOD CARE DEVELOPMENT AND EDUCATION  
(ECCDE) PROGRAMME IN SOKOTO STATE, NIGERIA**

**A Dissertation  
Submitted to the  
Postgraduate School,  
USMANU DANFODIYO UNIVERSITY, SOKOTO, NIGERIA  
In partial fulfillment of the requirements  
For the Award of the Degree  
Of  
MASTER OF EDUCATION (PRIMARY EDUCATION)**

**BY**

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**JULY, 2014**

## **DEDICATION**

The research work is dedicated to my parents, my family and my lecturers to whom I am indeed very much grateful.

## **CERTIFICATION**

The dissertation by LADAN, Garba (08211402002) has met the requirements for the Award of Masters Degree in Primary Education by Usmanu Danfodiyo University, Sokoto.

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## ACKNOWLEDGEMENTS

None deserve to be praised but Allah and unto Him I direct my unalloyed gratitude for giving me the life, health, wisdom and strength not only to carry out this work, but also for enabling me to complete it. I remain ever grateful to the Almighty Allah (SWT) for giving me everything that make me, what I am today, inspite of all my short comings and the fact that I have nothing what so ever to offer Him.

My special thanks goes to my supervisors, Dr. M.L. Mayanchi, Prof A.K. Tukur and Prof. M.U. Tambawal for their fatherly advice and professional guidance throughout the course of this study. In fact, these great scholars have been sources of knowledge to me and have contributed a lot to the successful completion of this research work. May Allah reward them a lot, ameen. I equally acknowledge with appreciation, the contribution of all lecturers in the Faculty of Education and Extension Services, Usmanu Danfodiyo University, Sokoto. My sincere love and profound gratitude goes to my late father, Malam Ladan and my late mother Hajiya Hasana (May Allah SWT) forgive them and count them among the inhabitant of Al-Jannah Firdausi, ameen.

My heart felt love and profound gratitude also goes to my wife Hajiya Sadiya Mohammed and my daughters Fatima, Firdausi, Hawa'u and Aisha for their understanding, patience and support towards the successful completion of my course. I pray that almighty Allah will continue to be with them, amen. My appreciation also goes to Sani Isah of Shehu Shagari College of Education, Sokoto and Abubakar Kabir Muhammad of Adult Education and Extension Services, Department Usmanu Danfodiyo University, Sokoto for their support, may Allah's guidance continue to be with them and their families.

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**Abstract**

This study assessed the attitudes of parents and teachers towards Early Childhood Care and Education Programme in sokoto state. A total of 152 respondents, comprising of parents and teachers who are officials of Parents-Teachers Association in each of the 23 Local Government Areas in the state, were used as sample and the selection of the sample was based on the Research Advisors (2006) sampling procedure. The instrument used for data collection in the study was a researcher constructed questionnaire titled Parents and Teachers Attitude Assessment Scale (PTAAS). Descriptive survey method was used for the study. The findings of the study revealed among other thing, that the attitude of both parents and teachers towards early childhood education is not positive, and that teachers handling public ECCE centers in the state are not well qualified. Consequently, it is recommended that both parents and teachers should develop positive attitude towards early childhood care of education; parents should take keen interest in the ECCE programme and teachers to be more committed and dedicated to their duties. Equally, teachers with the right qualification and proper training in the field should be made to handle public ECCE centers in the state.

## CHAPTER ONE

### INTRODUCTION

#### 1.8 Background to the Study

Early Childhood Care, Development and Education programme plays significant role as it helps children in successful completion of Basic Education. It provides the foundation for all-round development and enables the child to understand various issues. Children at the early stage of learning need to be encouraged to develop positive attitude through child to child interaction. The early childhood education is designed carefully to provide wholesome growth and development of children. Children that receive quality early childhood education are more likely to succeed in school and in life (Harkness and Super, 1991). Early Childhood Care, Development and Education (ECCDE) is therefore an integral part of child rearing experience provided by any agency for all children. Providers of Early Childhood Care, Development and Education in Nigeria and Sokoto state in particular include; day care centers, Nursery schools and kindergarten centers. The Early Childhood Care, Development and Education programme is one of the components of Nigeria's Universal Basic Education (UBE) Scheme as enshrined in the (FRN, 2000) (UBE Implementation Guidelines, 1999).

Parents and teachers/caregivers play an important role in the Early Childhood Care, Development and Education. Their involvement is linked to children's total learning. Parents believe that three to six is the right age for

children to receive early childhood education, as the child is able to understand things well, thereby removing the child's illiteracy (Corner, 1991).

Nigeria is among the E-9 countries; the nine countries in the world with largest concentration of illiterate adults and which are committed to total eradication of illiteracy within the shortest possible time and equally committed to the development of care and education services for young children. To accomplish this effort, the Federal Government of Nigeria in September, 1999 introduced the Universal Basic Education Programme (UBEP) as a means to overcome problems associated with the education system in the country, with much emphasis on basic education. UBE Programme is a reform aimed at tackling inequality, opportunities and improving quality in education at the basic level. It is said that the programme was introduced by the Federal Government in order to remove distortion and inconsistencies in basic education delivery and to reinforce the implementation of the National Policy on Education as well as to ensure access, equity and quality of basic education throughout the country (Tahir 2006).

Early Childhood Care, Development and Education (ECCDE) education can be said to be the education provided for children 0-3 years in Day care centers and for children 3 years to less than 6 years in Nursery schools. It can also be said to be a community based, low-cost project for the holistic development of the child from 0-6 years. ECCDE also refers to a comprehensive approach to policies and programmes for children from birth to six years of age which seek the full involvement of parents and caregivers for the purpose of protecting children's

rights to develop their full cognitive, emotional, social and physical potentials (Universal Basic Education, 2005).

Careful observation however, reveals that at present, the attitude of parents and teachers towards western education generally can be described as encouraging. This is evident in the parent zeal to send their sons and daughters to primary schools coupled with increase in the number of primary school teachers in most states in Nigeria. However, there are some parents who are still not comfortable with the primary education sector for lack of quality. Looking at the problem surrounding primary education, specifically the issue of quality led to the development and adoption of the National Integrated Early Childhood Development (IECE) policy in 2007 to cater for children age 0 – 5 years. The goal of this policy is to expand and integrate early childhood development.

The introduction of ECCDE was made with the hope that parents will respond by sending their children to ECCDE centers for cognitive and psychomotor development, as pre-requisite learning experience for acquiring sound primary education. It is based on this ground therefore, that this study was carried out to assess the attitude of parents and teachers towards Early Childhood Care, Development and Education programme in Sokoto State.

### **1.9 Statement of the Problem**

Early Childhood Care, Development and Education programme is a component of the Universal Basic Education Scheme introduced in Nigeria in 1999 by the Federal Government with the sole aim of providing early literacy

skills, health and nutritional care for all round development of preschool children, so that on getting to primary schools in the later years, such children will perform optimally thereby enhancing the quality of primary education. In view of this, the ECCDE programme seem to be a promising package which is expected by Government to receive an overwhelming support from parents and be handle effectively by teachers/caregiver. However, the situation in sokoto state is far from this expectation. Most of the public Early Childhood Care, Development and Education centers in rural towns are not having full patronage from parents. Equally, children of preschool age that are yet to be enrolled into Early Childhood Education could be seen in large numbers in many homes within rural and urban communities in the state. The human right act states that everyone has the right to education, similarly, the Universal Basic Education Act declares that every child of school going age should be enrolled in schools or ECCDE centers. Therefore, refusal by parents of pre-school children to enroll their children into ECCDE centers signifies cultivation of negative attitude towards child learning and it also means denial of children's fundamental rights and a violation of both the human rights and the UBE acts. This of course is a problem that requires urgent investigation. This therefore, formed the basis for this study which was aimed at assessing the attitude of parents and teachers towards Early Child Care and Education in Sokoto state.

### 1.10 Objectives of the Study

This main objective of this study is to assess the attitude of parents and teachers towards Early Childhood Care, Development and Education (ECCDE) programme in Sokoto State. However other specific objectives include:

1. To find out the attitude of parent towards Early Childhood Care, Development and Education Programme in Sokoto state.
2. To find out the attitude of teachers toward Early Childhood Care, Development and Education Programme in Sokoto state.
3. To determine the adequacy of parents and teachers' support to Early Childhood Care, Development and Education Programme in Sokoto state.
4. To find out the factors affecting parental and teachers support to Early Childhood Care, Development and Education Programme in Sokoto state.
5. To determine the qualification and nature of teachers handling Early Childhood Care, Development and Education Programme in Sokoto state.

### 1.11 Research Questions

In order to achieve the above stated objectives the study seek to answer the following questions:

1. What is the attitude of parents towards Early Childhood Care, Development and Education Programme in Sokoto state?
2. What is the attitude of teachers toward Early Child hood Care Development and Education Programme in Sokoto state?

3. How adequate is the parents and teachers' support to Early Childhood Care, Development and Education Programme in Sokoto state?
4. What are the factors affecting parental and teachers support to Early Childhood Care, Development and Education Programme in Sokoto state?
5. What are the qualifications of teachers handling Early Childhood Care Development and Education Programme in Sokoto state?

#### 1.12 **Significance of the Study**

This study assessed the attitude of parents and teachers towards Early Childhood Care, Development and Education in sokoto state. The findings of the study will be of significance to the Sokoto State Ministry of Education, State Universal Basic Education Board, and all Local Government Education Authorities in the state, who are makers and implementers of the Early Childhood Care, Development and Education Acts, by providing relevant information regarding the attitude of parents and teachers of Early Childhood Care, Development and Education towards the development of Early Childhood Care, Development and Education programme in the state.

