

The Management of Personnel in the Early Childhood Care Schools in Sokoto State, Nigeria

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Abstract: This study was carried out to assess the Management of Personnel in the Early Childhood Care Schools in Sokoto State. Descriptive research design was the method used to collectdata about the study. The population were care givers, head teachers and assistant head teachers of 19 sampled local governments in Sokoto State. Purposive was used in selection of 60 schools from 200 schools from the 19 selected local government areas out of the 23 local government areas of Sokoto State. Two hundred and one caregivers including head teachers and assistant head teachers were selected as respondents. In addition, questionnaire titled Personal Management Questionnaire (PMQ) was used for data collection and three hypotheses were tested. Findings from the study showed that majority of the Early Childhood Care Schools in Sokoto State do not have qualified staff. Mostof the staffwere not sponsored for conferences and workshops and they are also living under poor condition of service.The hypotheses findings revealed that there is no significant difference in the opinions of administrators and caregivers on the quality of staff recruited and staff welfare .It wasconcluded that staff in ECC schools are characterised by poor management. It was recommended that the government should play key role in personnel recruitment and selection policy should be on merit while teacher education and training and staff welfare should be given top priority.Keywords:management, personnel andrecruitment.

Introduction

The National Policy on Education (2013:5) defined Early Childhood Care Education ECCE as the education given in an educational institution to children age 3 to 5 years plus prior to their entering the primary school. Among the purpose of ECCE as stipulated by the document are;

- Effecting a smooth transition from home to school.
- Teaching the rudiments of numbers, letter and shapes.
- Inculcating in the child the spirit of enquiry and creativity.

For these goals to be achieved in the Early Childhood Care Schools, there is need for qualified, competent and committed school personnel to handle this crucial level of education. Personnel as is rightlysaid, is the most important of all the resources an organisation should havebecause they provide the energy that sets all other resources on course. Alabi(2002)once opined that personnel in the school setting are those concerned with the school responsibility and such people are the headteachers, caregivers, guidance and counsellors, health officers, helpers and cleaners. Without these people, therecan be no performance upon which any anticipation of result can be based especially in the early childhood schools.

However staff personnel managements concerned with the recruitment, welfare, training, promotion, motivation, and disciplined of staff. Ejiogu (2008)added that, is concerned with functions of activities which influence the efficiency and effectiveness of an organisations or employees. But it is sad to mention that staff recruitment in Nigeria schoolsECC includeddo not meet this criteria. So personnel especially the caregiver and head teacher in the ECC centres can be seen is of paramount. Below is the requirement for selectionof personnel in the ECC centres as stipulated in the guidelines for the establishment and implementation of NCE and ECCE curriculum by(NCCE 2009:31)

Personnel's in the Early Child Care Sectors

- Caregivers: for 3-5 years old must preferably be grade 11, Nigeria Certification in Education, retired nurse, and teachers
- Helper: not less than 21 years preferably having primary six leaving certificate or SSCE certificate.
- Security: able bodies and responsible members of the community with minimum of primary six school certificate.

But it is unfortunate that most of the schools even government owned schools do not have staff with these basic qualifications. This is because recruitment at these centres is done by the LGEA's officers who recruit candidates of their choice (unqualified staff). This eventually let the minimum qualification level which plays a key role to be less effective. Beside this, NIEER (2006) stated that qualified teachers are better because they will be able to engage children, elicit their ideas and monitor their progress .While EECE (2001) added that, they tend to provide children with more stimulating, warm and supportive interaction leading to longer term positive impacts. But the reverse is the case in most of the ECC schools. This is why Odigie and Adiele(2005) affirmed that the success and failure of ECCE programmes largely depend on the availability of teachers or caregivers. So the quality of teacher effective instructional delivery to a large extent depends on the availability of qualified and motivated teachers as well. To this Ubong(2003) elaborated further that, quality teachers needed means those who do not only have the requisite qualification and professional training experience but who are also well selected, developed and motivated to ensure commitment to organisational goals in an organisation. The irony was that few staff employed in most of the ECC schools are not well motivated hence they are always looking for greener pasture somewhere.

