

## **Assessment of Anglican Communion Early Childhood Facilities in Kaduna State**

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**Abstract:** The study is an assessment of the Anglican Communion Facilities in Early Childhood Education Programme in Kaduna State, Nigeria. Early Childhood Education builds in a child a sense of self-worth, confidence, experience and success. The Early Childhood policy adopted a holistic approach in which the Federal Ministry of Education (FME) collaborates with the Ministries of health, Environment and Housing, Women Affairs, Information and Communication, Finance, Agriculture and Water Resources, and National Planning Commission to provide intervention programmes for the cognitive, physical, social, moral, and emotional development of the child. To achieve the aim of this study, the research question was stated. It seeks information on the availability of facilities, put in place by the Church. In order to answer the question raised, one hypothesis was also formulated to test the variable. The population of the study includes all the Anglican Communion Daycare, Nursery and Primary schools, teachers, church officials, parents and graduates of early childhood care and education in Kaduna State making a total of fifty-six (56) schools and sixteen thousand two hundred and twenty-five (16,225) as the targeted population. The sampling for the study was carried out at three levels i.e Diocesan/Church level, school level and respondents' level. At the end of it, four (4) dioceses were selected, forty-four (44) schools and nine hundred and twenty-four (924) respondents. In the study, a survey design was used. A set of questionnaire and interview were employed for data collection. The researcher employed the help of three research assistants for the study. A total of 924 copies of questionnaire were administered and 904 copies were returned. In the analysis of the data, five research questions were analyzed with frequencies and percentages. Also, the hypothesis tested with mean, standard deviations and analysis of variance. The data collected were presented and analyzed using tables and the interviews served as complementary data in the discussion. The findings of the study were quite revealing. The tests of hypothesis indicated significant differences in the views of the respondents on facilities involved in Early Childhood Education Programme of Anglican Communion in Kaduna State. Therefore, the null hypothesis was rejected. Conclusions from the study indicates that Early Childhood Education is suffering neglect from the Church authorities in areas like provision of toys, television and playground. The few facilities owned by the church are not constantly maintained. From the findings, it was recommended that the Church leadership should partner with the Government in providing basic facilities for early childhood education programme. Experts should be employed at all levels to teach and implement early childhood education programme. Training and retraining of caregivers/teachers on how best to use the facilities is of paramount importance.

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### **Background to the Study**

Education was one of the instruments of evangelization by the missionaries. The education of an individual starts early in life and this brought about the introduction of the Day Care, Kindergarten, Nursery and Primary schools. The aim is to impact skills on an individual as early as possible. Early childhood education has been the pre-occupation of many organizations. This study sets out to evaluate the involvement of Anglican Communion in early childhood care and education.

Early Childhood/ Childcare and Development (ECD) have acquired quite a variety of names with complementary acronyms to match. Each name portrays different emphasis and sometimes different contexts of usage. It may be called Early Childhood Care, Development and Education (ECCDE) or Early Education, Care and Development (EECD). Sometimes it is referred to as Early Childhood Education (ECE) or Early Childhood Development and Education (ECDE). In Nigeria and some other developing nations, the preferred name is Integrated Early Childhood Development (IECD) because the National policy on it is entitled "The National Policy for Integrated Early Childhood Development in Nigeria." The emphasis is on its integrated nature (Oguntuashe, 2010). Since the commencement of the programme the church is not left out.

The Anglican Communion pioneered the introduction of schools in Northern Nigeria. They initiated the kindergarten educational arrangement, built schools, provided teachers, managed and supervised them (Lamido, 2005). The church embarked on the moral and spiritual upbringing of children because they believe in the biblical injunction that says "train up a child in the way he should go and when he is old he will not depart from it" (Proverbs 22:6).

The church has fulfilled her mandate by establishing these schools but it seems that management and provision of facilities appropriate for this level seems to be inadequate. With this one wonders the extent to

which the Anglican Communion in her efforts, is predisposed to this initiative in qualitative terms. This study is intended to assess the Involvement of Anglican Communion in provision of facilities for early childhood education programme in Kaduna State, Nigeria.

### **Objectives of the study**

The main objective of the study is Assess the availability of early childhood education facilities in Anglican Communion in Kaduna State.

