

OVERCOMING THE CHALLENGES OF EDUCATION FOR ALL GOAL 1 IN SOUTH WEST, NIGERIA

Dr. J.A. Adegbile

Institute of Education, University of Ibadan

Dr. Felicia Oduntan

Lord's Group of Schools, Oyo

Abstract:

Nigeria was a signatory to the world conference on education for all goal 1 in 1990 at Jomtien where the committee of nations gathered together to be committed to the six EFA goals making comprehensive early childhood care and education the number 1 goal. It also encourages the development of early childhood care and education. These legal and political commitments recognise that children are born with the right to have their learning needs met through approaches that promote their holistic development. However, there are a lot of challenges facing the implementation of this global issue as perceived by stakeholders in south-west Nigeria. One research question was raised and answered by stakeholders across 3 states in south-west Nigeria. 85 teachers, 31 caregivers and 54 sectional heads of both children from birth to three years and 4-6yrs, 86 parents from birth to 3years, 355 parents of children 4-6yrs and 48 health officers were involved. The findings revealed that to overcome the problems of EFA goal 1, in south-west Nigeria, the stakeholders had some consensus on the strategies that could be employed. Some of the possibilities are, provision of adequate service by government, parents, and teachers, provision of capital/fund by government, creation of awareness, adequate lectures to mothers, adequate provision of early childhood care health centres among others. It is therefore recommended that Nigeria government should meet up with her counterpart in the world.

Key Words: Education for all Goal 1, Early childhood, Health care, Parents, Caregivers

Introduction

Throughout the world, there is a growing understanding that the period from birth to the start of primary education is a critical formative stage for the growth and development of children. The learning outcomes-norms and values, knowledge, skills of primary education are stronger when learning occurs in the years preceding regular schooling (Temple and Reynolds, 2007). There is also evidence that early learning improves the child's chances of enjoying good health, of finding work later in life, of social inclusion and being less likely to commit crime (National Association of School Psychologists) (NASP) 2002, UNICEF, 2003, Schweinhart, Montie, Xiang, Barnett, Belfield and Norens, 2005). A child born in the developing world has a four out of ten chances of living in extreme poverty, defined as living on less than one US dollar a day. An estimated 10.5 million children died in 2005 before they reached age 5; most from preventable diseases and in countries that have experienced major armed conflict since 1999. AIDS has orphaned more than 15 million children under-age 18, 80% of them in Sub-Saharan Africa. The rights of millions of children are violated by trafficking, labour, abuse and neglect. Many of the 50 million children whose births are not registered each year are unable to access basic services or schooling as a result (UNICEF, 2005b).

The importance of implementing school Health services for children is very pertinent because childhood is a period which the child undergoes rapid physical and mental development, it then calls for the need for healthy environment to avoid diseases that are likely to have effect on the child through life. Health and education are central to whatever policies and programme that are put in place for the well being of the child (Kitstel, 1998). They are fundamental human rights whose provision must be guaranteed, seen in practice and discharged without any discrimination, most especially in the case of the child whose future happiness depends largely on the extent to which these

particular rights are catered for. It is in this context therefore, that the United Nation (1989) made its declaration on the right of the child and stated that mankind owes the child the best and that best includes the best health possible". Good health, it stresses further, is the most urgent rights. Good health is not only desirable for it is a vital key to every aspect of a child's welfare, and development, education inclusive.

Under nutrition, deprivation of care and poor treatment are particularly damaging to young children, with repercussions often felt into the adults' years. Exposure to toxic substances and inadequate stimulation in the first years of life can have serious long term effects. A child who receives extremely poor care or rarely hears language (as in some orphanages) is likely to suffer development deficits that are difficult to redress later. Poor nutrition has a negative impact on school participation and achievement. Stunted children (those short for their age) are less likely to enroll in school and more likely to enroll and drop out. A severe or chronic lack of essential nutrients in childhood impairs language, motor and socio emotional development of young children. The limited coverage of organised early childhood programmes in sub-Saharan Africa makes it even more difficult to detect and treat health problems linked to poor nutrition.

The attainment of the goals of comprehensive Early Childhood Care and Education in the African context (and especially in Nigeria) is plagued with the following key challenges: (i) Poor political backing, that is, a weak legislative regulatory and policy framework, (ii) A weak socio-cultural base, (iii) a highly fragmented system, (iv) severely limited access, (v) Poor service delivery and high financial costs.

