

Supervisory Practices and Goals Achievement of Early Childhood Education Programme in Kwara State, Nigeria

OGUNDELE, Michael Olarewaju (Ph.D), SAMBO, Maria Anpe & BWOI, Gambo Maurice
Department of Educational Foundations, University of Jos, Jos Nigeria
michogun63@gmail.com

Date Received: June 20, 2014; Date Published August 15, 2014

Abstract - The study examined the relationship between supervisory practices and goals achievement of early childhood education programmes in Kwara State, Nigeria. A descriptive survey design of correlation type was adopted for the study. Stratified random sampling technique was used to select 900 respondents comprising of proprietors, secretary Local Education Board, early childhood education centre teachers. Parents-Teacher Association secretaries and chairman. Three research questions were asked and five research hypothesis were formulated to guide the study. The research instruments used were Supervisory Practices Questionnaire (SPQ) and Goals Achievement Questionnaire (GAQ). Both instruments were validated by the experts in early childhood education. Test-retest reliability method was used to determine how reliable the instruments are using spearman ranking order, statistics and tested at .05 significance level. The reliability index of .68 and .62 obtained shows that the instruments are reliable for use. Mean scores was used to answer all the research questions. While Pearson product moment correlation statistics was used to test all the research hypotheses at .05 significance level. The findings however revealed that supervisory practices like inter and intra schools supervision, micro teaching and clinical supervision have significant influence on the goals achievement of early childhood education programmes in Kwara State. It was however recommended that early childhood education centres should be well equipped with adequate facilities, teachers should also be well trained through workshops, conference and seminars in the interest of effective goals achievement of early childhood education in Kwara State.

Keywords: Supervisory practices, goals achievement and early childhood education.

I. INTRODUCTION

Early childhood education system is an importance education system being recognized by every one in Nigeria. Due to the fact that everybody wants quality assurance in their children education, as such they want their children to start schooling at early stage of their life. However every one put their children in the early childhood education centre where their life will be adequately secured, while they are away to their farms, places of works, office, markets and at the same time rudimentary school leaving would take place before attaining their school age time. Early childhood education programme are also called different names like baby sitters, day care, crèche, kinder garden, pre-primary education.

Federal Republic of Nigeria (2005) also recognized early childhood education as an important system of education. The Federal Government therefore defined early childhood education as a system of education that are provided for the children whose their ages are not

up to the school age. The Federal Republic of Nigeria mentioned that school age is 6 years old. Any child that put in the early childhood education centres is prepared adequately for quality primary education and excel better than those that are not opportuned in the past, every parent dare not leaving their children behind home, instead the put them under the care of nanny mothers. But due to the fact that these children are exposed to different types of insecurity like street begging, errands sending, kidnapping exposure to climate change and different types of environmental hazards.

In order to avoid these problematic situations that the children are exposed to while their parents are away for their daily assignments, it made every one in the society recognized the importance of early childhood education.

Federal Republic of Nigeria (2005) described early childhood education as the education given in an educational institution to children prior to their entering

the primary school. Government however called early childhood education, centres as crèche, nursery and kindergartners.

National Teachers' Institute (2008) also described early childhood education as the educational programme of activities that are provided for the under school aged children in order to prepare them for the school life and to provide adequate security for them while their parents were away for their daily assignments.

Adewole (2006) noted that many parents send their children to the nursery schools because the school provide the children all necessary academic standard that will enable them to cope with schooling when they attained schooling age. Ogundele (2012) also noted that the early childhood education attract parental patronage because of adequate supervision and monitoring that the schools are exposed to Ogundele noted that adequate autocratic supervisory strategies adopted by the proprietors of the centres enhance adequate goals achievement.

Federal Republic of Nigeria (2004), however, recognized the importance of early childhood education programme in Nigeria, the government however encourage the public, private schools and private individuals to establish early childhood education centres under the approval and supervision of the federal and states ministry of education.

However the major purpose of early childhood education centres according to Federal Republic of Nigeria (2004, p. 16) is to enhance smooth transition from the home to the primary level of education; to provide care and supervision for the children while the parents are at their various assignment; to inculcate social norms, spirit of inquiry and creativity through exploration of nature; to develop sense of cooperation, team spirit and good habits; and to teach the rudiments of numbers, letters, colours, and shapes through play.

