

MULTIDISCIPLINARY
JOURNAL
OF RESEARCH DEVELOPMENT
MULWORED

ISSN



PUBLISHED BY

NATIONAL ASSOCIATION OF RESEARCH DEVELOPMENT

Volume 21 No. 1 September, 2013

MULTIDISCIPLINARY
JOURNAL
OF
RESEARCH DEVELOPMENT

ISSN 1596 - 974x

Volume 21 No. 1 September, 2013

Published by

**NATIONAL ASSOCIATION FOR RESEARCH DEVELOPMENT
(NARD)**

*Rivers State University of Science and Technology,
Port Harcourt*

© National Association for Research Development (2013)

EDITOR-IN-CHIEF -

Prof. Elizabeth C. Okeke
Dept. of Educational Management,
University of Port-Harcourt,
Rivers State.

MANAGING EDITOR-

Dr. Jones Jaja
Institute of Foundation Studies,
Rivers State University of Science &
Technology, Port Harcourt.

EDITORS

- Dr. D. O. Chikwendu - Ahmadu Bello University, Zaria.
Dr. O. A. Oke - University of Agriculture, Abeokuta.
Dr. P. U. C. Agundu - Rivers State University of Science and
Technology, Port-Harcourt.
Dr. D. A. Aboho - Benue State University, Makurdi.

CONSULTING EDITORS

Prof. C. C. Okam
Prof. E. N. Nnabuiife
Prof. F. C. Okafor
Dr. Obi Onyefulu

Contributors

Dr. Patrick Chukwuemeka Igbojinwaekwu

Department of Curriculum and Instruction, Niger Delta University, Wilberforce Island.

Dr. Patrick Oladunjoye

Department of Educational Foundations, Niger Delta University, Wilberforce Island.

Dr. Paulina Obioma Agali

Department of Educational Psychology, Federal College of Education, Okene.

D. R. Bossa

Department of Business Education, Federal College of Education, Okene.

Chima Theresa Isife

Institute for Development Studies, University of Nigeria, Enugu Campus.

Emmanuel Maurice Ekah

Department of English, College of Education, Afaha Nsit.

Bako Hindatu

Department of Business Education (Accounting), Federal College of Education (Technical), Potiskum.

Ojonugwa Usman

Department of Business Education (Accounting), Federal College of Education (Technical), Potiskum.

Rufai Mohammed Salimatu

Department of Economics, Umaru Musa Yar'adua University, Katsina.

Atusa Kingsley

Department of Agricultural Education, College of Education, Agbor.

Martins Elusaiwe

Department of Agricultural Education, College of Education, Agbor.

Adebayo Ibidapo Nathaniel

Department of Hospitality Management, Auchu Polytechnic, Auchu.

Iredia Christopher

Department of Hospitality Management, Auchu Polytechnic, Auchu.

Dr. Habibu A. Sara

Department of Education (Tech), Kaduna Polytechnic, Kaduna.

Monday Usman

Department of Agricultural Education, Federal College of Education (Technical), Potiskum.

Victor Madu Uzoma

Department of Agricultural Education, Federal College of Education (Technical), Potiskum.

Mohammed Garba Nangere

Department of Agricultural Education, Federal College of Education (Technical), Potiskum.

Christopher I. Awoma

Ministry of Education, C. I. E's Office, Abudu, Edo State.

Helen Obioma Alaebo

Department of Integrated Science, Federal College of Education (Technical), Bichi.

N. O. Ayoola

Department of Early Childhood and Care Education, Adeyemi College of Education, Ondo.

M. D. Amosun

Department of Early Childhood and Care Education, Adeyemi College of Education, Ondo.

T. T. Eyengho

Department of Primary Education Studies, Adeyemi College of Education, Ondo.

K. Emumejaye

Department of Science Laboratory Technology, Delta State Polytechnic, Ozoro.

Felix O. Omoniyodo

Department of Hospitality and Tourism Management, Delta State Polytechnic, Ogwashi-Uku.

Engr. S. A. Akanji

Department of Mechanical Engineering, Federal Polytechnic, Mubi.

A. N. Okoh

Department of Mechanical Engineering, Federal Polytechnic, Mubi.

Okposio O. Collins

Department of Physical and Health Education, College of Education, Agbor.

A. J. Adewumi

Department of Special Education and Curriculum Studies, Adeyemi College of Education, Ondo.

S. O. Aderele

Department of Educational Technology, Adeyemi College of Education, Ondo.

Ojonugwa Usman

Department of Accounting Education, Federal College of Education (Technical), Potiskum.

Rufai Mohammed Salimatu

Department of Economics, Umaru Musa Yar' adua University, Kastina.

G. O. Olodu

Department of Integrated Science, Federal College of Education (Technical), Asaba.

M. O. Obinne

Department of Integrated Science, Federal College of Education (Technical), Asaba.

Dr. Richard A. Ukpanukpong

Department of Curriculum and Instruction, Cross River University of Technology, Calabar..

Emeka F. Ategwu

Department of Educational Foundations and Administration, Cross River University of Technology, Calabar.

Chinyere P. Ezenwa

Department of Home Economics Education, Federal College of Education (Technical), Umuze.

Constance K. Nwokolo

Department of Home Economics Education, Federal College of Education (Technical), Umuze.

Sule Hussein Aliu

Department of Integrated Science, Kogi State College of Education, Ankpa.

Dr. Aminu Sanni

Department of Educational Psychology, Kogi State College of Education, Ankpa.

Gloria W. Inyang

Department of French, College of Education, Afaha Nsit.

Ifiok J. Udoh

Department of French, College of Education, Afaha Nsit.