Poor service delivery is another vital challenge. There are several factors at work here of which the following are simply striking examples: First, the lack of quality assurance mechanism has led to wide variations in standards in terms of teaching-learning space, personnel, curriculum, materials, teaching methods and invariably the quality of learning outcomes. Second, because of the prevailing reductionist view of ECCE, most of the attention goes to formal pre-schooling, to the neglect of the other psychosocial needs of early childhood. Third, because of the prevailing mindset among parents that ECCE should be geared strictly towards academic head start at the primary level, there is an undue emphasis on orthodox pedagogy – frontal teaching, frequent testing, overloaded homework assignments, competition, rote learning, etc – from a very early age. Fourth, there is a scarcity of all-round childcare providers, especially as the emphasis on personnel development for ECCE has tended to dwell more on the teaching function.

High financial cost of ECCE is another vital issue, whether financial costs are high or not would depend on the following two main factors; costs in relation to the value of the service rendered; and costs in relation to the purchasing power of the person paying for the service rendered. Viewed from both angles, ECCE service provision is generally perceived to be unduly high in the African setting. Beneficiaries have even complained of a situation of inverse proportional costs of providing education, with pre-schooling costing more than primary education; primary education costing more than secondary; and Secondary education costing more than tertiary. {Obanya, 2006}.

Statement of the Problem

Education For All (EFA) Goal I integrates both the health and education rights of the infant child. The health of the child is a matter of universal concern. However, the state of health of many Nigerian children is very poor. This is one of the challenges facing the implementation of the objectives of the EFA Goal I. This study therefore identified the ways of overcoming the challenges of EFA Goal I as suggested by the stakeholders

Research Question

Based on the stated problem, the following research question was answered in this study:

1. What are the ways of overcoming the challenges of EFA Goal 1 as suggested by the Stakeholders?
 - (i) Teachers/ Caregivers
 - (ii) Section heads (from birth to 3yrs and 4-6yrs)
 - (iii) Parents of children from birth to 3yrs and 4-6yrs)
 - (iv) Health Care Workers

(v) Educational Officers

Methodology

The study is non- experimental: Survey approach was adopted. 85 pre-primary school teachers, 31 caregivers from birth to 3 years old and 4-6years, 86 parents of children from birth to 3yrs, 355 parents of children 4-6yrs, 48 health care workers and 14 Educational officers were randomly selected across three States that make up the south west Nigeria. Then, three local Government areas were randomly selected from each State. Stratified random sampling was adopted in selecting 2 public, 2 private pre schools and 2 day care centres from each local government sampled. 36 pre-primary schools were visited across the 3 States, 18 Day Care centres, 18 health care centres and Education offices across the States for Data collection. Six instruments were used to collect data for the study: Teacher/caregiver questionnaire TQ/CQ, with reliability coefficient of 0.93 using Cronbach Alpha, Sectional Heads questionnaire with reliability coefficient of 0.94; parents (from birth to three years) with coefficient of 0.92 using Cronbach, Alpha, parents 4-6yrs with coefficient of 0.90 using Cronbach Alpha. Education officers' questionnaire with reliability coefficient of 0.89 using cronbach Alpha and Health care workers questionnaire with reliability coefficient of 0.98 using Cronbach Alpha.

Data Analysis

Data was analysed using frequency counts, percentages graphical illustrations and cross tabulations.

Result

What are the strategies that could be employed to overcome the problems of EFA Goal 1?

To answer this question frequency counts, graphical illustrations cross tabulation as well as percentages of responses were calculated and the results are presented in tables 1 to 4 and figures 1 and 2.

Table 1: Strategies of overcoming the problems as suggested by Teachers/Caregivers

Items	Class Taught		Total
	Less or equal to 3 years	4-6 years	
Provision of adequate service by government, parents and teachers	57(183.9%)	4(4.7%)	61 (52.6%)
Provision of capitals/fund by government	12(38.7%)	2(2.4%)	14(12.1%)
Creation of awareness	4(12.9%)	2(2.4%)	6(5.2%)
Adequate lecture should be given to mothers and staff	13(41.9%)	32(38%)	45(38.8%)
Adequate early child care health centre	9(29.0%)	21(25.0%)	30(25.9%)
Government should pay regular attention to schools	1(3.2%)	1(1.2%)	2(1.7%)
Provision of competent staff/officials	3(9.7%)	21(25.0%)	24(20.7%)
Family planning should be encouraged	3(9.7%)	110(129.4)	113(97.4%)
Prayer and fasting	3(9.7%)	10{11.0(%)	13(11.2%)
Proper monitoring of fund	0(.0%)	7(8.2%)	7(6.0%)
Treat civil Servant equal/payment of salary	6(19.4%)	5(5.9%)	11(9.5%)
Provision of job/level of poverty should re reduced	9(29.0%)	30(35.3%)	12(10.3%)
Parents and teachers should support the government	2(6.5%)	30(35.3%)	32(27.6%)
Budget planning should be implemented on time	2(6.5%)	2(2.4%)	4(3.4%)