Having realised that, lack of human resource is a common and extensive barrier to quality education for children this paper hence intend to assess the level of recruitment, development and how to improve the conditions of staff in the ECC schools in Sokoto State.

Statement of the P

In those day there is acute shortages in the number of pupil attending ECC schools but with government intervention in ECC education now there is increment in enrolment of pupil. With this there is purposeful need to engage in the recruitment and retention of adequately trained staff to handle these children, this problem is among the major manifestation of current education educational crises in Nigeria which led to inability of school to ensure adequate recruitment and retention of staff in the ECC school. Researcher like Tahir(2004) ukeje 2004 examined areas of policy on recruitment and teacher training programme. Jegede (2004) also identified teacher to be professionally untrained and academically unqualified in this study dantson (2003) portray the scenario of teacher most school in Nigeria that characterized with poor salaries , allowance and inadequate welfare package. These poor situation are in most states where were .this often result to mass exodus of teachers to other sectors where condition of service are better. In respect of the above problem the researcher specifically investigated the quality of staff recruited development and condition of staff welfare ECC in sokotostate. The goals of teacher's education as stated in National Policy on Education (2004) are

- To produce highly motivated conscientious and efficient classroom teachers at all level of educational system.
- Provide teachers with the intellectual and professional background, adequate for the assignment and adaptable to changing situation.

But the contrary was the case met on the ground when the researcher went for fieldwork 2010 and monitoring and evaluation of UNICEF and NEI workin 2012 to 2014. There was poor instructional delivery, lack of necessary facilities, inadequate number of qualified teachers and irregular payment of salaries and poor condition of services of teachers. With these problems, it was realized that there is need for government intervention in this level of education as there was increment in enrolment of pupils attending the early childhood centres. But with the intervention of the government now there was purposeful need to engage in recruitment and retention of adequately trained staff to handle these children. The researcher hence embarked on this study by focusing on early childhood education because is the first level of education to children. More so, human resource like the staff need to be given much attention as their comfort will manifest to better output in the institution.

Research Questions

Based on the problems identified above the following research questions were raised;

1. What is the quality of personnel recruited to teach in the Early Childhood Care Schools in Sokoto State?
2. What is the level of personnel development in Early Childhood Schools in Sokoto State?
3. What is the degree of staff welfare in Early Childhood Care Schools in Sokoto state?

Objectives of the Study

The main aim of the study was to assess management of personnel in the Early Childhood Care Schools in Sokoto State. However specific objectives were formulated to assist in achieving the main aims which are as follows;

1. To find out the quality of personnel recruited to teach in the Early Childhood Care Schools in Sokoto State.
2. To find out the level of personnel development in Early Childhood Care Schools in Sokoto State.
3. To find out the degree of staff welfare in Early Childhood Care Schools in Sokoto State.

Hypotheses of the Study

From the research questions and objectives of the study, the following hypotheses were developed:

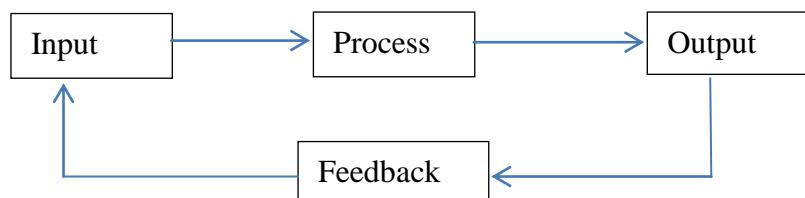
1. There is no significant difference between the opinions of administrators and caregivers on the quality of staff recruited in the Early Childhood Care Schools Sokoto State.
2. There is no significant difference between the opinions of administrators and caregivers on the level of personnel development in Early Child Care Schools in Sokoto State.
3. There is no significant difference between the opinions of school administrators and caregivers on the degree of staff welfare in Early Child Care schools in Sokoto State.