However, there goals may not be achieved without effective supervision monitoring and controlling mechanisms to be adopted for effective goals achievement of early childhood education programmes. This to say that to achieve these goals, there is the need to put effective supervisory practices in the institutions.

Based on the success made in the use of the schools and teachers cluster as evidenced by the performance and achievement in the research, it is suggested that all the teachers in the primary school be given a chance of participating in the programme (Nwagbara, 2014).

Ijaiya (1991) however defined supervision as the process which aimed at promoting growth and development in a school setting whereby a designated officer assists classroom teachers to become more competent and self propelling to ensure that the teaching-learning process in tailored towards improvement in students learning.

Ogundele (2008) defined supervision as the process of seeing to it that all the instructional activities that are put in place to enhance effective goals achievement are adequately monitored and strictly followed by the teachers in the schools.

However, the following supervisory practices like micro-teaching, intra school supervision, clinical supervision, external supervision, instructional supervision and inter school supervision. The significance from this research work will sanitize the ministry of education officers proprietors and stakeholders in early childhood education programmes to adjust and improve the supervisory practices in the programmes with aim of helping them to effectively achieve their predetermined goals.

However, the rationale for this study is to investigate the influence of supervisory practices on the goals achievement of early childhood education programme of Kwara State Nigeria.

II. OBJECTIVES OF THE STUDY

The main purpose of this study is to find out the relative influence of supervisory practices on the goals achievement of early childhood education of in Kwara State. However the objectives of the study are to examine the major goals of early education programmes in Kwara State; to find out the available supervisory practices used in early childhood education programmes in Kwara State; to investigate the impacts of the supervisory practices on the goals achievement of Kwara State early childhood education; and to recommend strategies for improving supervisory practices for effective goals achievement of early childhood education.

Research Hypotheses

The following operational research hypotheses were formulated to guide the study.

H0₁: There is no significant relationship between supervisory practices and goals achievement of early childhood education programmes in Kwara State.

Ho₂: There is no significant relationship between intra-school supervisory practices and goals achievement of early childhood education in Kwara State.

Ho₃: There is no significant relationship between inter school Supervisory practice and goals achievement of early childhood education programme in Kwara State.

Ho₄: There is no significant relationship between external supervisory practices and early childhood education programme goals achievement in Kwara State.

Ho₅: There is no significant relationship between clinical supervisory practices and early childhood education goals achievement in Kwara State?

METHODS

The research designed for the study a descriptive survey of a correlation type. The study examined the influence of supervisory practices on early childhood education goals achievement in Kwara State. The populations for the study are the headmasters, proprietors, teachers and district school supervision. Stratified random sampling technique was adopted to select 200 (35%) out of 1335 from each of the three senatorial districts in kwara state. A total number of 900 respondents were used for the study. Supervision Practice Questionnaire (SPQ) and Early Childhood Education Goals Achievements Questionnaire (ECEGAQ) were used to collect relevant data relating to supervision practices, Intra School Supervision, External Supervision, Inter School Supervision and Chemical supervision and goal achievement of early childhood education in Kwara State content and face validity of the instrument were assured through comments and criticisms from the experts in early childhood education and educational administration. Split-half reliability method was used to determine the reliability of the instrument and subjected to the spearman ranking order statistic's which was tested at .05 Significance level. The reliability index of .66 and .68 for the SPQ and ECEGAQ respectively. The result indicated that the instrument are reliable for use. Descriptive Statistics like percentages was used to answer all the research questions asked while Pearson product moment correlation statistic's was used to test all the null hypotheses formulated at; 05 significance level.

RESULTS

Table 1 shows that items 1 to 6 were perceived by the respondents as the available supervisory practices that are put in place which aid effective goals achievement of early childhood education in Kwara State. It was agreed that the teachers are bent out to other countries to learn some method of operation and development obtained the highest weighted mean score.

This is because all their means scores were above 2.50 the criterion for decision rule.