### **Research Questions**

To what extent are the facilities provided by the Anglican Communion for early childhood education?

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

Early childhood education is said to be the education given in an educational institution to children prior to their entering primary school (National Policy on Education, 2004). Omozeghia (1995) sees early childhood education as the education meant for children between the ages of three (3) to six (6) years. Osakwe (2009) maintains that the education given in an educational institution to children aged three (3) to five (5) years prior to their entering the primary school. That is to say that early education is a special kind of education provided in an institution for children, prior to their entering the primary school. Early childhood education, in the context of formal education can be said to be a formalized educational process to which children between the ages of two and a half through five plus are subjected to in designated pre-school institutions (Mezieobi, 2006). Early childhood education experience according to Barnard (2001) positively affects later home and school involvement in education. He further adds that a child who fails to acquire early education may suffer emotionally, socially, intellectually and even physically if he is pushed into the primary school without a sustainable early childhood education experience that will give him a solid foundation in the primary school. Therefore, for the effective and efficient unlocking and development of a child's latent abilities, attitudes and other forms of behaviour of positive values in the society in which he lives, early childhood education becomes very imminent. This is important because researchers on early childhood education have shown that early childhood education experience have great impact on all areas of a child's development and therefore have suggested that the first teacher is an extremely important person in the child's life (Chesworth, 1998).

Bengtsson (2003) views early childhood education as an asset of immense value in the later academic pursuit of a child and much more lately in life. This early experience exposes the child to all fields which make him more apt to learn in the primary level as the confidence in his learning capabilities which he acquired from the nursery school is lifted to the primary school and thereafter to all levels of his education. This eventually aids and facilitates his learning. Anderson & Shane (2002) is of the view that when children are exposed to early childhood education, they develop superior communication skills, necessary physical ability and social unity needed in adult life and an increased cognitive and affective educational balance. Piaget (1993) sees early childhood education as an environment that affects the growth of mental structures of the child which facilitates learning. More so, that the environment stimulates learning and the development of the cognitive domain that the early years had the key to learning. There is therefore the need for special attention to be given to the sensitive nature of early learning by affording the child the right environment where he will develop the potentials and skills for later life experience and education and thereby promote sustainable education.

### **Facilities and Space in Early Childhood Education**

Obinaju (1996) asserts that the efficient organization and management of available space in an early childhood institution and the provision of suitable equipment are very important if such institutions are to effectively achieve the objectives for which they are established. At present most early childhood institutions in Nigeria were located either in private residential buildings or in churches and mosques. There are some that are operated within the premises of primary schools. Thus, most of the buildings housing early childhood institutions in Nigeria are not originally meant for that purpose. Because of this obvious limitation a number of early childhood institutions do not have adequate space and facilities for all their activities and therefore lack the basic features. Based on that, Durojaiye (1977) and Sadker (2003) state that an ideal early childhood institution should have the following: -

**1. Large building:** - An ideal early childhood institution should have a large building that has enough space and is well ventilated. Such a building should also have good toilet and washing facilities. The building should be large enough to accommodate all the equipment and allow for the creation of cubicles for all the units or areas required.

**2. Display Area:** This area is used for displaying children's work. Normally two display areas are created for children's work. One area is used for displaying children's work in the area of painting and drawing while the other is for displaying three dimensional works like clay models and constructions.

**3. Reading area:** - This area is used for the children's reading purposes. The area is usually well ventilated and lighted. Basic items found in the reading area include book – holders, mats, cushions and stools. The area is normally made very attractive with children's paintings.

**4. Writings and drawing area:** - The writing and drawing area is another important feature of an early childhood institution. The area is normally provided with two or three tables and some chairs to enable small groups of not more than six children work at a time. Materials found in this area are drawing paper, crayon, pencils, plastic container of different shapes and others.

**5. Dramatic play area:** This area is used by the children for dramatic plays. Equipment found in this area includes pots, pans, empty boxes or crates, plastic bottles & cups.