Theoretical Framework of the Study

Personnel means the people employed in an organisation or institution as skilled or trained staff. While personnel management is defined as the functions of all enterprises which provide for effective utilization of human resources to achieve both the objectives of the enterprise, the satisfaction and development of the employees .Human management is also seen as a process of ensuring competent people are employed to help achieve organisational or institutional goals and ensuring their abilities and energy are effectively utilized.Heinz,Mark & Harold (2008) also pointed out that one of the foremost function of educational management is the development and maintenance of an efficient and effective school staff. Nwachukwu (1988) added that human resource management in public school can be described as the process of getting qualified personnel to provide instructional services necessary for the achievement of the goals of the system. The personnel refer to in this study are; the head teachers,teachers,caregivers, helpers or nannies, retired nurses, cleaners, security men and etc.However a school head teacher or administrator in this context has a complex task of utilizing and directing the behaviour of human resource of his school toward the accomplishment of school goal(Ubong,2003) .This explanation pointed out that human being are indispensable in an organisationlikewisethe study of human resource management is highly important.

It is also imperative to definerecruitment which simply means the search for the person that can best occupy a positionaccording to (Ayinla, 2003).Without qualify human resource like teachers, care givers, helpers in an institution especially ECC schools , productivity cannot be enhanced because these people help to plan, lead, organise, coordinate, direct the affair of the institution. In this paper therefore, school administrators, and care givers or teachers are the most important professional group of people needed in the institution. Ukeje (2004) rightly pointed out that, if a doctor makes mistake somebody might die, if a lawyer makes a mistake, somebody might lose his liberty, if an engineer makes a mistake a bridge might collapse, but if a teacher makes a mistake a generation yet unborn will suffer the consequence .So if the human resource at this level is not well developed and the professionally qualified and adequate teachers are not taken care of, will affect the future development of the nation because without trained teacher or care givers no country can hope to expand her ECC educational facilities. In support ofthis study,social system theory was used andis a theory propounded by Parson in 1960.Manga (2015) explained that the school can be recognized as a system made up of input, process and output which are surrounded by an environment. He further explained that the survival of the school social system dependson how the personnel within and outside the system can be maintained in order to achieve better result. This system was adapted fromManga (2015) and is represented in figure I.

Figure 1: Input – Process – Output Cycle



Parson adapted from Manga (2015: 6)

Normally a system as explained can be categorised as open or closed. But is better for a school to operate an open system where people will be able to interact, relate and exchange matter with each other. An early childhood care school in this context hence need open system which are characterised as follows; The ministry who need to supply the school with needed facilities like; classrooms, resting rooms, offices, toilets, electricity, water, playground and play equipment and fund. The ministry should as well make sure qualified personnel are recruited and are well developed and maintained.

The school administrator should ensure the quality input in term of pupils and staff are secured for the school. More over the materials supplied should be well processed and utilized by the staff by way of teaching and training to receive better output in future. In addition the staff should be well composed during their lesson to ensure quality control while the school administrator should monitor the output products well to make sure that well trained personnel will be produced who will be able to serve the society.

At the end the social system must have a feedback where the education planner and administrators must relate or listen to the pupil and staff. The administrator should delegate duties to staff, involve them in decision making, recommend staff for promotion, send them for conferences, seminars and workshop to improve on their teaching pedagogy. More importantly in this system, the administrator needs to be innovative, resourceful and creative enough to ensure these strategies are employed to attain the school objective.

The study of Idiagbe (2014) on the administration of pre-primary education in Delta State Problems and Prospects is related to this system in the sense that the finding stressed on the need for quality ECC staff and government should assist in their training which is in line with the request of this study. Another study by Iroham & Onwumere (2015) on Challenges Facing UBE Programme among which is lack of qualified teachers. In the same context Aishatu Jibrin Dukku former Minister of State for Education added, acute shortage of qualified teachers poorly motivated ill equipped and unskilled staff are parts of UBE problems then the finding revealed that, only qualified and well trained teachers should be engaged in the scheme and must be trained and tested before sending them to the classroom which is in line with the input in social system theory.