The findings will equally, assist parents and teachers of Early Childhood Care, Development and Education to understand the need for them to develop positive attitude towards Early Childhood Care, Development and Education programme in the state. The findings will also be valuable to students undertaking future research in the area of Early Childhood Care, Development and Education.

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

The study covers the public Early Childhood Care, Development and Education centers in the 23 Local Government areas in Sokoto state. Essentially, one primary school that has an ECCDE center was selected from each LGA in the state. The study did not cover private or commercial centers providing Early Childhood Education in the state. The study is however, limited to assessing parents and teachers attitude with regard to ECCDE programme in the state.

### 1.14 **Operational Definition of Terms**

- Facilities: - Early Childhood Care and Development Education Facilities: - Which refers to Day Care Centers or any Pre-Primary Educational institution, be it a nursery or kindergarten.
- CRC- Children's Rights Convention: - this is a document on the rights of the child, which was adopted by the General Assembly of the United Nation on November, 1989.
- EFA- Education For All: - This is also a world declaration to provide universal access to education opportunities designed to meet basic learning needs of every person. The declaration was made at a world conference on education for all in Jomtien, Thailand in 1990.
- ESA- Education Sector Analysis: - A Unit set up at the Federal Ministry of Education to carry out the instrumentation, data collecting and analysis of the education sector in order to facilitate education sector planning in Nigeria.



- ECC- Early Childhood Care Development: - This refers to any term of social health services provided for the well being of young children.
- ECE - Early Childhood Education: Refers to any term of social/health service provided for the well being of young children.
- ECE Practitioners: - Generally refer to adults, professional or non-professionals who are working for and with children in their early years.
- NERDC: - Nigeria Educational Research and Development Council.
- IECD: - Integrated Early Childhood Development.

## CHAPTER TWO

### REVIEW OF THE RELATED LITERATURE

#### 2.12 Introduction

In this chapter a review of literature that bear relevance with the present study was carried out. Both theoretical and empirical concepts relating to the attitude of parents and teachers towards early child care education were properly reviewed. The chapter was discussed under the following headings.

#### 2.2 Concept of Early Child Care Education

#### 2.3 Early Child Care Education in Developed, Developing Nations and Nigeria

#### 2.4 Early Child Care Development and Education in National Policy on Education

#### 2.5 Concept of Attitude

#### 2.6 Parental Attitude to Early Childhood Education

#### 2.7 Teachers Attitude to Early Childhood Education

#### 2.8 Psychosocial Stimulation/Early Learning

#### 2.9 Early Child Care Policy Control

#### 2.10 Review of Empirical Studies

#### 2.11 Summary and Uniqueness of the study

#### 2.13 Concept of Early Childhood Care, Development and Education

Early or childhood /pre-primary education is referred to NPE as the education given in an educational institution for children prior to their entering the primary school. It includes the crèche the nursery and the kindergarten “(Federal

Republic of Nigeria, 2004, P.11). Early Childhood Care, Development and Education (ECCDE) is concerned with the care and education of children age 0-6 years or just before the age of formal schooling (NERDC, n.d) Early childhood education is considered in many society and by individuals to be beneficial to young children for their educational development. This type of education is given official recognition by the federal government of Nigeria in the National policy on education (Ejeh, 2006).

United Nation children emerging fund (Unicef, 1996) in (Buba, Umar and Tutare, 2004. 114) stated that early childhood education “is the overall development of the child socially, physically and Intellectually, it was further stated that “within this content therefore, formal and informal education can be defined as education that takes place in day care centers; home and nursery school’. According to the National Association for the Evaluation of young children (NAEYC) Early Childhood Education covers the human life from birth to the age of eight Early Childhood Education often focuses on children learning through play.

The concept of early child care education is defined by different experts in the field of education and by several organization that are stakeholders in education. For instance, according to UNESCO (2011) Early Child Care and Education is the period from birth to eight years old. However, UNESCO specifically pointed out that pre school education is around the age of 3-6 years. Kura (2010) maintained that Early Childhood Care, Development and Education

could be seen as that type of education given to children from age 3 to 5 (plus). However, Kura (2010) has the view that Early Childhood Care Development and education refers not only to what is happening with the child but also to the care that child require in order to thrive for a child to develop and learn in healthy and normal way. Meode (2004) defined early child care education in the following ways;

The education provides for children 0-3 years in day care centers and the children 3 years to under 6 in Nursery school or community based on low cost project for holistic development of the child from 0-6 years. To him there should be a comprehensive approach to children from birth to eight years of age. Parents and care giver to protect the child right and develop him cognitively.

Moravick (1987) view Early Childhood Care Development and Education as an asset. But to Juntain declaration at the world conference on education for all that learning begins at birth. This calls for early childhood through arrangement that involves families, communities or institutional program. However, in Thailand during the 1990 conference on Education For All (EFA) Early Childhood Education was described as a means designed to meet basic learning which is a need of every person within the community.

According to UNESCO, Early Childhood Care Development and Education (ECCDE) is defined as the period from birth to 8 years old. Further differentiate between preschool education and kindergarten. The emphasis was education around the age of 3 – 6 years are comparable with early childhood

education. While the term day care and child care do not embrace the educational aspect.

Moreover, there is the need to lay a sound foundation for scientific and reflective thinking, character and moral training and the development of sound attitude, that develop in the child which he will have the ability to adapt to changes in his environment (Federal Republic of Nigeria 2004).

The scope of the programme as it's contained in the UBE act 2004:25 covers the following areas of educational provision:

- a. Early Childhood Care Development, development and education
- b. Six year of primary education
- c. Three years of junior secondary education (Tahir, 2006:4).

The role of the Federal Government in the implementation of the programme according to Tahir, (2006) is to ensure quality control and maintenance of uniform standard as well as general- co-ordination. With regards to the funding, it's said that, the programme is funded by the states and local governments with support from the federal government through its intervention fund. Furthermore, the legal framework of the programme is the UBE act signed into law in May, 2004 by then the President Olusegun Obasanjo. This gave the programme effective take-off, though, the implementation started in July 2005 with the appropriation of the UBE fund to the Commission (Universal Basic Education Commission) and subsequent disbursement to the states.

Going by these definitions, Early Childhood Care Development and Education could be seen as a means of preparing the child for the primary level of education and provide adequate care and supervision of the children in the centers of ECCDE while their parents are at work. In the center children are expected to: -

- Explore and experiment living and nonliving things
- Identify objects and their uses
- Sort and classify objects
- Counting and planning
- Drawing and recalling
- Observation and construction

(ECCDE, 2006:7)

The above could only be done through the use of the children cognitive stimulation.

## **2.14 Early Childhood Care, Development and Education in Developed, Developing Nations and Nigeria**

### **Early Childhood Care Development and Education in Britain**

Britain as an English speaking nation the system of education is overseen by the business innovation and skills at local level while the local education authorities take the responsibility for implementation the policy in the public school. To Britain combine primary school refers as preschool. The combine primary school has the following break down.

## **Child Care Environment**

The child care environment refers to as foundation stage which consists of children between the ages of 3 – 4 who refers as part time foundation.

In Britain Nurseries and Infant schools were established in the early 19<sup>th</sup> Century and provided free educational services for all young children from the age of 2 – 4. Early child care education in France is one of the developed nation in 1836 the programme serving children from the age of 3 – 5 was not under ministry of education. But in 1886, the ministry took over and integrated into the public school system. Prstillo (1989:6) as cited in Adegboye (1997).

The middle class family also put pressure to include their children in the programme despite the World War II. The objective was largely to provide socialization and educational experiences through: -

- Encourages interaction between the child and other people
- Initiative and respond the child's social behaviour smiling, waving respect, grating and respond promptly to the child.
- Provide a stimulating peaceful social environment for children to interact.
- Reinforce positive behaviour by smiling, nodding, clapping, shaking the hand of the child and use of praise word.
- Encourage the attitude of sharing, helping and cooperation in children
- Allow the child to be initiative
- Play with peer and others in the communities and finally to prepare them for primary school

## **Early Childhood Care Development and Education in Kenya**

The recent education for all, Global monitoring report 2005 revealed that the driving factors in creating the demand for early child care education programme in developing countries is that the programme enhance school performance and betters school attendance through the increase of awareness of the importance of the early care education.

Kenya one of the earliest country followed a route that many developing nations will follow. Benard Van Leer foundation in 1971 in collaboration with ministry of education in Kenya lunched the pre-school education project with the following objectives:

- Preparation of a cadre of officers who want assume the role of teaching and supervising nursery school.
- Documentation of the education and social gain for children
- Establishing numbers of the early child education centers suitable for training purposes pence (2004) project lasted for 1972 – 1982 largely focused on issues related to quality and community based programme targeted on the 3 – 5 years most of the development in early child care education in Kenya were in Urban area.

(Kenya institute of education 1971 cited in UNESCO 2005)

Non governmental organization such as women's group and international organization played vital role in the development of early child care education. the programme had been moving from one ministry to another, for instance in 1966



responsibility for pre-school was under the care of ministry of culture and social services. While in 1980 the presidential circular no 2 of 1980 mandated the ministry of education to take care of preschool education Choi (2005). The ministry coordinates funding and provides teachers. (Pence,2004:9)

### **Early Childhood Care, Development and Education in Uganda**

Uganda as an independent nation in 1962 operated programmes of preschool under the care of ministry of culture and social services. But in 1980 the programme was transferred to ministry of education and sports. But responsibilities of 0 – 3 years old children were directly assigned to parents. However in 1993 the policy reviewer commission found one of the fundamental problems that government expressed dismay under the quality control of the early child care education.