Table 1. Mean scores of response on the available supervisory practices used in the early childhood education with Kwara State.

Availability of Supervisory practices	Mean	Decision
1. The proprietors and head teachers Monitor the teachers at work	3:57	Agreed
2. Officers from the ministry of education to supervise the early education countries	3:64	Agreed
3. The teachers are bent out to other countries to learn some method of operation and development	4.00	Agreed
4. Teachers are trained internally to correct their dissonances.	2.86	Agreed
5. Internal Supervisions are employed in various centres	3.88	Agreed
6. The proprietors do invite the experts for effective supervisory and monitoring	3.25	Agreed

The finding is agreed with Agbasi (2007) which asserted that early childhood education adapt different supervisory practices to monitor the teachers at work ensure encourage adequate exposure of students to practical knowledge ideas, and skills. The acquired thereby provide bench mark for primary education. The result however encourages effective transition to primary education social norms and adequate enquiry to the environment.

Table 2. Means scores of responses on the whether childhood education goals are achieved

Achievement of Childhood Education Goals	Mean	Decision
1. The pupils are effectively prepared for primary education	3.72	Agreed
2. The pupils are well secured while the parents are away for other assignments	4.00	Agreed
3. Natures and social norm are adequately explored while in the schools	3.55	Agreed
4. There are sense of cooperation and good habits	3.62	Agreed
5. Rudimentary knowledge are acquired by the pupils	3.96	Agreed
6. Minimum standard are set and monitored in early childhood centres	3.36	Agreed

Table 2 shows that all the items had mean scores above 2.50, it means that early, childhood education goals are effectively achievement. Table 2 however

brought to limelight the extent to which the early childhood education programme had been achieved. The findings revealed that the pre-primary pupils are prepared for effective transition into primary education. The study also showed that children are effectively secured from the social hazards and insecurity problems that affect the children while their parents are away for work. The rudimentary knowledge about what they will be meeting at primary education are acquired through

minimum standard supervision and monitoring of the early childhood education programmes especially in Kwara State. The result was line with the findings of Suleiman (2010), which noted integration of pre-primary education enhances adequate transition to primary education and that supervisory practices adapted will enhance compliance to early child education goals attainment.

Table 3. Means scores of responses on the whether impacts of supervisory practices on early childhood education goals achievement

Statements	Mean	Decision
1. Pupils can recite simple numerical figures easily	3.72	High extent
2. Teachers adequate monitor the children during and after school	4.00	High extent
3. Pupils can construct simple sentence in English language	3.55	High extent
4. Children exposure to societal hazard greatly reduced	3.62	High extent
5. Pupils are exposed to social norms of the society	3.96	High extent
6. Teachers pupils on the rudimentary arithmetic	3.36	High extent

Table 3 revealed that the supervisory practices have positive significant impacts on the goals achievement of early childhood education programmes in Kwara State. The ability to children to recite and construct simple language, numerical figures and their exposure to the social norms and culture are due to the effectiveness of the supervisory practices adopted by both the proprietors and government. The result is in line with the opinion of Anikweze (2011), which noted that supervisory practices are essential for effective goals achievement and for professional development it is

supervisory that aid effective goals achievement of early childhood education.

Hypothesis testing

The null hypothesis generated were tested by using Pearson product moment correlation statistics at .05 significance level.

Ho₁: There is no significant relationship between supervisory practices and early childhood education goals achievement of Kwara State

Table 4: Supervisory practices and early childhood education goals achievement of Kwara State

Variables	No	\bar{X}	Sd	df	Calculated r-value	Critical r-value	Decision
Supervisory practices	900	32.36	22.44	899	.63	.195	Ho ₁ Rejected
Early childhood education goals	900	58.66	42.32				

Table 4 shows that the calculated r-value of .63 is greater than the critical r-value of .195 at the degree of freedom of 89 and tested at .05 significance level. Hence the null hypothesis which stated that the is no significant relationship between supervisory practices and early childhood education goals achievement in Kwara State is however rejected. The result however indicates that high significant relationship exist between supervisory practices adopted such as micro-teaching, clinical supervisory, autocratic supervisory and external

supervision which eventually aid effective goals achievement of early childhood education in Kwara State. The result was supported by Ogundele (2008), which observed that autocratic supervision of schools enhances effective goals achievement of private institution in Kwara State.