The study of Musa (2014) on Relationship Among Learning Facilities, Teachers Characteristics Supervision and Implementation of Early Childhood Care Education Programme in Zamfara State, whose findings revealed that, majority of the teachers in the sampled schools had non-teaching qualification and are not specialists in Primary and ECC education is related to the finding of this study conducted in Sokoto which portrayed the poor condition of staff.

Research Methodology

The researcher used descriptive survey research design to carry out the study. The population of the study comprises of all the ECC schools with their head teachers and caregivers in Sokoto State. Below is the table of selection of population.

Table 1

S/N	Population	Existing Numbers	Numbers selected
1.	Early Childhood Care Development Centre	200	60
2.	Caregivers	420	201
3.	Local Government	23	19

Table 1 shows a population of 200 schools out of which 60 schools were deliberately selected. Also out of 23 local governments 19 local governments were chosen. Then out of the population of 420 caregivers only 201 were selected. The selection was based on Kreycie and Morgan table.

Sample and Sampling Techniques

Sokoto State has four educational zones according to SUBEB 2013 namely Wamakko, Tambuwal, Illela and Goronyo. Below is the distribution of the selected Local Government, number of ECC schools and number of care givers according to (Sokoto State Annual School Census 2013).

Table 2: Sample of the Study Showing the Distribution of Education Zones, Number of ECC Schools, Caregivers and Total Number of Respondents Selected as Sample.

S/N	ZONE LG	Number of ECCED School	Numbers of Care Givers	Number of Care Giver Selected	Number of Head teacher	Number of Assistant Head teacher
1.	Wamakko L.G	26	72	12	6	6
2.	Sokoto North L.G	17	77	3	3	3
3.	Sokoto South L.G	46	46	10	5	5
4.	Kware	5	12	3	3	3
5.	Tureta	23	56	3	3	3
6.	Dange / Shuni	22	77	3	3	3
7.	Tambuwal	19	301	4	3	3
8.	Shagari	10	94	8	3	3
9.	Yabo	33	148	4	3	3
10.	Bodinga	11	25	4	3	3
11.	Goronyo	5	9	4	3	3
12.	Isa	34	73	2	2	2
13.	Wurno	10	42	3	3	3
14.	Sabo Birni	17	124	3	3	3
15.	Gudu	9	17	3	3	3
16.	Gada	12	533	3	2	2
17.	Binji	5	10	3	3	3
18.	Tangaza	16	28	3	3	3
19.	Gwadabawa	19	36	3	3	3
TOTAL				81	60	60

The researchers used Kreycie and Morgan (1970) to select 19 Local Government Areas across the educational zones of Sokoto State. All the six local governments under Wamakko zone were chosen, four local governments were taken out of six local governments from Tambuwal zone, four local governments areas out of five local government areas in Goronyo zone were equally selected, while five local government out of six local governments from Illela zone were chosen as samples. In the selection of schools, 60 Early Childhood Care Schools were deliberately selected from the 19 chosen Local Government Areas in Sokoto State. A total of 23 schools were selected from Wamakko zone, 12 schools were chosen from Tambuwal zone, 11 schools were selected from Goronyo zone while 14 schools were chosen from Illela zone. Also all categories of schools; like Islamiyah, Nizamiyya and model primary were all represented. Furthermore 201 caregivers out of 420 were also chosen including all head teachers and the assistants of the selected schools using Kreycie & Morgan (1970) table. The caregivers were chosen based on their knowledge, experience and competence to give reliable information on management of personnel in Early Childhood Care schools in Sokoto.

Instrumentation

To cover the area of investigation under the dimension of research problem and to find out the data needed for the study, the researcher used three hypotheses and Personnel Management Questionnaire to generate responses from respondents. Their responses were rated as Strongly Agreed ,Agreed ,Disagreed and Strongly Disagreed. The questions were first checked and validated by experts and specialists in Research Methodology, Test and Measurement, Educational Planning and Administration all from Faculty of Education Usmanu Danfodiyo University of Sokoto who made necessary correction to ensure it satisfied the principle of test construction. The reliability of instrument was ascertained after administration of instrument to pilot group through a test re test method. Pearson product moment correlation, coefficient and correlation was used to obtain full reliability index of 0.75 and 0.5 respectively .This confirmed the reliability of the instrument for the intended study.