As a result of this the government committed its self in making early child care education as the foundation for basic education and also the right of every child. The government categorized the centers of early child care education as follows: -

- 0 – 1 year their center is called kindergarten
- 1 – 2 year their center is called nurseries
- 2 – 3 year

(Kamerma, 2006)

## **Early Childhood Care, Development and Education in Nigeria**

Nigeria as a nation the government introduced the early child care education prior to Universal Primary Education (UPE) of (1976) but to the government to be seriously committed was as a result of introducing another new basic education programme Universal Basic Education (UBE) which was introduced in 1999 and recognized by 1999 constitution that emphasized for nine year basic education with an act that made it to be free and compulsory in the year 2004. In the Nigerian context the early child care education is not compulsory since the basic education is from primary to JSS. The main objective of the early child care education are as follows: -

- To promote healthy practice among the children
- To bring above positive change in hygiene behavioour among the children
- To provide care and support that will ensure the right of a child.
- To inculcate acceptable social and culturally appropriate norms.
- To provide the opportunity for the child to chase, run, climb, jump, carry object, play and throwing

(ECCDE policy draft 2007)

Prior to Jomtien declaration on Education For All (EFA) the programme early childcare education was only provided in private school, but as a result of the introduction of Universal Basic Education the ECCDE programme was inaugurated by the Federal Government and enforced the states to take over.

## **Early Childhood Care, Development and Education in Sokoto State**

Sokoto as a state in Nigeria has 23 Local Government and the state was divided into 3 senatorial districts, east, central and west. The eastern senatorial districts comprise the following local government Wurno, Raba, Sabon Birni, Isa, Gada, Goronyo and Gwadabawa, the centered senatorial district also comprise, Sokoto North, Sokoto South, Gudu, Binji, Silame, Tangaza and Kware. While the Western Senatorial districts in Chide: Tambuwal, Yabo, Shagari, Tureta, Dange Shuni, Bodinga and Kebbe.

Each of the above local government there are number of ECCDE centers. Prior to the introduction of UBE programme ECCDE has no value in the eyes of the state government, it was left in the hand of private schools. But later the National Action Plan of (2006:14) prescribed the following:-

- Increase enrollment of children from the age of 1 – 5
- 5% of parents to be sensitized and fully aware about the programme
- To reduce the number of children born with difficulties and disabilities.
- To provide 3% of the national Budget to the ECCDE by 2010.

(Policy draft 2007:10)

The stakeholders of ECCDE programme include the following

- Federal ministry of education
- NERDCC
- Federal Ministry of Health
- Water Reserves inspectorate

- Federal Ministry of Water Resources
- Ministry of Information
- UBEC
- SUBEB
- NTI etc

Beside these the ECCDE is assigned

- to take 20 – 25
- State and secured
- Free from dangerous object
- Facilities should be fence etc

However, in Sokoto State the centers could be regarded as sub-centers since the structure expected in the centers may not be found.

The state is all out to see that before 2015 all necessary issues are addressed and centers to be equipped. State Universal Basic Education Board (SUBEB) Action Plan (2010).

## **2.15 Early Childhood Care, Development and Education in the National Policy on Education**

Research evidences from many fields of study that the care and support received by child in terms of good health, nutrition and psycho social care and protection are crucial in the formation and development of intelligence personality and social behaviour. The programme had been operating for many years in

Nigeria. But national Policy on education (1998) specified the guide line for operating pre primary education.

The policy did not specify the care and support requirement for children age 0 – 3 years. This is a major gap that has left the operation of ECCDE and pre primary education is more in the hands of private operators without adequate guidelines. The comprehensive education analysis undertaken by the federal government, UNESCO, UNICEF and UNDP in (1979) revealed the enormity of this problem and under score the urgent need for government action in terms of adequate policy by NERDC and UNICEF as well as the education, sector UNESCO and other development partners have further point grim picture of the situation on ground ECCDE training manual (2011).

Long before now the sokoto community and the government have full opportunity to develop and enhance cognitive skills of the early child through the expected function by the community such functions include:

- To expose children to the local environment so as to explore and learn about the geographical features of the community such as rivers, mountain, valleys, dams, springs, farm land, fishing ports etc.
- To ensure that the young stars have access to resources in the community.
- To involve children in the production of locally made play, materials the community should source for and produce learning materials that would enhance cognitive development.

ECCDE policy draft (2007:6)

## 2.16 Concept of Attitude

The concept of attitude is an old one in psychology, and we tend to associate it more directly with the area of social psychology. It was first used in America by Franklin H. Giddings, the sociologist and the concept was introduced into social psychology by William I. Thomans. However, the first American psychologist to use the concept in a general text book was Howard C. Warren in his 'Human Psychology'. Allport (1983) cited in Ebenezer and Zollar (1985) referred to attitude as the most distinctive and indispensable concept in contemporary American social psychology. Thurston boldly asserted that attitude can be measured. The concept of attitude, no doubt, gained more general acceptance by American psychologists as a result of the influence of Giddings and Thomas, both of whom were professional sociologists.

The concept of attitude has several characteristics that differentiate it from other concepts referring to internal states of the individual. Sheriff and Hovland (1961) state that:

1. Attitudes are innate, they belong to that domain of human motivation variously studied under the labels of social drives, social needs, social orientation and the likes. It is assumed that the appearance of an attitude is dependent on learning.
2. Attitudes are not temporary states but are more or less enduring once they are formed. Of course, attitudes do change, but they acquire regulatory

function such that, within limits, they are not subject to change with the ups and downs of homeostatic functioning of the organism.

3. Attitudes always imply a relationship between the person and objects, In other words, attitudes are not self-generated psychologically. They are formed or learned in relation to identifying, whether these could be persons, groups, institutions, object, values, social issues or ideologies.
4. The relationship between person and object is not neutral but has motivational affective properties. These properties derive from the context of highly significant social interaction in which many attitudes are formed, from the fact that the objects are not central for the participants and from the fact that self, develops and acquires positive value for the person. Therefore, the linkage between self and social environment is seldom central to the subject-object relationship.

Aggarwal (2005) summarizes the concept of attitude through the following characteristics:

1. There is no limited range of attitudes, our likes and dislikes food we take and everything is an aspect of attitude.
2. It is a position towards the objects, either for or against.
3. There is individual difference in attitude.
4. They are the bases of behaviour as they lead to strike, -war, voting, etc.
5. They are integrated into an organized system.
6. They are acquired, but not inborn.

7. Attitude towards an object is not necessarily based on its utility.
8. They differ from culture to culture.
9. They are more or less lasting but they can be modified.

Allport (1983) selected some representative characteristics of attitude, which are;

1. The readiness for attention or action of a definite sort.
2. Attitude is literally mental posture, guide for conduct to which each new experience is referred to before responses are made.
3. An attitude is a complex of feelings, desires, convictions. Prejudices or other tendencies that have given a set or act to a person because of varied experiences.
4. An attitude is a mental disposition of the individual to act for or against a definite object;
5. An attitude denotes the organism as a whole towards an object or situation which calls for adjustment.
6. Attitude is a mode of emotional regard for object and motor "set" or slight tentative reaction towards them.
7. An attitude is more or less permanently enduring state of readiness of mental organization which predisposes an individual to react in a characteristic way to any object or situation with which it is related.

The importance of attitude is very great. They permeate our whole life and our self-concept that is essentially the sum total of attitudes by which-we live.



They make a great difference in almost everyone's life. They offer great possibilities for successful achievement as well as failure in life. Efficiency result when a person is impelled by his attitude to start, continue and complete a project rather than to avoid an unpleasant task. The attitude of an individual towards his work affects his performances in the activity. The businessman depends upon the favourable attitude of his customers towards his product and services to keep his business going. The politician must have favourable attitudes towards his personality, ability and political behaviour in order to count on his re-election. The hard working person has favourable attitudes towards all those experiences and situations in which hard work is necessary. The successful teacher has favourable attitudes towards his students, his friends, his subjects and his principles. The person who considers himself very clever tries to be clever in all situations. Attitudes are considered as important motivators of behaviour and affect all human values. Crow and Crow (1973) wrote that "an individual attitude towards others determines the individual's social values. The individual can learn to forget self and to be of service to those who need help. He/she has achieved personality characteristics that are essential to gaining of appreciation from others. If he/she does not feel superior to the work that he is doing or to the people with whom he/she is associated, he is likelihood for success in such work and in social relationship."

Attitude as a concept is concerned with an individual's way of thinking, acting and behaving. It has very serious implications for the learner, the teacher,

the immediate social group with which the individual learner relates and the entire school system. Attitudes are formed as a result of some kind of learning experiences. They may also be learned simply by following the example or opinion of parents, teachers or friends. According to Solomon (2002) attitude is a predisposition to respond in a certain way to a person, object, situation, event or idea. The response may come without conscious reflection. A person who shows a certain attitude toward something is reacting to his conception of that thing rather than to its actual state. Solomon was of the view that an attitude is more enduring than a mood when, it produces a consistent response. Solomon warned that attitudes should not be confused or equated with opinions, though they are closely related. The difference is that, person can state his opinions in words but may not be able to express his attitudes in the same way.

Wallace (1997) pointed out that attitude are transmitted through the process of imitation and may have origins early in life. The parent revulsion of bodily posture and facial grievances toward on object such as a kind of food, or an animal may be transmitted directly to the child who may even have the same avert symptoms and avoidance. Others spring from modeling behaviour and identification within the peer group in later childhood and adolescence. Attitudes can be formed as individual interests in the environment, as a result of beliefs, feelings and repeated actions. Wrightman (1977) defined attitude as a “positive or negative reaction towards an abstract or concrete object or proposition” Pell & Jarvis (2001) defined attitude as an “organization of concepts, beliefs, habits and

motivates associated with a particular object” Ernest (1987) defined attitude as “the sum total of a man’s inclinations and feelings, prejudice or bias, preconceived notions, ideas, fears, threats and convictions about any specific topics. Attitude describes a person’s feelings, thinking or manner of responding towards a particular activity, object person or idea. Mukherjee (1978) pointed out that one’s attitude are formed by one’s poor experience an bet of valves and one formed they largely govern behaviour. The terms “opinion” and attitude are not synonymous. It is difficult to measure attitude. A researcher must depend upon what the individual says are his beliefs and feelings.