Ho₂: There is no significant relationship between intra school supervisory practices and early childhood education goals achievement.

Table 5: *Intra-school supervisory practices and early childhood education goals achievement.*

Variables	No	\bar{X}	Sd	df	Calculated r-value	Critical r-value	Decision
Intra-school supervision	900	63.21	52.41	899	.58	.195	Ho ₂
Early childhood goals achievement	900	58.66	42.33				Rejected

Table 5 indicates that the calculated r-value of .58 is greater than the critical r-value of .195 at the degree of freedom of 899 and tested at .05 significant level. Hence the null hypothesis which stated that there is no significant relationship between intra-school supervision and goals achievement of early childhood education is however rejected.

The result however indicates that high positive significance relationship exist between intra-school

supervision and early childhood education goals achievement.

The result is in line with Adeyanju (2006), which stated that the proprietors and school administrators do daily class visitation childhood to monitor the teachers in order to ensure compliance to enhance effective teaching-learning process for goals achievement.

Ho₃: There is no significant relationship between inter school supervision and academic goals achievement of early childhood education.

Table 6: *Inter-school supervision and goals achievement of early childhood education in Kwara State.*

Variables	No	\bar{X}	Sd	df	Calculated r-value	Critical r-value	Decision
Intra-school supervision	900	40.11	52.32	899	.52	.195	Ho ₃
Goals achievement	900	58.66	42.33				Rejected

Table 6 shows that the calculated r-value .52 is greater than the critical r-value of .195 at the degree of freedom of 899 and tested at .05 significance level. However, the null hypothesis which stated that there is no significant relationship between inter-school supervision and early childhood education goals achievement in Kwara State is rejected. It means inter-school supervision broaden the knowledge of the teachers and enhances effective teaching effectiveness. In Kwara State the teachers of early childhood education are allowed to go to other school to go and

interact and learn certain skills and knowledge which enhances their job performance. The result is in line with Fasasi (2006), which stated that when the supervisors are allowed to visit other schools they will be able to develop and acquire teaching skills to improve that teaching in their schools.

Ho₄: There is no significant relationship between external supervision and goals achievement of early childhood education in Kwara State.

Table 7: *External supervision and goals achievement of early childhood education in Kwara State.*

Variables	No	\bar{X}	Sd	df	Calculated r-value	Critical r-value	Decision
External supervision	900	36.78	31.28	899	.68	.195	Ho ₄
Goals achievement	900	58.66	42.33				Rejected

Table 7 shows that the calculated r-value of .68 is greater than the critical r-value of .195 at the degree of freedom of 899 and tested at .05 significance level hence the null hypothesis which stated that there is no significant relationship between external supervision and early childhood education goals achievement in

rejected. It means that in Kwara State the external supervision from the ministry of education local education authority and ministry of social welfare and health officers do visit early childhood education centres to monitor the teachers and to give them necessary advise that will help them to achieve their

goals. The result is however supported by Ijaiya (1995), which observed that the external supervisions aid curriculum development, instructional activities and teaching effectiveness.

Ho₅: There is no significant relationship between clinical supervision and goals achievement of early childhood education in Kwara State.

Table 8: *Clinical supervision and goals achievement of early childhood education in Kwara State.*

Variables	No	\bar{X}	Sd	df	Calculated r-value	Critical r-value	Decision
External supervision	900	28.34	18.39	899	.38	.195	Ho ₅ Rejected
Goals achievement	900	58.66	42.33				

Table 8 reveals that the calculated r-value of .38 is greater than the critical r-value of .195 at the degree of freedom of 899 and tested at .05 significance level. Hence the null hypothesis which stated that there is no significant relationship between clinical supervision and goals achievement of early childhood education in Kwara State is rejected. The result means low significant relationship exist between clinical supervisory practices and goals achievement of early childhood education. The result is however supported by Suleiman (2012), which observed that clinical is a new supervisory practices whereby the teachers that have problems in certain skills or the other will invite the supervisor or go to the supervisors office to complain for assistance or help to eradicate such discrepancies and be able to teach well. In Kwara State, only few teachers and schools adopt the clinical supervisory practices. The absence of the practice does not affect the goals achievement of early childhood education in Kwara State. The result also complies with the finding of Ogunlele and Oparinde (2012) which called for effective quality control much answers for Nigerian educational system to aid academic goals achievement in the school system.