Descriptive Analysis

Hypothesis 1: *There is no significant difference between the opinion of school administrators and care-givers on the quality of personnel recruited in the Early Childhood (ECC) Schools in Sokoto State.*

In testing this hypothesis, the opinion of the 201 sampled respondents on the Quality of Personnel Recruited in the Early Childhood Schools measure by the research instrument was sorted according to the status of the respondents (Administrator or Care-giver). The data was then analyzed using independent t-test on SPSS version 20.0 and the result is presented in Table 4.1

Table 3: Analysis for Difference in the Opinion of School Administrators and Care-Givers on the Quality of Personnel Recruited in the Early Childhood Centre (ECC) Schools in Sokoto State.

Opinion	N	Mean	df	t _{cal}	P	Remark
School Admin	120	25.8333	199	0.173	0.863	H ₀₁
Care Givers	81	25.7778				Retained
Total	201					

Table 3 is a summary of an independent sample t-test conducted to compare mean opinion of School Administrators and Care-Givers on the quality of personnel recruited in the Early Childhood Centre (ECC) schools in Sokoto state. Preliminary analyses were performed to ensure no violation of the assumptions of normality and linearity of the data. The results of the analysis indicated that there was no significant difference in the mean opinion of School Administrators ($N = 120$; Mean = 25.8333) and Care Givers ($N = 81$; Mean = 25.7778). The analysis also revealed a calculated t of 0.173 at 199 degrees of freedom with a p-value of 0.863 at 0.05 level of significance (i.e. $t = 0.173$ at $df = 199$ and $p = 0.863$ at $\alpha = 0.05$). The magnitude of the differences in the means (Mean difference = 0.05556 and 95% confidence interval of the difference) was very negligible, and since the p-value is significantly greater than the level of significance (i.e. $p > 0.05$), the null hypothesis 1 (H_{01}) which states that "there is no significant difference between the opinion of school administrators and care-givers on the quality of personnel recruited in the Early Childhood Care (ECC) schools in Sokoto state was retained.

Hypothesis 2: *There is no significant difference between the opinion of School Administrators and Care Givers on the Level of Staff Development in the Early Childhood Centre (ECC) Schools in Sokoto State.*

In testing this hypothesis, the opinion of the 201 sampled respondents on the Level of Staff Development in the Early Childhood Centre (ECC) Schools measure by the research instrument was sorted according to the status of the respondents (School Administrator and Care-giver). The data was then analysed using independent t-test on SPSS version 20.0 and the result is presented in Table 4.

Table 4: Analysis for Difference in the Opinion of School Administrators and Care-givers on the Level of Staff Development in the Early Childhood Centre (ECC) Schools in Sokoto State

Opinion	N	Mean	Df	t _{cal}	P	Remark
School Admin	120	11.2750	199	5.229	0.000	H ₀₂
Staff Development	Care-givers	81	10.2099			Rejected
Total	201					

Table 4 is a summary of an independent sample t-test conducted to compare mean opinion of School Administrators and Care-Givers on the Level of Staff Development in the Early Childhood Centre (ECC) schools in Sokoto state. Preliminary analyses were performed to ensure no violation of the assumptions of normality and linearity of the data. The results of the analysis indicated that there was significant difference in the mean opinion score of School Administrators ($N = 120$; Mean = 11.2750) and Care Givers ($N = 81$; Mean = 10.2099). The analysis also revealed a calculated t of 5.229 at 198 degrees of freedom with a p-value of 0.000 at 0.05 level of significance (i.e. $t = 5.229$ at $df = 199$ and $p = 0.000$ at $\alpha = 0.05$). Although the magnitude of the differences in the means (Mean difference = 1.06512 and 95% confidence interval of the difference) was small but the p-value was significantly less than the level of significance (i.e. $p < 0.05$) therefore, null hypothesis 2 which states that "there is no significant difference between the opinion of school administrators and care-givers on the level of staff development in the Early Childhood (ECC) schools in Sokoto state was rejected. Therefore there is significant difference between the opinion of School Administrators and Care-Givers on the level of staff development in the Early Childhood Care (ECC) schools in Sokoto state in favour of the School Administrators.