Evans (1965) defined attitude as “a tendency to react favourably or unfavourably towards a designed class or stimuli. Attitude possessed by the individual may be simple or complex, stable or unstable, temporary or permanent and superficial or fundamental. Attitudes are determinants of behaviour, because they are linked with perception, personality and motivation. Attitude as a mental state of readiness, learned and originated through experience, exerting specific influence on a persons response to people, objects and situation with which it is related. Some attitudes are persistent and enduring. However, like each of the psychological variables, attitudes are subject to change (George, 2006). To this end therefore, attitude can be simply described as a favourable or unfavourable evaluative reaction towards something or someone, exhibited in ones beliefs, feelings or intended behaviour. This means that it is a social orientation – an underlying inclination to respond to something either favourable or unfavourable.

## Components of Attitude

Attitude has three components which are:

1. What you think (Cognitive)
2. What you feel (Affective)
3. What you do (Conative)
  - i. **Cognitive Components:** This is the individual perception, belief, idea about attitude. It also has to do with our thoughts, and ideas about something. When a human being is the object of an attitude, the cognitive component is frequently a stereotype, e.g. ‘Welfare recipients are lazy’
  - ii. **Affective Components:** This is the student's feelings towards attitude and objects. Feelings are generated from one's cognition or knowledge obtained directly or indirectly about the object on which the feelings are centered. Without cognition, there cannot be any feeling or opinion of any individual. (Morgan 1981). It is also about the feelings or emotions that something evokes. e.g. fear, sympathy and hate.
  - iii. **Conative (Behavioural) Components:** This consists of tendencies to react towards the object in a given way. If a student has a negative belief about a course of study he may tend to develop negative attitude about the study which may affect his performance. It is also the tendency or disposition to act in certain ways towards

something. For instance, we might want to keep welfare recipient out of our neighbourhood. Emphasis is on the tendency to act, not the actual acting; what we intend and what we do may be quite different in Aronson et al, (2006)

### **Theories of Attitude Formation**

- **Functionalist theory:** - Helm and Katz (2001) adapted from Liska; Handbook of social psychology: the cognitive perspective, proposed a functionalist theory of attitudes. He takes the view that attitudes are determined by the functions they serve for us. People hold given attitudes because these attitudes help them achieve their basic goals. They distinguished four types of psychological functions that attitudes meet.
- **Instrumentalist:** - We develop favourable attitudes towards things that aid or reward us. We want to maximize rewards and minimize penalties. They said we develop attitudes that help us meet this goal. We favour political parties that will advance our economic lot - if we are in business, we favour the party that will keep our taxes low, if unemployed, we favour one that will increase social welfare benefits. We are more likely to change our attitudes if doing so allows us to fulfill our goals or avoid undesirable consequences.
- **Ego-defensive:** - Some attitudes serve to protect us from acknowledging basic truths about ourselves or the harsh realities of

life. They serve as defense mechanisms. Example, those with feelings of inferiority may develop attitude of superiority.

- Helm and Katz's functionalist theory also offers an explanation as to why attitudes change. According to them, an attitude changes when it no longer serves its function and the individual feels blocked or frustrated. That is, according to them, attitude change is achieved not so much by changing a person's information or perception about an object, but rather by changing the person's underlying motivational and personality needs.

**Bem's Self perception Theory:** - Says we infer our attitudes from our behaviour.

There is no tension, rather, behaviour just serves an informative purpose. We calmly observe our behaviour, and draw reasonable inferences from it, just as we do when observing other people.

## **2.17 Parental Attitude Towards Early Childhood Care, Development and Education**

Parental attitude and involvement in early childhood education, matters a lot for young children's development. Young children benefit most from their school years if they enter early childhood education ready to succeed. Not all children, however, come to Early Childhood Care, Development and Education centers equally prepared. So many low-income preschool children lagged behind their economically advantaged peers.

Early Childhood Care, Development and Education programme alone cannot prepare children for future education and social development. Instead the programme need the support and active involvement of parents and communities. To acquire this support, parents need to be encouraged to develop positive attitude that will make than to actively get involve in the ECCDE programme. Parental positive attitude towards Early Childhood Care, Development and Education, refers to parents involvement process that include the attitude, values and practices of the parents in raising young children and parental participation in child centered activities that relate to positive learning outcomes in early childhood education (Harvard Family Research Project, 2006).

#### **2.18 Teachers Attitudes Towards the Development of Early Childhood Care, Development and Education Programme**

Attitude has been variously defined by many scholars. For instance Okwilagwe (2002) describes attitude as a moderately intense emotion that predisposes an individual to respond consistently in a favourable manner when confronted with a particular object. He further asserted that a positive attitude is likely to engender achievement of a goal or objective than a negative attitude. The possession of positive attitude by a teacher is a crucial in the life of that teacher. Attitude whether conceived as a process or a product of learning has been found by some researchers to significantly influence achievement or performance in various subjects and even workers (teachers) productivity on the job. (Kalu and Ekwueme, 2003). The general contention from these various studies seem to

suggest that favourable attitudes are important determinants of achievement in various disciplines.

From the foregoing therefore, it is very important to determine the attitude of teachers of Early Childhood Care, Development and Education, who are major stakeholders in educational setting and policy implementation with regard to Early Childhood Care, Development and Education. The fundamental question is how ready are the ECCDE teachers to properly and effectively manage the ECCDE centers? According to the World Bank (2002), low education and literacy levels, lack of awareness about the capabilities of technology and the absence of skills to develop and use technological gadgets represents significant obstacles to teachers. These obstacles outlined by World Bank report are also applicable to the cause of negative attitude of ECCDE teachers towards ECCDE programme.

#### **2.19 Psychosocial Stimulation/Early Learning**

The psychosocial care comprises a range of activities, activate and enhance a child interest for the development of nerve and brain so that it will increase and encourage its development abilities in exploration, inquiry creativity, problems solving and social skills, policy draft (2007).

The guideline of the draft policy 2007 stipulated the stimulation for the child 0 – 3 years and for 3 – 5 years. Its identify the stimulation needed in each of the year group within the different domain of development and the resources for the stimulation since the objectives include:



- To provide care and support that will ensure the right of the child to psychological stimulation.
- To inculcate in the child the spirit of inquiry and creativity through the exploration of nature and the environment, art, music and playing with toys.
- Inculcate acceptable social and culturally appropriate norms, values and belief.

#### ECCDE policy draft (2007:3)

The draft policy also observed the physical stimulation which affects the child's development. A well develop child has the strength to interact actively with it environment. The child need adequate nutrition and stimulation for his cognitive and psycho motor development as well as stimulation in the gross and muscle coordination.

The draft policy of (2007) for early child care development stipulated almost all parts of child development from 0 – 5 years for instance the stimulation needed from 0 – 3 years is sucking, turning, grasping, sitting, creeping and crawling as well as guided standing and working, running, jumping, balancing, pushing, pulling, picking, clapping, wriggle and kicking, playing with game catching, feeding, dress etc.

To perform these functions child needs a helper when he is within these stages mentioned above. The helper includes parents/care givers because the

parents/care givers need to make certain actions particularly to a child 0 – 1 year the actions are as follows:

Lay the child on its stomach to provide stimulation for rooting, seat, rock, curdle, hug and lift as child is depending under this stage.

However, policy control is expected to be effective instrument in any formal organization. The operation currently is in consonance with policy need to be ensure by doing so, confusion and misuse of policy can be eliminated when the implementers understand its true nature, since policy contains both principles and rule of action which make the integrated objective to be realized.

The policy application that has to do with day to day use and coordinate as well as subordinating personnels in making managerial and operative decision. This is the stage at which the policy makers must stand up under the pragmatic test of result either it proves to be a sound, helpful guide for thought and action or not.

#### **2.20 Early Childhood Care, Development and Education Policy Control**

In every policy formulation there is need for the operating agencies that will activate and be provided with the information needed in accordance with the aims and objectives as provided in the policy so as to enable them translate the adopted policy into desired result. To control the policy, the government has to consider the following:

- To develop criteria and indicators in order to assess progress towards objectives.

- To appoint qualified personnel who will be active and initiative for the purpose of controlling the policy.
- To design viable policy packages with associated strategies so as to ensure organizational effectiveness.
- To collaborate with policy analyst, policy makers and politicians as well as bureaucrats.
- They should identify current policies and their consequences.
- The government needs to make monitoring within the executive team.

ECCDE policy draft (2007:7)

Isah (2011) All the above indicators are geared towards addressing the policy issues which could be maintained through appointing people with requisite qualification as mentioned earlier. The importance of policy control is to increase the capacity of the implementation, this will generate and present purify information through improving the basis for policy makers to exercise judgment in the policy application.

## 2.21 **Review of Empirical Studies**

Some studies that bear relevance with the present study were reviewed.

Qadiri and Manhass (2009) in a doctoral thesis, studied the perception of parents towards the type of preschool education imparted at early childhood education centers in Kashmir India. The survey used a sample of two hundred parents consisting of one hundred (100) fathers and one hundred (100) mothers residing in Kashmir valley. A self devised questionnaire was used for data

gathering and the data was analyzed through content analysis. Among the findings of this study was that parents believed that early childhood education benefits children of preschool age in multiple of ways, hence their positive attitude towards early childhood education. Equally, most parents are not aware of any services of the Early Childhood Care, Development and Education centers; which accounts for such parents' negative attitude towards early childhood education.