Table 1 shows the sampled caregiver of less or equal to 3 years children 57(54.4%) indicated provision of adequate service by government, parents and teachers as one of the ways to overcome the problems of some aspects of EFA Goal 1 while 4(4.7%) teachers of children 4-6 years indicated the same factor. 12 (38.7) among the caregivers indicated provision of capitals/fund by government and

2(2.4%) of the teachers indicated the same. The table further shows 4(12.9%) of the caregivers indicating creation of awareness and 2(2.4%) of teachers indicating the same as part of the strategy that could be employed to overcome the problem of some aspects of EFA Goal 1. 13(41.9%) of the caregivers and 32(38.0%) of the teachers indicated that adequate lecture should be given to mothers and staff as part of the strategies to overcome the problems of some aspects of EFA Goal 1.

From the table, 9(29.0%) of the caregivers and 21(38.0%) of the teachers indicated that adequate, early childcare and health centre should be provided as one of the strategies that could be used to overcome the problems of some aspects of EFA Goal 1. 1(3.2%) of the caregivers and 1(1.2%) of the teachers indicated that government should pay regular attention to schools. It is further shown from the table among the sampled caregivers 3{9.7%} indicated provision of competent staff/officials as one of the ways of overcoming the problems of some aspects of EFA Goal 1 and 21{25.0%} of teachers of 4-6 years children. Also 3(9.7%) of the caregivers and 11(77.3%) of the teachers indicated that family planning should be encouraged, 3(9.7%) of caregivers, 10(12.9%) indicated prayer and fasting in order to overcome the problems of some aspect EFA Goal 1, 0(.0%) of caregivers and 7(8.2%) of the teachers indicated proper monitoring of fund. 6(19.4%) of the caregivers, 5(5.9%) of teachers teaching 4-6 years children indicated that government should treat civil servant equally/payment of salary. Moreover, 9(29.0%) of the caregivers, 30(35.3%) of the teachers suggested provision of job/level of poverty should be reduced as one of the strategies of overcoming EFA Goal 1. 2(6.5%) of the caregivers, 30(35.3%) of the teachers indicated that parents and teachers should support the government. 2 (6.5%) of the caregivers suggested that budget planning should be implemented on time.

Table 2: Strategies of Overcoming the Problems of Some Aspects of EFA Goal 1 as Suggested by Section Heads

Items	Class Headed		Total
	Less or equal to 3 years	4-6 years	
Provision of capitals/fund by government	8(44.4%)	1(2.8%)	9(16.7%)
Creation of awareness	4(22.2%)	1(2.8%)	5(9.3%)
Adequate lecture should be given to mothers and staff	9(50.0%)	16(44.4%)	25(16.3%)
Government should pay regular attention to the schools	2(11.1%)	1{2.8%}	3(5.6%)
Proper monitoring of the fund	2(11.1%)	4(11.1%)	6(11.1%)
Provision of competent staff/officials	4(22.2%)	11 {30.6%}	15(28.0%)
Family planning should be encouraged	3(17.0%)	35(97%)	38(70.4%)
Regular information should be passed out	1(6.0%)	2(6.0%)	3(6.0%)
Provision of job/level of poverty should be reduce	2(11.1%)	14(38.39%)	16(29.6%)
Parents and teachers should support the government	1(6.0%)	9(25.0%)	10(29.6%)
Budget planning should be implemented on time	1(6.0%)	2(6.0%)	3(5.6%)
Empowerment of all the local market to international standards	1(6.0%)	6(17%)	7(22.2%)
Obedience to government laws	0(.0%)	6(17%)	6(11.1%)
Provision of adequate service by government parents and teachers	13(72.0%)	2(6.0%)	15(35.2%)
Prayer and fasting	1(6.0%)	2(6.0%)	3(5.6%)