Hypothesis 3: *There is no significant difference between the opinion of School Administrators and Care Givers on the Degree of Personnel Welfare in the Early Childhood Centre (ECC) Schools in Sokoto State.*

In testing this hypothesis, the opinion of the 201 sampled respondents on the degree of personnel welfare in the Early Childhood schools measure by the research instrument was sorted according to the status of the respondents (Administrator or Care-giver). The data was then analysed using independent t-test on SPSS version 20.0 and the result is presented in Table 4.3

Table 5: Analysis for Difference in the Opinion of School Administrators and Care-givers on the Degree of Personnel Welfare in the Early Childhood Care (ECC) Schools in Sokoto State

	Opinion	N	Mean	Df	t_{cal}	P	Remark
Personnel Welfare	School Admin.	120	24.6667	199	0.409	0.683	H₀3
	Care-givers	81	24.5432				Retained
	Total	201					

Table 5 is a summary of an independent sample t-test conducted to compare mean opinion of School Administrators and Care-Givers on the degree of personnel welfare in the Early Childhood Care (ECC) schools in Sokoto state. Preliminary analyses were performed to ensure no violation of the assumptions of normality and linearity of the data. The results of the analysis indicated that there was no significant difference in the mean opinion score of School Administrators ($N = 120$; Mean = 24.6667) and Care Givers ($N = 81$; Mean = 24.5432). The analysis also revealed a calculated t of 0.409 at 199 degrees of freedom with a p -value of 0.683 at 0.05 level of significance (i.e. $t_{cal} = 0.409$ at $df = 199$ and $p = 0.683$ at $\alpha = 0.05$). The magnitude of the differences in the means (Mean difference = 0.1235 and 95% confidence interval of the difference) was very negligible and the p -value is significantly greater than the level of significance (i.e. $p > 0.05$), the null hypothesis 3 which states that "there is no significant difference between the opinion of School Administrators and Care-Givers on the degree of personnel welfare in the Early Childhood Centre (ECC) schools in Sokoto state was accepted.

Summary of Major Findings

Based on the analysis of the data the study came out with the following major findings :

1. The finding revealed that there is no significant difference between the opinion of administrators and caregivers on staff recruitment process in Early Childhood Care schools in Sokoto state .The finding also shows that most of the Early Childhood Care staff were not properly recruited ,do not have required teaching qualification of NCE, they are not professionally qualified and experienced to handle the learners at this level of education.
2. The finding shown that there is significant difference in the opinion of administrators and caregivers as staff are sent for in-service training.The study further disclosed that staff are sent on study leave though without pay and they are not sponsored for conferences, seminars and workshop.
3. The finding on staff welfare revealed that there is no significant difference between the opinion of administrators and caregivers .Both respondents believed that staff conditions are dissatisfied in ECC Schools in Sokoto State.The study further revealed that staff are not well managed in Early Childhood Care schools in Sokoto state as most of them are working under poor conditions characterised with low wages, lack of motivational incentive, non- payment of retirement benefit and lack of promotion.

Discussion of the Findings

The result of hypothesis one on the recruitment of staff in Early Childhood Care Schools in Sokoto State finding revealed that there is no significant difference between the opinion of administrators and caregivers. Result generated revealed that majority of the staff recruited are not qualified they have low qualification:WAEC certificate, Diploma and ordinary Certificate Also staff are not experienced staff as they have not stayed up to five years in their schools, the caregivers are not specialists in Primary or Early Childhood Education which affect teaching and learning at this level. The problem might be from recruitment process from SUBEB who spearheads the employment of unqualified teachers. The result of this study tally with Musa (2014) study which finding revealed that poor characteristics of teachers and inadequate learning facilities are significant factors affecting the proper implementation of early childhood education in Zamfara State. This finding is contrary to the demand of the National Teacher Education Policy (2009), Ogunsaju (1990), Brooks Bank and Anderson (1998), National Commission for Colleges of Education strategies for development of teacher education to produce professional caregivers. They proposed elaborate process for staff recruitment, make proposal for licence teacher, then suggested that, teachers recruited must be sufficiently trained to impart knowledge, skills and attitudes to others. In Nigeria schools, staff were posted to school without regard to need however the non-participation of school heads in selection of their staff led to their inability to appropriately carry out their personnel management functions (Ubong, 2003). So proper selection need to be done, so that staff that will add value to operation will be selected and retained.