Hackness and Super conducted a study in 1991 which aimed at parental beliefs and practices in early childhood education. A sample of two hundred and ten (210) was used in the study. A parent attitude to childhood education scale was the instrument used in collecting data for the study. The result of the study reveals that parental positive attitude toward early childhood education leads to the positive development of children's early literacy skills.

Hart and Risley (1995) investigated teachers' attitude and involvement towards children's learning. They used teachers from some selected Early Childhood Education centers for young American children in Baltimore. One of the findings of the study was that teacher's positive attitude towards children's learning has greater influence in determining children's academic achievement and overall personality development.

Connell and Prinz (2002) in a study conducted to find out the impact of child care and parent-child interaction on children school readiness and social skill development, used a sample of seventy five (75) teachers in schools for children of low income African-American parents. The result of the study reveals that some

teachers find difficulties in developing positive attitude and confidence towards Early Childhood Education, especially if they also need help with their own literacy and numeracy skills.

Dauber and Epstein (1993) in a study to determine parents attitude and practices of involvement in childhood education, used (100) family members of children in Inner City Elementary and Middle schools in United States as sample. The result reveals that an unhealthy attitude towards child's learning may result from number of factors to which the most significant contributing factors are the attitude and interest of the parents towards Early Childhood Education for their toddlers.

Kapoor (1997) in his study on evaluation of preschool education, used preschools in Jammu and established that a relationship exist between parental attitude to education and academic achievement of school children. He equally established that for both sexes, the parental attitude has significant relationship. Broadly speaking, several research evidences on the relationship between attitudes and achievement in various school subjects have been positive and significant among children who are motivated to learn through parental positive attitude.

Yan and Lin carried out an empirical study in 2002 with the aim of assessing the impact of race and income difference on parents involvement and children's educational achievement. Some selected parents of different race and different level of income in New Orleans were used as sample. The result

indicated that parent involvement to education is directly linked to children's learning achievement, regardless of race and parental income level.

## **2.22 Summary and Uniqueness of the Study**

In this chapter, attempt has been made to properly review literature that bear relevance to the present study which assess the attitude of parents and teachers towards Early Childhood Education. This study is unique from other researches on parental and teachers attitude so far reviewed imperially (e.g. Qadiri and Manhas, 2009; Connell and Prinz, 2002; Yan and Lin, 2002; Kapoor, 1997; Hart and Risley, 1995; Dauber and Epstein, 1993; and Hackness and Super, 1991), in that it assess parental and teachers attitude towards Early Childhood Care, Development and Education. Whereas, most of the earlier studies conducted focused on either parental attitude (e.g. Qadiri and Manhas, 2009; Connell and Prinz, 2002; Yan and Lin, 2002; Kapoor, 1997; Dauber and Epstein, 1993; and Hackness and Super, 1991) but the present study examined both variables i.e parental attitude and teachers attitude at the same time.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter described the methodology adopted for the research study. Specifically, the chapter discussed the research design, population, sample and sampling technique, instrument for data collection, validity and reliability, method of data collection and data analysis techniques.

#### **3.2 Research Design**

A research design is simply the blue print of what a researcher intends to do. For the purpose of this study, the descriptive survey research method was employed. The justification for the selection of this method is based on the fact that, it will guarantee the coverage of the research area by representation. Equally, according to Abiola (2007), the survey research design is a research method that describes a given state of affairs at a particular time. The method equally uses questionnaires and/or interviews for collection of data from a population based on appropriate sampling techniques. Therefore the use of this particular research design gave the researcher the chances of drawing respondents as direct participants in the process of data collection.

#### **3.3 Population of the Study**

Population is defined as “all number of any well-defined class of People, Events or Objects (Ary, Jacob and Razavieh, 2002). The target population for this study, therefore, consists of officials of Parents- Teachers Association (PTA), in

all the Early Child Care and Education (ECCDE) Centres in Sokoto state. The selection of the targeted population was deliberate, because they were considered by the researcher as vital for the study. Equally, Fox (1969), as cited in Muhammad (2011), pointed out that, if within a population there are some elements which the researcher believe are particularly crucial to his/her study, the only way to ensure this, is to deliberately select them. Therefore, one public ECCDE centre was deliberately selected from each of the 23 Local Government Areas of Sokoto state, where respondents were drawn for this study. Essentially, all eleven Executive Council members of PTA in each ECCDE centre made up the population for this study. To this end therefore, the estimated target population for this study was two hundred and fifty three (253) people.

The target population equally consists of people who came from various parts of Nigeria. This therefore, makes the population heterogeneous in nature (i.e different cultures and different religions). The respondents were within the age bracket of 25years to 60 years, which was considered based on maturity and responsiveness criterion.

#### **3.4 Sample and Sampling Technique**

A sample can simply be described as a small portion taken from a larger group of elements and which must contain all the features and characteristics of its parent group. The target population for the study which is two hundred and fifty three (253) people was represented by a sample of one hundred and fifty two (152) people, going by the Research Advisers (2006) sampling procedure.



### **3.6 Instrument for Data Collection**

The Instrument used for data collection in this study was a researcher constructed questionnaire titled Parents and Teachers Attitude Assessment Scale (PTAAS). The questionnaire is divided into two sections: Section (A) and (B). Section (A) contained items soliciting for the biodata of the respondents while section (B) of the questionnaire contained 30 item statements which are fixed alternatives type questions. The respondents rated their responses on agree and disagree scale.

#### **3.5.1 Validity of the Instrument**

Imosili (1996) as cited in Muhammad (2011), defined validity "as the extent to which the data collection is relevant to the problem of the research". Asika (1991:68), as cited in Muhammad (2011) defined validity as the "degree to which a measuring instrument measures what it is designed to measure".

In order to ensure the validity of the research instrument (PTAAS), the questionnaire was tabled before experts in the Department of Adult Education and Extension Services (AEES) and that of Educational Foundation (DEF), Faculty of Education and Extension Services, Usmanu Danfodiyo University, Sokoto, who made some series of corrections and finally gave approval for it to be administered.

#### **3.5.3 Reliability of the Instrument**

Imosili (1996) as cited in Muhammad (2011) pointed out that "reliability stands for consistency of measurement" Therefore, in order to ensure the

reliability of the instrument, a pilot study involving a test – re-test method was conducted at an interval of three weeks. The result of the first test was correlated with the result of the second test using Pearson Product Moment of Correlation Coefficient and a reliability index of 0.81 was obtained.

### **3.8 Method for Data Collection**

The researcher administered the instrument through the help of some research assistants who were adequately trained on how to interact with respondents in the course of data collection.

### **3.9 Data Analysis Technique**

The data collected from the field by means of questionnaire was analyzed using simple frequency count which is an element of descriptive statistics. Detailed explanations were provided below each table to justify the stand of the respondents in regard to each research questions.

## CHAPTER FOUR

### DATA ANALYSIS AND PRESENTATION

#### 4.5 Introduction

This chapter presents the analysis and data presentation as well as the discussion of findings and summary of findings. Frequency count was the main statistical tool used for the analysis of data.

#### 4.6 Presentation of Data

The data collected from the field by means of questionnaire was analyzed and the results of the analysis are presented in accordance with the five (5) research questions raised in the study.

#### Analysis of Respondents Biodata

The biodata of the respondents for this study was analyzed and the result is shown in the table below:

Table 4.2.1: Respondents' Biodata

S/N	Evaluative items	Frequency	Percentage
1.	<b>Sex</b>		
	a) Male	106	70%
	b) Female	46	30%
2.	<b>Age</b>		
	a) 25 – 35years	72	47%
	b) 36 – 45years	50	33%
	c) 46 – 60years	30	20%
3.	<b>Qualification</b>		
	a) Degree	Nil	Nil
	b) NCE/Diploma	123	81%
	c) Grade II/First school Certificate	29	19%
4.	<b>Working Experience</b>		
	a) 0 – 25years	116	76%
	b) 26 – 30years	36	24%

Source: Researcher's Fieldwork, 2013

Table 4.2.1 above shows that 106 respondents (representing 70%) of the total respondents are male while the remaining 46 respondents (representing 30%) are female. Also 72 respondents (representing 47%) are within the age bracket of 25 – 35 years whereas 50 other respondents (representing 33%) are within the age range of 36 – 45 years. The remaining 30 respondents (representing 20%) are between 46 – 60 years. In terms of qualification, non of the respondents posses a university degree, however, 123 respondents (representing 81%) are holders of certificates ranging from NCE and Diploma. The remaining 29 respondents (representing 19%) are holders of Grade II and first school certificates. Working experience of the respondents shows that 116 (representing 76%) have been working 10 – 25 years where as the remaining 36 (representing 24%) have been in public service for 26 – 30 years.

### **Research Question 1**

RQ1: What is the attitude of parents toward Early Childhood Care, Development and Education in Sokoto state?

Six (6) item statements were developed under this research question. The question was analyzed by examining the responses generated by the respondents with regard to the developed items as show in the table below.