Table 2. 8(44.4%) of the heads of children less or equal to three years and 1(2.8%) suggested provision of capitals/fund by government as part of the strategies to overcome the problem of some aspects of Education for All Goal 1. 4(22.2%) of heads of less or equal 3 years indicated creation of awareness, 1(2.8%) of head of 4-6 years indicated same. 9(50%) of head of less or equal 3 years and 16(44.4%) of 4-6 years heads suggested that adequate lecture should be given to mothers and staff. Furthermore, 2(11.1%) of heads of less or equal to 3 years and 1{3.0%} of 4-6 years indicated that government should pay regular attention to the schools. 2(11.1%) of the heads of children less or equal to 3 years, 4(11.1%) of heads of 4-6 years children suggested proper monitoring of fund as one

of the strategies to overcome the problems of some aspects of EFA Goal 1. Moreover, 4(22.2%) of the heads of less or equal to 3 years children, 11(31.6%) of heads of 4-6 years children indicated provision of competent staff/officials. Likewise, 3(17.0%) of the heads of less or equal to 3 years children and 35(97.0%) of children 4-6 years suggested that family planning should be encouraged. 1(6.0%) of the heads of less or equal to 3 years children, 2(6.0%) of heads of 4-6 years children stated that regular information should be passed out on ECCE. It further states that, 2(11.1%) of the heads of less or equal to 3 years children, 14(38.0%) of the heads of children. 4-6 years suggested that provision of job/reduction in the level of poverty as one of the strategies of overcoming the problems of ECCE.

1(6.0%) of the heads of less or equal to 3 years children, 9(25.0%) of 4-6 years head indicated that parents and teachers should support the government. Moreover, 1(6.0%) of the heads of less or equal to 3 years children, 2(6.0%) of the sampled heads of children 4-6 years, indicated budget planning should be implemented on time. 1(6.0%) of heads of less or equal to 3 years and 6(17.0%) of 4-6 years head indicated empowerment of all the local market to international standard. Likewise, 0(0.0%) of the heads of less or equal to 3 years children, 6(17.0%) of 4-6 years children indicated obedience to government laws as one of the means of overcoming the problems of some aspects of EFA Goal 1. 13(72.0%) of less or equals to 3 years head and 2(6.0%) suggested provision of adequate service by the Government. It is also observed from the table that 1(6.0%) of the heads of less or equal to 3 years children and 2(6.0%) of heads of 4-6 years children suggested prayer and fasting as one of the means of overcoming the problems of some aspects of EFA Goal 1.

Table 3: Strategies of overcoming the problems of EFA Goal 1 as suggested by parents of less or equal to 3 Years

Item	F	%
Provision of adequate service by government, parents and teachers	65	75.6%
Provision of capitals/funds by government	19	22.1%
Creation of awareness	5	5.8%
Adequate lecture should be given to mothers and staff	40	46.5%
Adequate care of the Early child Health care	5	5.8%
Government should pay regular attention to schools	4	4.7%
Proper monitoring of fund	7	8.1%
Provision of competent staff/officials	14	16.3%
Family planning should be encouraged	6	7.0%
Prayer and fasting	5	5.8%
Government should treat civil servant equal/payment of salary	17	20%
Provision of job/level of poverty should be reduced	2	2.3%
Parents and teachers should support the government	1	1.2%
Budget planning should be implemented on time	1	1.2%
Free education/free Health should be encouraged	5	5.8%

From table 3 it is observed from parents of less or equal to 3 years children that 65 (75.6%) suggested provision of adequate service by the government, 19(22.1%) suggested provision of capital/funds by government, 5(5.8%) suggested creation of awareness, while 40(46.5%) indicated that adequate lecture should be given to mothers and staff. Also 5(5.8%) indicated adequate care of the Early child health care, 4(4.7%) indicated that government should pay regular attention to schools, 7(8.1%) suggested proper monitoring of fund; 14(16.3%) suggested provision of competent staff/officials, 6(7.0%) indicated that family planning should be encouraged, 5(5.8%) indicated fasting and prayer, 17(20.0%) suggested that government should treat civil servant equal/ payment of salary. Also, 2(2.3%) indicated that job should be provided and level of poverty should be reduced; 1(1.2%) suggested that parents and teachers should support the government, 1(1.2%) suggested the implementation of budget planning on time, 5(5.8%) indicated free education/free health as means of overcoming the problems of some aspects of EFA Goal 1.