CONCLUSION

Supervisory practices have been established in this paper as effective measure goals achieving early childhood education goals in Kwara State. These are the supervisory practices being adopted by the proprietors. The evident of parental patronage, social norm and rudimentary knowledge indicate that the supervisory practices like clinical supervision, inter and intra-school supervision and external supervisions aided effective goals achievement of early childhood education in Kwara State. It is now believes that the proprietors, government, stakeholders and publics embraced early childhood education programmes for easy and effective

transition to primary education especially in Kwara State.

RECOMMENDATIONS

Suitable supervisory practices should be adopted. Effective supervisory practice is suitable for effective goal achievement in the early childhood education centre.

Supervisory practices should be joint responsibilities of all. The supervision of early childhood education should be a collaborate efforts among the teachers, stakeholders and community members.

There should be integration of early child education into convention institutions. Early childhood education should be appropriately integrated into different levels of Nigerian education system so as to enhance adequate security for the children while their parents are at works.

There should be provision in conducive environment for the institutions. The proprietors should provide conducive environment in the early childhood education centres.

Training and retraining of teachers are needed. Teachers of early childhood education should be adequately trained in the area of early childhood education so as to enhance compliance to the supervisory directives. The teachers can be motivated to attend conference workshops and seminars to develop their skills and knowledge in the areas of child study.

Supervisory practices should be complemented with others. The teachers of early childhood education should cultivate the habits of inviting the experts to their centres for correction of areas of discrepancies and they should not depend on single supervisory for their teaching learning processes in the school.

REFERENCE

- Adewole, S.O (2006). *Early child education*. Ibadan: Covenant Press
- Adeyanju, S.O (2006). Evaluation of early child education in Oyo State. *Journal of early childhood education* 2 (3) 22-33.
- Agbasi, J.A (2007). *Principles and practices of educational supervisory*. Lagos: Universal press.
- Anikweze, C.M (2011). Assessment of teachers professional skills in Nigeria: needed reforms. *Nigerian journal of educational research and evaluation* 10 (2) 57-68
- Fasasi, Y.A (2006). Supervisors factors in the achievement of Universal Basic Education (UBE) objectives in Nigeria *Ilorin Journal of education* 25(1) 57.
- Federal Republic of Nigeria (2004). *National policy on education*. Abuja: NERDC.
- Ijaiya, N.Y.S (1991): Role of principal as a supervisor in schools. *Journal of Institute of Education Studies* 1 (1) 15.
- Ijaiya N.Y.S (1995). *Supervision of instruction, Ilorin: my graphic repro.*
- National Teachers Institute (2008). Early childhood education: A course module n advance diploma in early childhood education. Published by National Teachers Institute Kaduna.
- Nwagbara, A. C., (2014). The Effectiveness of Teachers and Schools Cluster Model of Primary School Mathematics Teachers Professional Development in Cross River State, Nigeria, *Asia Pacific Journal of Education, Arts and Sciences*, 1(3), 12-19
- Ogundele, M.O. (2008). Funding teachers job satisfaction and students academic performance of private secondary schools in Kwara State' Unpublished Ph.D Thesis of University of Ilorin, Ilorin Nigeria.
- Ogundele, M.O. & Oparinde, F.O (2012) Quality control mechanisms and internal efficiency of Nigeria distance education. *Ila-orangun College Review* 9 (2) 15 – 28.
- Suleiman, T.S (2010). Principals supervisory styles and teachers job performance in Ilorin-West Local Government Area of Kwara State. Unpublished PGDE project of National Teachers Institute Kaduna.
- Suleiman, S.O (2012). Supervisory practices and teachers effectiveness of early childhood education centres in Kwara State. Unpublished M.ed project Obafemi Awolowo University, Ile-Ife.