Table 4.2.2: **Respondents' Opinion on the attitude of parents towards ECCDE**

S/ N	(A) Item Statement	Frequency of Responses		Percentages (%)	
		Agree	Disagree	Agree (%)	Disagree (%)
1.	Every parent in the state is aware of the importance of ECCDE programme.	65	87	43%	57%
2.	Parents in the state always enroll their young children in to the ECCDE programme	61	71	40%	60%
3.	Parents, whose children are not enrolled into ECCDE programme are always encouraged by other parents to do so	67	85	31%	69%
4.	Parents in the state are always ready to partner with government in decision making process regarding the ECCDE programme.	53	99	35%	65%
5.	Parental level of patronage of the ECCDE programme in the state is very encouraging	72	80	47%	53%
6.	Parental attitude towards ECCDE programme in the state can be described as very encouraging	60	92	39%	61%

Source: Researcher's Fieldwork, 2013

Table 4.2.2 above shows that 87 respondents (representing 57%) of the total respondents disagree with the first item statement. 71 respondents (representing 60%) of the total respondents have also disagree with the second item statement. Similarly, 85 respondents (representing 69%) of the total respondents have not agreed with the third item statement. Also, 99 respondents (representing 65%) of the total respondents have disagreed with the fourth item statement, while 80 respondents (representing 53%) of the total respondents have disagree with the fifth item statement.

Finally, 92 respondents (representing 61%) of the total respondents did not agree with the sixth item statement. This analysis generally shows that majority of the respondents have not agreed with all the item statement of research question number 1. It is therefore an indication that parents attitude towards ECCDE programme is not positive.

## **Research Question 2**

RQ2: What is the attitude of teachers toward Early Childhood Care, Development and Education in Sokoto state?

Six (6) item statements were developed under this research question. The question was analyzed by examining the responses generated by the respondents with regard to the developed items as shown in the table below.

Table 4.2.3: Respondents Opinion on the attitude of teacher towards ECCDE

<b>Programme</b>					
S/ N	(A) Item Statement	Frequency of Responses		Percentages (%)	
		Agree	Disagree	Agree (%)	Disagree (%)
1.	ECCDE teachers/caregivers in the state are dedicated to their duties.	67	85	44%	56%
2.	ECCDE teachers/caregivers in the state are punctual to school.	64	86	42%	58%
3.	ECCDE teachers/caregivers in the state are good custodian, punctual to school.	58	94	38%	62%
4.	ECCDE teachers/caregivers in the state are proud of their profession.	71	81	47%	53%
5.	ECCDE teachers/caregivers in the state are fully committed to the development of the programme.	70	82	46%	54%
6.	Teachers/caregivers' attitude towards ECCDE programme in the state can be described as very encouraging.	62	90	41%	59%

Source: Researcher's Fieldwork, 2013

Table 4.2.3 above shows that 85 respondents (representing 56%) of the total respondents disagree with the first item statement. 86 respondents (representing 58%) of the total respondents also disagree with the second item statement. Similarly, 94 respondents (representing 62%) of the total respondents have not agreed with the third item statement. Also, 81 respondents (representing 53%) of the total respondents disagree with the fourth item statement, while 82 respondents (representing 54%) of the total respondents disagreed with the fifth item statement.

Finally, 90 respondents (representing 59%) of the total respondents did not agree with the sixth item statement. This analysis generally shows that majority of the respondents did not agree with all the item statements of research question number 2. It is therefore an indication that teachers attitude towards ECCDE programme is negative.

### **Research Question 3**

RQ3: What is the extent of parental and teachers' support to Early Childhood Care and Education Programme in Sokoto state

Six (6) item statements were developed under this research question. The question was analyzed by examining the responses generated by the respondents with regard to the developed items as shown in the table below.



Table 4.2.4: Respondents' Opinion on the Adequacy of Parental and Teachers' Support to ECCDE Programme

S/ N	(A) Item Statement	Frequency of Responses		Percentages (%)	
		Agree	Disagree	Agree (%)	Disagree (%)
1.	There exists parent/teachers union (PTA) in every ECCDE center in the state.	123	29	81%	19%
2.	Through PTA, most ECCDE centers in the state have been renovated.	50	102	33%	67%
3.	Through PTA, teaching and learning materials have been provided to most ECCDE centers in the state.	63	89	41%	59%
4.	Through PTA, the rate of enrollment into ECCDE programme has increased in the state.	55	97	36%	64%
5.	Through PTA, most parents have become aware of the importance of ECCDE programme.	65	87	43%	57%
6.	Parents and teachers' contribution to ECCDE in the state can be described as adequate.	48	104	32%	68%

Source: Researcher's Fieldwork, 2013

The result in table 4.2.4 above reveals that 81% of the total respondents generated in respect of the first item statement were positive. However, 67% of the total responses on the second item statement were negative. Similarly, 59% of the total responses on the third item statement were negative. Equally, 64% of the total responses on the fourth item statement were negative. Also 57% of the total responses on the fifth item statement were negative. Finally, 68% of the total responses generated with regard to the sixth item statement were also negative. From the table, therefore, it could be seen that apart from the first item statement, all other item statement developed under this research question indicated disagreement by majority of the respondents. This is a clear indication that the level of parental and teachers' support or contribution to ECCDE programme is not adequate.

#### **Research Question 4**

RQ4: What are the factors affecting parental and teachers support in Early Childhood Care, Development and Education programme in Sokoto state.

Six (6) item statements were developed under this research question. The question was analyzed by examining the responses generated by the respondents with regard to the developed items as shown in the table below.

**Table 4.2.5: Respondents' Opinion on the Factors Affecting Parental and Teachers' Support to ECCDE**

S/ N	(A) Item Statement	Frequency of Responses		Percentages (%)	
		Agree	Disagree	Agree (%)	Disagree (%)
1.	Government failure to fully implement ECCDE policy requirement.	118	34	78%	22%
2.	Attitude of illiterate parents.	114	38	75%	25%
3.	Lack of adequate public ECCDE centers in the state.	120	34	79%	21%
4.	Proliferation of private ECCDE centers in the state.	110	42	72%	28%
5.	Parental and teachers low economic status.	122	30	80%	20%
6.	Cultural and religious influence.	132	20	87%	23%

Source: Researcher's Fieldwork, 2013

Table 4.2.5 above shows that 118 respondents (representing 78%) of the total respondents agree with the first item statement. 114 respondents (representing 75%) of the total respondents also agree with the second item statement. Similarly, 120 respondents (representing 79%) of the total respondents agree with the third item statement. Also, 110 respondents (representing 72%) of

the total respondents agree with the fourth item statement, while 122 respondents (representing 80%) of the total respondents agree with the fifth item statement.

Finally, 132 respondents (representing 87%) of the total respondents agree with the sixth item statement. This analysis generally shows that majority of the respondents agree with all the item statements of research question number 4. It is therefore an indication that from the opinion of the respondents, several factors affect parental and teachers support to Early Child Care and Education programme in Sokoto state.

### **Research Question 5**

RQ5: What is the qualification of teachers handling Early Childhood Care, Development and Education programme in Sokoto state.

Six (6) item statements were developed under this research question. The question was analyzed by examining the responses generated by the respondents with regard to the developed items as shown in the table below.

Table 4.2.6: **Respondents' Opinion on the Qualification and Nature of Teachers Handling the ECCDE Programme**

S/ N	(A) Item Statement	Frequency of Responses		Percentages (%)	
		Agree	Disagree	Agree (%)	Disagree (%)
1.	Most ECCDE centers in the state are handled by any class room teacher.	115	97	76%	24%
2.	All primary school teachers are qualified to teach in the ECCDE programme.	12	140	8%	92%
3.	ECCDE centers in the state are handled by diploma and NCE holders.	142	10	93%	7%
4.	ECCDE teacher/caregivers in the state are all holders of university first degree.	Nil	152	Nil	100%
5.	ECCDE centers are managed by only holders of Diploma, NCE and Bachelor Degree in primary education.	15	137	10%	90%
6.	ECCDE centers are managed by only holders of Diploma, NCE and Bachelor Degree in Early Child Education.	21	131	14%	86%

Source: Researcher's Fieldwork, 2013

The result on table 4.2.6 above reveals that 76% of the total respondents generated in respect of the first item statement were positive. However, 92% of the total responses on the second item statement were negative. Similarly, 93% of the total responses on the third item statement were positive. Equally, 100% of the total responses on the fourth item statement were negative. Also, 90% of the total responses on the fifth item statement were negative. Finally, 86% of the total responses generated with regard to the sixth item statement were negative. From the table, therefore, it could be seen that apart from the first item statement, all other item statement developed under this research question were disagreed with by majority of the respondents. This was a clear indication that teachers and caregivers handling ECCDE centers in the state were not well qualified.

#### **4.7 Summary of Major Findings**

The major findings of the study are summarized as shown below:

1. The attitude to parents towards Early Child Care and Education (ECCDE) programme in Sokoto state is not positive.
2. The attitude of teacher/caregivers toward Early Childhood Care, Development and Education programme in Sokoto state is negative.
3. Parental and teachers' support to Early Child Care and Education programme in the state is inadequate.
4. The factors affecting parental and teachers support to ECCDE programme in Sokoto state include: Government's refusal to fully implement the

ECCDE policy requirement and lack of adequate public ECCDE centers as well as cultural and religious beliefs of the people.

5. Almost all ECCDE centers in Sokoto state are not managed by qualified teachers and caregivers.

#### 4.8 Discussion of Findings

The result in table 4.2.1 is an analysis of respondents biodata. It is shown that sex wise, there are more male than female in the composition of the respondents. This is however, not unusual since in Nigeria and elsewhere in the world, men are always at the fore front in the scheme of things. The result equally shows that majority of the respondents are within the age range of 25 – 35 years and that none of the respondents holds a university degree but majority of them are holders of Nigerian Certificate in Education and ordinary National Diploma. In terms of working experience, it is shown that majority of the respondents have been in public service for about 10 – 25 years. This is therefore, an indication that the respondents for this study have the required pre-requisites to provide the relevant data needed.