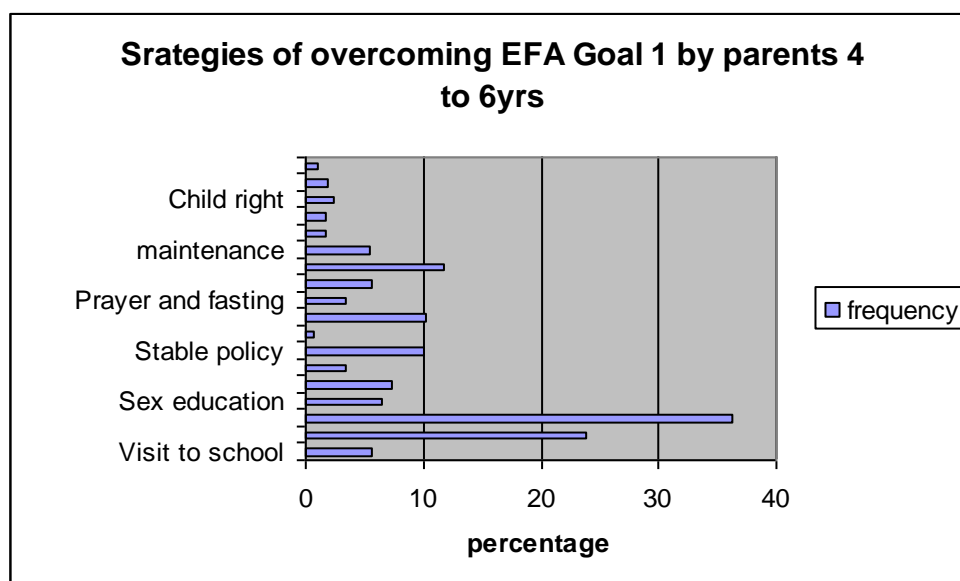


Figure 1. Strategies of overcoming the problems of some aspects of EFA Goal 1 as suggested by parents 4-6 years children

From figure 1, the sampled parents of 4-6 years children 20(5.6%) indicated that government should pay regular visit to schools and adequate supervision should be encouraged, 85(23.9%) indicated provision of adequate fund/capital, 129 (36.3%) indicated that public campaign and adequate awareness must be encouraged; 23(6.4%) indicated sex education for adolescent. Also, 26(7.3%) suggested the encouragement of family planning/census, 12(3.4%) suggested the encouragement of micro finance programme, 36(10.1%) suggested good administration/ stable government policy, 2(.6%) indicated adequate scheme of work for ECCE, 36(10.2%) suggested free health/free training, 12(3.4%) suggested prayer and fasting while 20(5.6%) suggested the encouragement of parental/care/mother tongue. Also, 42(4.8%) suggested increment in staff salary/regular payment, 19(5.4%) indicated proper maintenance of facilities available, 6(1.7%) indicated eradication of poverty, also 6(1.7%) indicated punishments of offenders while 8(2.3%) indicated the encouragement of child right. Moreover, 7(1.9%) suggested protection against child traffic and 4(1.1%) suggested that child education should be encouraged as means of overcoming some aspects of EFA Goal 1.

Table 4. Strategies of overcoming the problems of some aspects of EFA Goal 1 as suggested by Health Care Worker

Item	F	%
Declaration of assets by the rich to the government	1	2.1%
Qualified, adequate and trustworthy staff should be employed	18	37.5%
Training of staff, adequate lecture like seminars to staff	3	6.3%
Provision of adequate service	36	75.0%
Government should take proper care of Early childhood care	3	6.3%
Provision of adequate fund/capital	8	16.7%
Public campaign must be encouraged/adequate awareness	15	31.3%
Sex education for adolescent child	3	6.3%
Family planning/census should be encouraged	5	10.4%
Good administration/stable policy by the government	4	8.3%
Free and sound education/free health/free training	11	22.9%

From table 4 it is observed that among the sampled health care workers, 1(2.1%) suggested declaration of assets by the rich to the government as one of the means of overcoming the problems of

some aspects of EFA Goal 1, 18(37.5%) suggested the employment of qualified, adequate and trustworthy staff, 3(6.3%) suggested training of staff, adequate lecture like seminars to staff. Also, 36(75%) indicated provision of adequate service, 3(6.3%) suggested that government should take proper care of early childhood care and education; 8(16.7%) suggested provision of adequate fund/capital, 15(31.3%) indicated that public campaign/adequate awareness should be encouraged, 3(6.3%) suggested sex education for adolescent, 5(10.4%) indicated the encouragement of family planning/census. Also, 4(8.3%) suggested good administration/stable policy by the government; 11(22.9%) advocated free and sound education/free health/free training, 3(6.3%) suggested prayer and fasting. The other results on strategies of overcoming the problems of some aspects of EFA Goal I as suggested by Health Care Workers are indicated in Table 4.