Result from hypothesis two revealed that there is significant difference between the opinion of administrators and caregivers on staff development.Result generated revealed that staff are not well maintained .Though staff are sent for further study but without pay and were not sponsored for seminars and conferences on the Early Childhood courses.This findings is contrary with Mamman (2007) & Tahir (2004) views on involving

staff in a comprehensive programme (NTI), that is professional teacher and custodial development which must be included as part of its activities. But the finding of this study agreed with the report of a trip made to Ghana (2009) to see early childhood centres there, the participants from Sokoto and Zamfara UBEC observed that there was shortage of qualified staff there. Participants later proposed for intensify capacity building of staff on both short term and long term. Staff development and job training should equally be encouraged for the effective management of Nigeria education institution ECC included.

The result of hypothesis three revealed that there is no significant between the opinion of administrators and caregivers on staff welfare in ECC schools in Sokoto State. Result generated showed that, staff were not motivated as their salaries are not attractive, no retirement benefit, promotion is not regular, no involvement in decision making, no car or house loan facilities and no good office accommodation. This tally with the findings of Olaniyan & Obadara (2008) on management of primary education in Nigeria which revealed that teachers are dissatisfied with basic condition of employment and working conditions which can result to low morale and low esteem of the profession. This finding is contrarily to the view of Musaazi (1982) demands for staff, pupil and society involvement in decision-making in school programmes. Also Ojo (2003), Okon & Okon (2009) & NTEP (2009) proposal for creating of favourable working environment for staff by giving them good salary are absent in this study which administrators required in ECC Schools in Sokoto State.

Conclusion

Based on the findings of the study with regards to personnel management, it was concluded that, Early Childhood Care Schools in Sokoto State were characterized by poor recruitment process, lack of opportunity for development and poor conditions of staff. The findings of hypotheses also established that: Both the administrators and caregivers believed that staff recruitment process in the ECC Schools in Sokoto State is generally poor. On the issue of staff development, respondents acknowledged that staff are sent on study leave but without pay and not sponsored for seminars and workshops. Both respondents further agreed that, welfare of staff in ECC Schools in Sokoto State was dissatisfied. It was then concluded that, ECC management is ineffective in Sokoto State as staffs are not properly managed.

Recommendations

Based on the analysis of the data of the study the findings came up with the following recommendations:

1. It was suggested that, recruitment of staff should be handled by state ministries and staff selection should involve school heads who should know how and what is coming their way. Hence school personnel recruitment and selection policies should be on merit, so as to attract selection of qualified competent school personnel for the success of the early childhood schools. It was also recommended that only specialists staff that read Primary Education or Early Childhood courses should be employed to teach this level of learners.
2. The Federal Government should invest in teacher education and training. It should finance training and retraining of teachers by introducing allowances. Also, there should be increase in percentage of institutions offering ECCE courses as the number of students taking up the course cannot satisfy the demand from the teeming population of over 12.73 million pre-schoolers in Nigeria (Basic Education Statistics Trend in Nigeria 1998). Therefore government should embark on capacity building of staff as well as promoting the development of linkages and partnership among agencies across the nation. Hence, human resources development can be seen as life wire of any organization, any organization that does not recognize employee need will be ineffective.
3. Early childhood schools staff should be given special incentives such that they will be ready to give in their best. Reasonable salary structure and other incentives as well as good physical environment of their working place should be provided also the current remuneration package by the federal government has to be sustained and improved via, annual increments on a cost of living index basis to match inflationary rates.

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