The result in table 4.2.2 is an analysis of the respondents' opinion on the attitude of parents towards early child care and education programme in sokoto state. Going by the details provided in this table, it becomes evident that majority of the respondents agree with all the item statements developed under research question number 1. This therefore means that the respondents of this study uniformly agree that attitude of parents towards early child care and education

programme in the state is not positive. However, the importance of parents having positive attitude towards children education cannot be overemphasized. This finding confirms the claim of Dauber and Epstein (1993) that most parents in the Indian rural communities do not show keen interest and have no positive attitude towards preschool education. They further emphasized that preschool or early childhood education is an integral part of child rearing experience provided by any agency for all children.

This finding is however contrary to the work of Harckness and Super (1991) in which it was found that parental positive attitude towards early childhood education is important as it leads to the development of pre literacy skills. According to them, children must first learn early literacy concepts as it could help them to face the later years with more confidence and ease. They therefore advocate that parents should place the process of educating their toddlers above any other priority by developing positive attitude towards preschool education. This finding equally deviates from the work of Yan and Lin (2002) in which it was found that parental attitude and involvement in early education is linked to the children's total learning. They further pointed out parents' attitudes, aspirations and behaviour are all important, as these signifies parents' ability to understand their children's day to day progress and talk regularly with the children about their learning. It is worthy to point out at this juncture, that parental involvement in children's early learning is a key factor in improving children's academic attainment and achievement as well as their overall behaviour and



school attendance. In view of this, therefore, the attitude of parents during children earliest years of learning is the single biggest influence on the children overall development. Thus, positive parental attitude to early childhood education contributes more to children's intellectual and social development than parental occupation, education or income.

The result in table 4.2.3 shows the opinion of all the respondents with regard to the six (6) item statements developed under research question number 2 which seeks to find out whether the attitude of teachers towards early children education is positive. The responses generated by majority of the respondents with regard to the six item statements of this research question shows that the respondents do not agree with all the item statements. This is an indication that the attitude of teachers and caregivers towards early child education is less encouraging. It therefore follows that this unanimous decision establishes a fact that the attitude of ECCDE teachers/caregivers towards ECCDE programme in Sokoto state is negative.

The finding lends support to the work of Nasra (2003) in which it was found that many parents feeling about the quality of preschool education in most early childhood education "Anganwachi" centers in India is poor, and this was because teachers and workers are not fully committed and less favourably inclined towards children. The finding equally confirmed the idea of Connell and Prinz (2002) where they maintained that some teachers are likely to find difficulties in developing positive attitude and confidence towards early childhood education,

especially if they (the teachers) also need help with their own literacy language and numeracy skills.

This finding is however, not inline with the work of Hart and Resley (1995) in which it was pointed out that teachers attitude and involvement in children's learning have greater influence in determining children's academic achievement and overall personality development. They further emphasized that teachers stand next to the biological parents of school children. In view of this, therefore, teachers positive attitude towards early skills, child's ability to learn effectively, child's ability to communicate ideas and feelings freely and to get along well with family and community members both as a child and as an adult. The result in table 4.2.4 reflects the opinion of the 152 respondents on the adequacy of parents and teachers support to Early Childhood Education, majority of the respondents disagree with five out of the six item statements. Therefore, going by the responses of greater percentage among the respondents, it could be claimed that the support given to early child education by parents and teachers/caregivers of ECCDE in Sokoto state is not adequate. As can be seen from table 4.2.4, the indicators of the adequacy of parental and teachers support or contribution to ECCDE were related to the activities rendered by Parent-Teachers Association (PTA) operating at the school level, but majority of the responses generated disagree with these indicators, thereby establishing a finding which reveals the PTAs' support services to ECCDE programme as inadequate. This finding therefore undermines the objectives for the establishment of Parents-Teachers

Association, which is among other things, to improve educational standards, ensure completion of developmental works in schools and to ensure the participation of general public in the decision making of schools.

The finding equally deviates from the work of Denton and Walston (2003) which establishes that the frequency of parents and teachers' support and involvement in early childhood education increases academic performance of preschool children. In view of this therefore, it could be asserted that, parents and teachers who maintain direct and regular support for early childhood education are providing stable foundation for child's learning, and equipping the child with ability to demonstrate positive engagement with peers. The result in table 4.2.5 is an analysis of research question number 4, which seeks to examine the factors affecting parental and teachers' support to early childhood education programme in Sokoto state. From table 4.2.5, details have shown that majority of the respondents agree with all the item statements developed under this particular research question. The developed items are indicators of possible factors that could affect the support given to ECCDE programme by parents and teachers/caregivers. Having majority of the responses generated as accepting all the six items statements, establishes the fact that parental and teachers support to early childhood education programme is being affected by several factors and these have constitute a finding of this study.

This finding is in line with one of the findings in the work of Dauber and Epstein (1993) in which it was established that several factors; in which poverty,

illiteracy and lack of awareness are among the main, affect parental zeal to contribute towards early childhood education. To this end therefore, it becomes an established fact that parental support and active involvement in rural and to some extent urban preschools will be jeopardized by poverty, parental literacy level and parental awareness about the services of early childhood education centers which cater the needs of their children. This is in addition to the fact that most parents residing either in rural or urban cities perceive that government should assume full responsibility of funning preschools and ECCDE programme.

The result in table 4.2.6 reflects the respondents' opinion with regard to the item statements developed under research question number 5. The developed items are indicators of nature and qualification of teachers/caregivers handling early child care and education centers in Sokoto state. From the table (4.2.5), it is shown that items 1 and 3 receive the agreement of majority of the respondents, whereas majority of the respondents disagree with the remaining items, 2, 4, 5, 6. By having majority of responses agreeing with items 1 and 3 emphasized that most ECCDE centers in Sokoto state are handled by people who feel that they can teach in the classroom and, or anybody that holds diploma or NCE certificate. Similarly, having majority of the responses generated disagreeing with item 2, 4, 5 and 6 emphasize that being a primary school teacher is not a perfect qualification of being able to handle an ECCDE center. But having diploma, NCE or a degree in primary education studies could qualify one to handle an ECCDE center. However, possession of a diploma, NCE or degree in early child care and

education is the best qualification required for effective handling of ECCDE centers. Therefore, going by the opinion of majority of the respondents with regard to research question number 5, most teachers /caregivers handling ECCDE centers in Sokoto state are not very qualified.

This finding lends support to the work of Shabuam (2003) in which it was established that most centers providing early childhood education in rural parts of India lacked almost all necessary facilities for formal learning and that teachers are not adequately and properly trained and as such do not show effort to actively manage the ECCDE centers. The importance of teachers; especially qualified teachers has been clearly underscored in Nigeria's National Policy on Education which states that, "No education system can rise above the quality of its teachers' (Federal Government of Nigeria 2004: National Policy on Education). Going by this policy statement, the importance of qualified teachers cannot be overemphasized and hence, the demand to handle educational institution, especially institutions for the preschool children.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.5 Summary**

This study assessed parents and teachers attitude towards Early Child Care and Education (ECCDE) programme in Sokoto state. Chapter One of the study deals with general introduction and it covers areas such as background of the study, statement of the problem, objectives of the study, the research questions, significance of the study as well as scope and delimitation of the study.

In chapter two, some literature that bear relevance with this study were theoretically and empirically reviewed, so as to determine the significance of parental and teachers' positive attitude towards early child care and education. Chapter three deals with the methodology adopted for the study; the type of design used, the targeted population and the instrument use for data collection including the validity and reliability are some of the major items treated in the chapter.

Chapter Four of the study presents an analysis of the data collected from the field and the results of the analysis were tabulated and discussed to reveal the attitude of parents and teachers towards early child care and education programme in Sokoto state.

Finally, chapter five of the study presents the summary, conclusion and recommendations made based on the findings of the study.

## 5.6 Conclusion

Early Childhood Care, Development and Education has a significant role to play in perpetuating desirable changes in society; Preschool is the Child's first step towards organized care and learning in the larger society. It provides a major influence on the development of Child's intellectual capacities, interpersonal skills, social behavior and personality of children. Early childhood education in its wider sense, implies not only an acquisition of knowledge but also the development of abilities, skills and quality of character.

Findings of the present study indicate negation in the responses generated with regard to research question 1, 2 and 3, whereas research question 4 received uniform agreement by majority of the respondents and there was indication of significant difference in the opinion of respondents regarding research question 5. Majority of the respondents perceived parents and teachers' attitude towards early child education programme in the state as negative. Similarly, majority of the responses opined that the support given by parents and teachers to early child care and education programme is inadequate. Equally, the expected parental and teachers support is characterized by several factors militating against it as indicated by all the respondents. The nature and quality of ECCDE teachers in the state is also not encouraging.

## 5.7 Recommendations

From the findings of this study, the following recommendations are made;

1. Parents whose children are enrolled in preschool education i.e Early Childhood Care, Development and Education programme in the state, should develop interest and sense of value towards the education of their children. This they could do by becoming more involved in the process of acquiring preschool education for such children. Because the greater parental involvement in children learning at the early stage, the more positive will be the school performance of children. Parents, whose children are not in the early childhood education programme, should be encouraged by other parents to do so. There is the need for all parents to treat the ECCDE programme as their own programme so that the impression that everything is to be done by government will change.
2. Teachers and caregivers in all the public early child care and education centers across Sokoto state should develop positive attitude towards the ECCDE programme. This they could do by being committed and dedicated to their vocation and being good custodians of the young children entrusted in their care. They should focus on child centered curriculum; recognise the importance of play way approach in early childhood learning. There should be proper comprehensive supervision of the ECCDE teachers, so that they will be more dedicated.