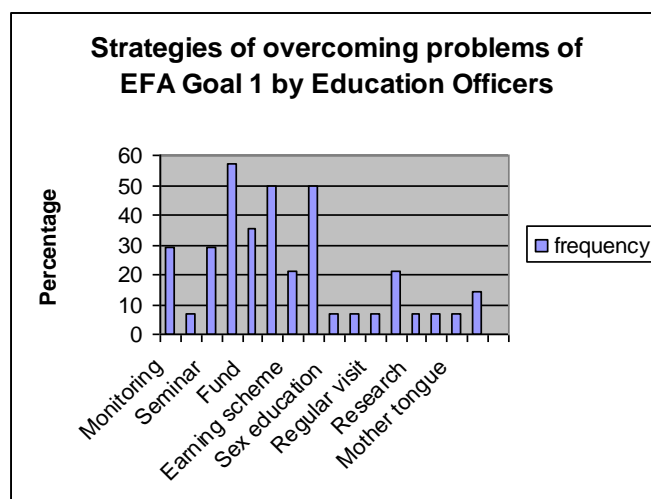


Figure: 2. Strategies of overcoming the problem of some aspects of EFA Goal 1 as suggested by Education officers

From the figure 2, among the sampled Education officers, 4(29.0%) indicated effective education monitoring, 1(7.1%) indicated co-operation and unity among the parents, teachers and government, 4(29.0%) indicated training of staff, adequate lecture and seminars to staff, 8(57.1%) indicated provision of adequate service while 5(35.7%) suggested provision of adequate fund/capital. Also, 7(50.0%) advocated, the encouragement of public campaign and adequate awareness stable government policy. Also, 7(50.0%) indicated the encouragement public campaign/adequate awareness, 3{21.4%} suggested uniform earning scheme, while 50.0% suggested the employment of qualified adequate and trustworthy staff.

Furthermore, among the sampled Education officers, 1(7.1%) indicated sex education for adolescent child, 1(7.1%) suggested that government should take proper care of early childhood services, 1(7.1%) indicated that government should pay regular visit to schools/adequate supervision, 7(50.0%) indicated the encouragement of public campaign and adequate awareness 3(21.4%) indicated increment salary/regularity of salary, 1(7.1%) indicated that research should be encouraged by the government, 1(7.1%) indicated free and sound education/free health/free training while 1(7.1%) suggested encouragement of parental care/mother tongue as part of a means of overcoming the problems of some aspects of EFA Goal 1. Also 4(29.0%) indicated effective monitoring of education; 2(14.3%) suggested adequate scheme of work for early childhood care.

Discussion

From the tables and figures of the sampled teachers, section heads parents of less or equal to 3 years 4-6 years children, health care workers and education officers, all these stakeholders have some consensus on the strategies that could be employed in overcoming the problems of some aspects of efa goal 1. Some of the possibilities are, provision of adequate service by government, parents and teachers; provision of capital/fund by government, creation of awareness, adequate lectures to mother, adequate provision of early childhood care health centres, proper monitoring of the fund, provision of

competent staff/officials, family planning should be encouraged, prayer and fasting, equal treatment of civil servant/payment of salary, provision of job/reduction in the level of poverty, parents and teachers should support the government and budget planning should be implemented on time. This was also corroborated by aina (2012) that parents should also support their children in their educational pursuit.

It is noted by echefulechi nna in the tribune of 22 november, 2008 that some parents and guardians, due to poverty, have resorted to using their children or wards to make both ends meet. It is recorded that government appears not to be helping matters either as its commitment to free health care for pregnant women and children are not enough to protect the children from abuse. As suggested by stakeholders, to overcome the problems of ecce, poverty alleviation measures must be put in place. Government must be committed to free health care for mothers and children. This corroborates the finding that there is no adequate service.