**6. Music area:** - The music area is created for children to play music and to dramatize activities or plays involving music instrument found in the music area which include simple drums, rattles, bells, xylophone, television, VCD

**7. Withdrawing area:** - This area is normally quiet and screened off from the rest of the room. It is an area where children who feel tired or wants to be left alone, retreat to. It is a resting area for children. Items found in the area include mats, cushions, pillows etc

**8. Outdoor area:** Children need space and freedom to carry out activities, especially the large motor movements. The area is used for developing children's gross motor skills. Ukpong (1998) asserts that this area allows the child to play because it gives freedom from external constraints, opportunity for exploration of one's environment without penalty and allowance for expression of possibilities. Equipment found in this area include swings of different types, climbing frames, wide concrete pipes, slides and sec –saws.

Based on these facilities and space needed for early childhood education programme, one wonders how many Anglican early childhood schools have such. Hurlock (1981) points out that it is important that when organizing learning experiences for children, you should recognize that they (children) pass through different stages of play as they develop from infancy to betty and should be given facilities and space for such.

### **Research design**

A descriptive research design is employed in the study. The type of descriptive research design used in this study was sample survey. It is an organized attempt to analyze, interpret and report satisfactorily the specific findings by the researcher (Alagbu 2010). Akuezuluilo and Agu (2002) describe survey design as a design in which a group of people or items are studied by collecting and analyzing data from only a few people or items considered to be representative of the entire group

### **Population**

The population for this study consists of all the Anglican Communion Day Care, Nursery and Primary schools, teachers/head teachers, church officials/clergy, parents and graduates in Kaduna state. fifty – six schools (56), one thousand, six hundred and sixty-two (1,662) head teachers/ teachers, one hundred and twenty-seven (127) clergy/church officials, four thousand four hundred and seven (4,407) parents and ten thousand and twenty-nine (10,029) graduands. The target population for this study comprises of 16,225 respondents.

### **Sample and Sampling Procedure**

To get the sample for the study, the researcher adopted multiple sampling techniques. The sampling technique for the study were carried out at three levels (i.e.) church level, school level and respondent level.

Purposive sampling was employed to select four (4) dioceses from the seven (7) dioceses. Purposive sampling is characterized by the use of judgment and a deliberate effort to obtain representative samples by including typical areas or groups in the sample (Key, 1997). The researcher selected Kaduna, Wusasa, Kafachan and Zonkwa dioceses. These were created on or before 2004.

In this second stage, the researcher adopted intact sampling technique to select all the schools in the selected dioceses. Intact group sampling measurement is a method used in collecting data from a whole population involved in a study where such population is too small to be sampled (Olomolaiye, 1986).in this direction, all the schools (thirty-four (34) in all) in the four (4) selected dioceses were used.

The sampling of the respondents which consists of teachers /head teachers, the clergy/ church officials, parents and graduates were in four stages. First, in sampling the head teacher/teachers, purposive sampling was employed to select all the head teachers as well as all teachers handling day care and nursery classes. Purposive sampling is characterized by the use of judgment and a deliberate effort to obtain representative samples by

including typical areas or groups in the sample (Key, 1997). These group of teachers were chosen because they deal directly with the pupils in early child hood care and education. A total of forty-four (44) head teachers and one hundred and fifty-nine (159) teachers making a total of one hundred and ninety-nine (199) teachers were selected.

Secondly, in the sampling of the clergy, the researcher adopted purposive sampling to select the clergy of each of the church schools and all the diocesan educational board of each diocese. Since there are forty-four(44) schools and each of these schools is under a church therefore, there will be forty-four (44) clergy for the schools. More so, on the part of the diocesan educational board, each of the dioceses has a board that oversees all the schools in those dioceses. A total of forty-one(41) diocesan educational board officials are selected making a sum total of eight five(85) clergy/officials.

Thirdly, on the sampling of the parents, the researcher used intact sampling to select all the executive members of Parents Teachers Association (PTA) of each school, thus, giving a total of four hundred and twenty-three(423) PTA officials. Lastly, the researcher used balloting probability sampling technique to select two schools each from the four dioceses. All the names of the schools for each diocese were written in a piece of paper, squeezed and put in four transparent baskets and mixed thoroughly. A neutral person was used to select one at a time. The process of selection was done without replacement each time. The selection continued until two schools each were selected. More so, 10% of the total number of the graduates for each school selected was used so as to have fair representation of all the schools selected. They are as follows Considering the population of the study, the total sample of the respondent is nine hundred and twenty-four (924). A sample size of this magnitude will give confidence level of ninety-five percent.