3. There should be adequate contribution or support from parents and teachers to the early child care and education programme in the state. This could be ensured through more active participation and involvement of Parents-Teachers Associations (PTA) in the process of acquiring early child education to improve the performance and better outcome of children. In fact, necessary educational equipment and toys should be made available by the PTA operating at each ECCDE centre in the state.
4. Everything humanly possible should be done to eliminate those factors affecting parental and teachers' support to early child care and education. Essentially, government should strengthen the components of the ECCDE by fully implementing the ECCDE policy requirements.
5. Qualified teachers and caregivers should be posted to handle all the public early child care and education centres in the state. Essentially, teachers with relevant experience in childhood education should be recruited to handle the ECCDE centres.

#### **5.8 Suggestions for Further Studies**

This study only focuses on parental and teachers attitude towards Early Child Care and Education programme in Sokoto state. However, there is the need for further studies to reflect on other vital aspects of the Early Child Care and Education programme: such as community participation in the provision of Early Child Care and Education

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## POST` GRADUATE STUDENT

### USMANU DANFODIYO UNIVERSITY SOKOTO

#### PARENTS AND TEACHERS ATTITUDE ASSESSMENT SCALE (PTAAS)

##### **Introduction**

This questionnaire is designed to find out your perception on the attitude of parents and teachers towards Early Child Care and Education Programme in Sokoto State. You are expected to respond to all items of the questionnaire. Your objective response will help to improve the quality of ECCDE in programme Sokoto State.

##### **Section A: Respondent's Biodata**

1. Sex of Respondent

a) Male [     ]     b) Female     [     ]

2. Age of Respondents

a) 25-35yrs [     ]     b) 36-45yrs [     ]     c) 46-60yrs [     ]

3. Educational Qualification

a) Degree [     ]     b) NCE/Diploma [     ]

c) Grade II/First School Certificate

4. Working Experience

a) 10 – 25yrs [     ]     b) 26 – 30yrs [     ]



## Section B: Item Statement

Please tick appropriately

### Indicators of Parental Positive Attitude Towards ECCDE Programme

S/N	Item Statement	Agreed	Disagreed
1.	Every parent in the state is aware of the importance of ECCDE programme.		
2.	Parents in the state always enroll their young children in to the ECCDE programme		
3.	Parents, whose children are not enroll into ECCDE programme are always encouraged by other parents to do so		
4.	Parents in the state are always ready to partner with government in decision making process regarding the ECCDE programme.		
5.	Parental level of patronage of the ECCDE programme in the state is very encouraging		
6.	Parental attitude towards ECCDE programme in the state can be described as very encouraging		

### Indicators of Teachers Positive Attitude Towards ECCDE Programme

S/N	Item Statement	Agreed	Disagreed
1.	ECCDE teachers/caregivers in the state are dedicated to their duties.		
2.	ECCDE teachers/caregivers in the state are punctual to school.		
3.	ECCDE teachers/caregivers in the state are good custodian of children.		
4.	ECCDE teachers/caregivers in the state are proud of their profession.		
5.	ECCDE teachers/caregivers in the state are fully committed to the development of the programme.		
6.	Teachers/caregivers attitude towards ECCDE programme in the state can be described as very encouraging.		

## Indicators of Adequacy and Parents and Teachers Support to ECCDE

### Programme

S/N	Item Statement	Agree	Disagreed
1.	There exists parent/teachers union (PTA) in every ECCDE center in the state.		
2.	Through PTA most ECCDE centers in the state have been renovated.		
3.	Through PTA teaching and learning materials have been provided to most ECCDE centers in the state.		
4.	Through PTA the rate of enrollment into ECCDE programme has increased in the state.		
5.	Through PTA most parents have become aware of the importance of ECCDE programme.		
6.	Parents and teachers contribution to ECCDE in the state can be described as adequate.		

**Indicators of Factors Affecting Parental and Teachers Support to ECCDE Programme**

<b>S/N</b>	<b>Item Statement</b>	<b>Agree</b>	<b>Disagreed</b>
1.	Government failure to fully implement ECCDE policy requirement.		
2.	Attitude of illiterate parents.		
3.	Lack of adequate public ECCDE centers in the state.		
4.	Proliferation of private ECCDE centers in the state.		
5.	Parental and teachers low economic status.		
6.	Cultural and religious influence.		

**Indicators of the Quality and Nature of Teachers Handling ECCDE Programme**

<b>S/N</b>	<b>Item Statement</b>	<b>Agree</b>	<b>Disagreed</b>
1.	Most ECCDE centers in the state are handled by any class room teacher.		
2.	All primary school teachers are qualified to teach in the ECCDE programme.		
3.	ECCDE centers in the state are handled by diploma and NCE holders.		
4.	ECCDE teacher/caregivers in the state are all holders of university first degree.		
5.	ECCDE centers are managed by only holders of Diploma, NCE and Bachelor Degree in primary education.		
6.	ECCDE centers are managed by only holders of Diploma, NCE and Bachelor Degree in Early Child Education.		

**SOKOTO STATE UNIVERSAL BASIC EDUCATION BOARD ECCDE**

**CENTERS PUBLIC ENROLMENT BY LGA BY SEX 2010/11**

S/N	LGEA	No. of ECC Centres	ECC Pupils Enrolment	
			ECC I	
			Male	Female
1	Binji	10	1284	621
2	Bodinga	15	2471	1000
3	D/Shiuni	13	1475	986
4	Gada	16	982	471
5	Goronyo	14	2563	827
6	Gudu	10	576	423
7	Gwadabawa	12	744	486
8	Illela	15	1008	763
9	Isa	10	3421	1671
10	Kebbe	18	1002	481
11	Kware	20	1172	561
12	Rabah	20	1313	413
13	S/Birni	18	1600	582
14	Shagari	14	955	386
15	Silame	10	711	108
16	S/North	24	2944	1847
17	S/South	22	2783	2642
18	Tambuwal	20	2000	1673
19	Tangaza	20	1162	411
20	Tureta	20	1245	596
21	Wamakko	17	1414	1563
22	Wurno	10	1762	478
23	Yabo	20	2267	591
	<b>Total</b>	<b>378</b>	<b>36234</b>	<b>19630</b>

Sokoto State Primary Board Statistics Department 2011

### DISTRIBUTION OF POPULATION FOR THE STUDY

S/No	LGEA	No. of ECCDE Centers Selected	No. of Teachers Selected	No. of Parent Selected	Total
1	Binji	1	5	6	11
2	Bodinga	1	5	6	11
3	D/Shuni	1	5	6	11
4	Gada	1	5	6	11
5	Goronyo	1	5	6	11
6	Gudu	1	5	6	11
7	Gwadabawa	1	5	6	11
8	Illela	1	5	6	11
9	Isa	1	5	6	11
10	Kebbe	1	5	6	11
11	Kware	1	5	6	11
12	Rabah	1	5	6	11
13	S/Birni	1	5	6	11
14	Shagari	1	5	6	11
15	Silame	1	5	6	11
16	S/North	1	5	6	11
17	S/South	1	5	6	11
18	Tangaza	1	5	6	11
19	Tureta	1	5	6	11
20	Wamakko	1	5	6	11
21	Wurno	1	5	6	11
22	Yabo	1	5	6	11
23	Tambuwal	1	5	6	11
<b>Total</b>	<b>23</b>	<b>23</b>	<b>115</b>	<b>136</b>	<b>253</b>

## APPENDIX

### REQUIRED SAMPLE SIZE FROM THE RESEARCH ADVISORS

Confidence level = 95.0%

Confidence level=99.0%

Population Size	Degree of Accuracy/Margin of Error				Degree of Accuracy/Margin of Error			
	0.05	0.035	0.025	0.01	0.05	0.035	0.025	0.01
N	0.05	0.035	0.025	0.01	0.05	0.035	0.025	0.01
10	10	10	10	10	10	10	10	10
20	19	20	20	20	19	20	20	20
30	28	29	29	30	29	29	30	30
50	44	47	48	50	47	48	49	50
75	63	69	72	74	67	71	73	75
100	80	89	94	99	87	93	96	99
150	108	126	137	148	122	135	142	149
200	132	160	177	196	154	174	186	198
250	152	190	215	244	182	211	229	246
300	169	217	251	291	207	246	270	295
400	196	265	318	384	250	309	348	391
500	217	306	377	475	285	395	421	485
600	234	340	432	565	315	416	490	579
700	248	370	481	653	341	462	554	622
800	260	396	526	739	363	503	615	763
900	269	419	568	823	382	541	622	854
1,000	278	440	606	906	399	575	727	943
1,200	291	474	674	1067	427	636	827	1119
1,500	306	515	759	1297	460	712	959	1376
2,000	322	563	869	1655	498	808	1111	1785
2,500	333	597	952	1984	524	879	1288	2173
3,500	346	641	1068	2565	558	977	1510	2890
5,000	357	678	1176	3288	586	1066	1731	3842
7,500	365	710	1275	4211	610	1147	1960	5165
10,000	370	727	1332	4899	622	11193	2098	6239
25,000	378	760	1448	6939	646	1285	2399	9972
50,000	381	772	1491	8056	655	1318	2520	12455
75,000	382	776	1506	8514	658	1330	2563	13583
100,000	383	778	1513	8762	659	1336	2585	14227
250,000	384	782	1527	9248	662	1347	2626	5555
500,000	384	783	1532	9423	663	1350	2640	6055
1,000,000	384	783	1534	9512	663	1352	2647	6317
2,500,000	384	784	436	9567	6631	1353	2651	6478
10,000,000	384	784	536	9594	663	1354	653	6560
100,000,000	384	784	1537	9603	663	1354	654	6584
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