Unemployment should be reduced because high rate of unemployment in the states is pursuing most parents to indulge on child abuse. Tribune of 22nd november, 2008 also recorded it that our political leaders should revamp our decaying industries. An enabling environment should be created for investors to invest in the country. Odumakin {2008} reacted that parents because of poverty push their children out to trade. The problems identified and solutions are also in line with the study of ndukwu, (2005) that stated that budgetary allocation for pre-primary education is necessary to subsidise the cost of programmes at this level of education. Also that government should expand the policy on pre-primary education, to include its role in the provision of pre-primary schools.

Recommendations

On the basis of the findings of this study, the following recommendations are made:

1. Homes, pre-primary schools and day care centres should provide adequate care, stimulating and enabling environment for children.
2. Mothers should be concerned about their health and the health of their children during pre-natal and post-natal periods since a healthy mother brings a healthy baby.
3. Health care workers should be integrated into the school system. They should be allowed in the school to create awareness on the health needs of the children.
4. Government should provide all the vaccines for children from birth to six years free to charge within the locality of the parents so as to encourage parents most especially indigent ones to take their children for health care.
5. Government should ensure adequate funding of EFA Goal 1 and monitoring group should be put in place to ensure the funds are used as expected.

Conclusion

Some of the major problems facing the implementation of the three aspects of the EFA Goal I were identified to be lack of fund, lack of proper awareness campaigns by the government and lack of adequate service. Some of the strategies of overcoming the problems of EFA Goal I as suggested by the stakeholders are effective education monitoring, provision of adequate funds and capital, adequate awareness and services should be created. Nigeria pre-primary schools and daycare centres are not child friendly in the provision of cartoons, blocks for teaching shapes, geometric shapes and teachers' guide or manual. However, they are child friendly in terms of completed buildings, enough space to allow free movement, availability of chalkboards, teachers' tables and chairs.

References:

- Aina, R.O. (2012). Determinants of the choice of nursing as a profession among nursing students in Oyo State. An unpublished M.Ed. project, Institute of Education, University of Ibadan.
- Aturu, B. (2008). Children Groan under servitude. Tribune, Nov. 22, P. 4.
- Echefulechi, N. (2008). Child Labour: Underage children fall prey to Rapist, Abuses. *Tribune*. Nov. 22, 2008.
- Kitstel, M. (1998). *Medicare in Developing countries*. Oxford University Press: Nairobi.
- National Association of school Psychologists, 2002. Retrieved May 7, 2006. From <http://www.nasponline.org/information/pospaperearlychild.html>.

- Obanya, PAI (2004). *Re-educating All Nigerians: Mosuro Books*.
- _____. (2006). Meeting the Challenges of Implementing Comprehensive ECCE. Nigerian Institute of International Education associates Teacher Training Course, Lagos.
- Oduolowu, E. A. (2004). Maximising the proximal learning Factors in pre-school learning Environment: A strategy to reclaim our children from Risks. In *Journal of Early childhood Association of Nigeria (JECAN)* Vol. 1: pp 21-30.
- Osanyin, F. A (2004). Facilitating Effective child care Delivery: Parenting Environment. In *Journal of Early childhood Association of Nigeria (JECAN)* Vol. 2: pp 42 – 54.
- Sciweinhart Montie, Z Xiang, W. S. Barnelt, C. R. Belfield, and M. Nores. (2005). Lifetime effects: The High/Scope Perry Pre-School Study through age 40. *Monographs of the High/Scope Educational Research Foundation*. Retrieved Aug. 9, 2007. from <http://www/Journal/nayee.org/bt/200501/rigby.pdf>.
- Temple, J. A. and Reynolds, A.A.J (2007). Benefits and cost investments in preschool: evidence from the child – Centres and relates the programmes. *Economics of Education Review*.
- UNESCO, (2000a). The Dakar Framework for Action: Education for All Meeting our collective commitment world Education forum, Dakar, UNESCO.
- _____, (2007). Strong foundations Early Childhood care and Education: *EFA Global Monitoring Report. Paris, UNESCO*.
- UNICEF, (1989). Convention on the right of the Child: *New York, United Nations General Assembly*.
- UNICEF, Modular Country Office, (2005). Influence of parental and family factors on child development. Secondary analysis of data from the national baseline study on family KAP (knowledge, attitude and practices) in the area of early childhood care and development (ECO) Chisinau, UNICEF Moldova country office
- Wosu, U.N. (2011). Academic self-efficacy, parental role and school type as determinants of students' achievement in Junior Secondary Business Studies. An unpublished M.Ed. Project, Institute of Education, University of Ibadan.