### **Instrumentation**

The research tools which the researcher used for collection of data on the Assessment offacilities provided by the Anglican Communion for early childhood education in Kaduna State were questionnaire and interview.

### **Method of Data Collection**

The study was conducted by the researcher and with the help of research assistants. Three (3) research assistants were selected to assist the researcher in the administration of copies of the questionnaire and conducting the interview in the four Anglican dioceses in Kaduna State. The research assistants were properly instructed on how to administer the questionnaire and carry out the interview before going into the field. Where there was language barrier because of the illiteracy of those interviewed, the service of interpreters was enlisted.

### **Method of Data Analysis**

The data collected were analyzed using descriptive statistics such as frequencies and percentages, mean and standard deviation. The hypothesis was tested with Analysis of Variance (ANOVA) because the groups involved in the tests were more than two. Also, it is generally accepted that ANOVA is one of the most versatile statistical tools in the comparison of Means of more than two groups. The hypothesis was tested at 0.05 level of significance. The responses tape recorded in the interview with the respondents were transcribed and analyzed.

### **Data Presentation and Analysis**

The study focuses primarily on the Assessment of the Anglican Communion involvement in funding Early Childhood Education Programme in Kaduna State. A total of 924 respondents were selected for the study out of which 904 dully responded, representing 97.8% of the total sample. The analysis is presented in two sections. The first section answers the research question with Means, Standard Deviations, Standard Errors and item frequencies. The hypothesis was tested using the Analysis of Variance (ANOVA) to find the differences in respondent's opinions on the basis of their status/office held. The hypothesis was tested at 0.05 level of significance.

**Research Question:** To what extent are the facilities provided by the Anglican Communion for early childhood education available to Anglican schools in Kaduna state?

The investigation here aimed at establishing the availability of facilities provided by the Anglican Communion for early childhood education in Kaduna State. To answer this question issues were raised concerning the adequacy of facilities, maintenance of the facilities, the relevance of the facilities to ECE curriculum, government assistance in provision of the facilities and whether the schools are satisfied with existing facilities. Table 1 shows the opinions of the respondents on the availability of facilities provided by the church.

**Table 1: Mean score of the availability of facilities provided by the Anglican Communion for early childhood education in Kaduna state**

s/n	Items	Response categories				MEA N	STD DEV
		SA Freq(&)	A	D	SD		
1	The Anglican Communion in Kaduna state of Nigeria has established ECE facilities.	139 15.38	139 15.38	307 33.96	319 35.29	3.12	.981
2	The ECE facilities like toys, slides, toilets, beddings, water, playground etc in Anglican Communion schools are adequate.	10 1.11	183 20.24	435 48.12	276 30.53	2.70	.799
3	The ECE facilities in Anglican schools are constantly maintained.	131 14.49	146 16.15	314 34.73	313 34.62	2.90	1.039
4	The ECE facilities in Anglican schools are relevant to the curriculum.	187 20.69	319 35.29	309 34.18	89 9.85	2.67	.913
5	The ECE facilities in Anglican schools are adequately utilized by the teachers.	52 5.75	267 29.54	313 34.62	272 30.09	2.11	.903
6	The provision of ECE facilities in Anglican Communion schools makes instructional process effective.	272 30.09	361 39.93	178 19.69	93 10.29	2.90	.949
7	The Anglican communion is very enthusiastic in providing ECE facilities in their schools.	220 24.34	235 26	182 20.13	267 29.54	2.45	1.152
8	The government assists the Anglican Communion in the provisions of ECE facilities in Kaduna state.	99 10.95	228 25.22	309 34.18	267 29.53	2.18	.978
9	The Anglican Communion in Kaduna state of Nigeria do not receive external aid in the provision of instructional materials for her ECE programme	235 26	366 40.49	214 23.67	89 9.85	2.78	.918
10	The quality of instructional facilities provided for ECE by the Anglican Communion in Kaduna state is not satisfactory	539 59.62	182 20.13	94 10.40	89 9.85	3.30	1.004
<b>Cumulative mean</b>						<b>2.71</b>	

**Decision mean=2.50**

Table1 addresses the church involvement on provision of facilities for ECE programme. Item 1 focused on whether the church has established facilities. The responses indicated that respondents were in agreement, with the mean score of 3.12 which is more than the agreed mean of 2.50. This implies that the church does not have established ECE facilities. Responses to item 2 with a mean score of 2.70 also show that the church does not have adequate facilities.

Items 3 and 6 which focus on maintenance of the facilities and the use of the facilities for effective instructional process had the mean scores 2.9 each, that is higher than the average mean. This indicates that the majority of therespondents agreed that the church does not maintain the facilities that were used instructional processes.

Items 4 and 5 sought on the relevance opinion of the facilities to the curriculum and adequate utilization by the teachers. They have the mean scores of 2.67 and 2.11 respectively. This implies that the majority of the respondents agreed that the church facilities were provided based on the school curriculum. Item 5 indicates that the majority of the respondents disagreed that the teachers do not adequately utilize these facilities. The result indicates that most of the teachers had the minimum qualification but were not trained in ECE and so they found it difficult operating such facilities.

Item 7 centers on the enthusiastic nature of the church in the provision of ECE facilities. The mean score of this item is 2.45. The responses of the respondents show that the church was not excited or motivated in ECE facilities.

Items 8 and 9 deal with Government assistance and other external aids. Their mean scores were 2.18 and 2.79. The research revealed that all the facilities were all provided by the church, and there is no assistance from government.

Item 10 examined the adequacy of the facilities provided, whether they are satisfactory or not. The responses of the respondents which had a mean score of 3.30 shows that the quality of instructional facilities provided for ECE by the Anglican Communion in Kaduna State were not satisfactory.

**Hypothesis:** There is no significant difference among teachers, clergy, parents and graduands regarding their opinions on availability of early childhood education facilities.

The opinions of the respondents on the availability of facilities in Anglican Communion early childhood education programme as examined in table 4 was used as the dependent variable for this test. The test was conducted using the one-way analysis of variance. The use of the analysis of variance was informed by more than two groups of the independent variable involved in the test. Table 2, a summary of the ANOVA model is presented.

**Table 2. One-way Analysis of variance on availability of early childhood education facilities.**

	Sum of Squares	Df	Mean Square	F	Fcritical 2.600 Sig.
Between Groups	453.695	3	151.232	15.554	.000
Within Groups	8750.932	900	9.723		
Total	9204.627	903			

The result of the test as indicated in the table reveals that significant differences exist among teachers, clergy, parents and graduands regarding their opinions on availability of early childhood education facilities. Reason being that the calculated p value of 0.000 of the Analysis of Variance statistics was found to be lower than the 0.05 alpha level of significance and the calculated F value of 15.554 is higher than the F critical value of 2.600. Therefore, the null hypothesis which states that there is no significant differences among teachers, clergy, parents and graduands regarding their opinions on availability of early childhood education facilities and education, is hereby rejected. Table 3 presents the mean scores of the respondents.

**Table 3: Mean Score on the Availability of Early Childhood Education Facilities**

	N	Mean	Std. Deviation	Std Error
Teacher	195	28.3897	2.37294	.16993
Clergy	83	27.0000	1.65279	.18142
Parents	414	26.5459	3.43202	.16867
Graduands	212	27.0189	3.8995	.23969
Total	904	26.9137	3.19271	.10619

The descriptive mean statistics table shows that parents had the least mean score of 26.5459 while teachers had the highest mean rating of 28.3897 on the availability of early childhood care facility in Anglican Communion schools. They were closely followed by graduands and clergy with 27.0189 and 27.0000 respectively. The test for significant difference was conducted on the mean score using the Scheffe procedure to determine the groups that were significantly different from the others as summarized in Table 4.

**Table 4: Result of Scheffe procedure on the mean scores on facilities by the different groups**

(i) Status	(J) Status	Mean difference	STD Error.	Sig.
		(i-j)		

		Clergy	1.38974*	.40867	.009
	Teacher	Parents	1.84385*	.27083	.000
		Graduands	1.37088*	.30940	.000
		Teacher	-1.38974*	.40867	.009
	Clergy	Parents	.45411	.37501	.690
		Graduands	-.01887	.40375	1.000
		Teacher	-1.84385*	.27083	.000
Scheffe	Parents	Clergy	-.45411	.37501	.690
		Graduands	-.47297	.26334	.359
		Teacher	-1.37088*	.30940	.000
	Graduands	Clergy	.01887	.40375	1.000
		Parents	.47297	.26334	.359
		Clergy	1.38974*	.40867	.001
	Teacher	Parents	1.84385*	.27083	.000
		Graduands	1.37088*	.30940	.000
		Teacher	-1.38974*	.40867	.001
	Clergy	Parents	.45411	.37501	.226
		Graduands	-.01887	.40375	.963
		Teacher	-1.84385*	.27083	.000
LSD	Parents	Clergy	-.45411	.37501	.226
		Graduands	-.47297	.26334	.073
		Teacher	-1.37088*	.30940	.000
	Graduands	Clergy	.01887	.40375	.963
		Parents	.47297	.26334	.073

\*. The mean difference is significant at the 0.05 level.

The mean difference is significant at the .05 level. The Post Hoc multiple test statistics using LSD shows differences among the four groups of respondents. This implies that the graduands had the highest mean agreement response followed by the clergy, next the parents and then teachers.

### Discussion of findings

On the involvement of the church on adequate ECE facilities, the findings revealed that the church lacks adequate facilities. 80% of the interviewees were of the opinion that the church lacks adequate facilities. The research also revealed that about 40% of the schools had facilities suitable for ECE but in those schools the classes are overpopulated. Interviewee 6, was of the opinion that church has some ECE facilities, but they are not adequate when compared with the number of the pupils. While interviewee 4 observed that the church needs to improved and provide current equipments for the pupils. Interviewee 2 and 5 also observed that the few facilities were not maintained by the church. This agrees with Sadker (2003) that an ideal ECE school should have large building, display area, reading area, writing and drawing area, drama/ play area, music area, withdrawing area, and outdoor area. Also, the findings are consistent with Ukpong (1998) submission that play area allows the child to play because it brings freedom from external constraints, opportunity for exploiting one's environment without penalty and allowance from expression of possibilities. The findings also noted that quality instructional facilities for effective teaching and learning in the ECE are unavailable in the church. Facilities like toys, charts, drawing and even play equipment are not available.

The research also noted that some necessary facilities for the convenience of the children like toilets, beddings and water are not adequate. It is a known fact that children of ages 0 to 5 years have little or no control over their need for using the toilets. Osho, Aliyu, Okoli and Onifade (2014) confirms this and added that these children sleep easily due to their low concentration span and always need to drink water and be cleaned very often. One wonder how these needs would be met in the absence of these required basic facilities. More so, the findings revealed that the facilities in Anglican schools are not adequately utilized by the teachers.

### Conclusions

Based on the findings of the study the following conclusion were drawn

1. The Anglican communion is aware of the ECE facilities.

2. ECE facilities like toys, television and playground are not adequate in Anglican communion.
3. The few facilities owned by the church are not constantly maintained.
4. ECE facilities makes instructional process effective.
5. The government do not assist the church in the provision of ECE facilities

### **Recommendations**

The main purpose of this study was to assess Anglican Communion ECE facilities in Kaduna State. From the findings of this study, the following recommendations are made;

1. The need to provide adequate and relevant physical infrastructural facilities and materials by the church cannot be overemphasized. This can be done through partnership with Government or Non-Governmental Agencies (NGOs) and foreign Donors Agencies interested in ECE programmes. This will help to create the enabling environment for effective teaching and learning activities in pursuance of the goals of ECE programme by the church.
2. Teaching and learning materials like furniture for both teachers and pupils like television set, computer system, tables, toys, charts and models.
3. Playing equipment like Sea-saw, merry-go-round etc should be made a vital provision in all Anglican communion for effective teaching and learning.
4. Toilets, bathroom, beds/bedding, clean and safe water and other facilities should be made available.
5. Training and retraining of caregivers/teachers on how best to use the facilities is of paramount importance.

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