Dr. Maria Helen E. Ekah

Department of English, University of Uyo, Uyo.

Sunday E. Ebong

Department of English, College of Education, Afaha Nsit.

Dr. Philipa O. Idogho

Department of Education Administration, Auchu Polytechnic, Auchu.

Joseph Agholor

Department of Painting, Auchu Polytechnic, Auchu.

Franka Ogor Biose

Federal College of Education (Technical), Asaba.

IBADAN UNIVERSITY LIBRARY

Contents

Published Educational Researched Articles and the Most Abused Statistic in Data Analysis in Foreign and Local Journals- Patrick Chukwuemeka Igbojinwaekwu, Ph.D and Patrick Oladunjoye, Ph.D	1-8
The Roles of Advocates of Examination Malpractice in Nigerian Schools – Dr. Paulina Obioma Agali, Ph.D and D. R. Bossa	9 -14
Agricultural Extension as a Tool for Sustainable Development in Nigeria - Chima Theresa Isife	15 -25
Literature Teaching as a Means to English Language Competence and Ethics for Nigerian Students - Emmanuel Maurice Ekah	26 -31
Monetary Policy Management and its Impact in Reviving Nigerian Economy - Bako Hindatu; Ojonugwa Usman and Rufai Mohammed Salimatu	32 -39
Effects of Three Different Levels of Organic Manure (Poultry Manure) on the Growth and Yield of <i>Talinum triangularer</i> - Atusa Kingsley and Martins Elusaiwe	40 - 46
Hospitality Education: Bedrock for National Economic Development (An Overview) - Adebayo Ibidapo Nathaniel and Iredia Christopher	47 - 52
Review of Evaluation Models Relevant to Technical Vocational Education and Training Programmes - Habibu A. Sara, Ph.D	53 - 56
Globalization and Curriculum Implementation Issues in Agricultural Education in Nigeria: The Challenges Ahead - Monday Usman; Victor Madu Uzoma and Mohammed Garba Nangere	57 - 62

Motivational Factor as Predictors of Sports Development in Edo State, Nigeria - Christopher I. Awoma	63- 68
The Role of Women Academia in Enhancing Female Enrolment in Science Education: A Catalyst for Actualizing Vision 20:2020 - Helen Obioma Alaabo	69 -75
Towards Achieving the Goal for Early Childhood and Care Education in Global Education for All (EFA) - N. O. Ayoola; M.D. Amosun and T. T. Eyengho	76 - 79
Acquisition of Technology: A Panacea for National Development - K. Emumejaye	80 – 86
Prospects of Recreational Tourism in Delta State - Felix O. Omoniyodo	87 -94
The Role of Polytechnic Education in Nation Building: Engineering Technology as a Tool - Engr. S. A. Akanji and A. N. Okoh	95 -101
The Role of School Health Education as a Prerequisite for National Health Promotion - Okposio O. Collins	102 - 109
Teacher Competency as an Imperative Resource for Functional Mathematics and Self Reliance - A. J. Adewumi and S. O. Aderele	110 - 115
Foreign Private Investment and Poverty Reduction: Evidence in Nigeria (1986-2008) - Ojonugwa Usman and Rufai Mohammed Salimatu	116 - 123
Current Issues in Primary Education in Nigeria - G. O. Olodu and M. O. Obinne	124 - 129

Assessment of the State of Insecurity in the School Environment in Nigeria: Implication for Peace Education in Nigerian Universities - Dr. Richard A. Ukpanukpong and Emeka F. Ategwu	130 – 140
Need and Strategies for Adequate Funding of Home Economics Education in Tertiary Institutions in Anambra State - Chinyere P. Ezenwa and Constance K. Nwokolo	141 -149
Public Health Problems of Adolescent Students in Ankpa Local Government Area, Kogi State, Nigeria - Sule Hussein Aliu and Aminu Sanni, (Ph.D)	150 - 157
Globalisation, Language and Sustainable National Development - Gloria W. Inyang and Ifiok J. Udoh	158 -164
The Integrated Approach to English Language Teaching - Dr. Maria Helen E. Ekah and Sunday E. Ebong	165 -173
Nursery Education in Nigeria: A Sinequanon for Achieving Vision 20:2020 - Dr. Philipa O. Idogho and Joseph Agholor	174 -181
Attitude to Work as it Affects Productivity - Franka Ogor Biose	182 -187

TOWARDS ACHIEVING THE GOAL FOR EARLY CHILDHOOD AND CARE EDUCATION IN GLOBAL EDUCATION FOR ALL (EFA)

N. O. Ayoola; M.D. Amosun and T. T. Eyengho

Abstract

The multiple benefits that early childhood and care education has on children for their nutrition, health and educational development and the role of high quality programmes on offsetting disadvantage and inequality has been recognized in recent times. This therefore explains why the rate of development of any nation is closely tied to early childhood and care education. Yet the enormous influence that early childhood and care education has on children and national development is far from being realized as envisaged. This paper therefore focuses on the first Education for All (EFA) goals, which deal with expanding and improving comprehensive early childhood care and education. The paper also mentions the constraints hindering its achievement and suggests ways by which the goal can be achieved.

Education has always been employed in modern societies for the attainment of national development. It is a vital process in human development and environmental management (Oyekan, 2000). This perhaps is the reason why education is referred to as “an instrument par excellence” (NPE, 2004, revised). However without good and solid foundation, of which early childhood and care education is most prominent, no high level of achievement can take place. This is because early childhood and care education is capable of giving all people an educational start and compensating for past failures (EFA, 2008). Yet important as the field of early childhood and care education is, it has been confined to suffer neglect from national governments and international community.

Available records show that early childhood and care education was given a prominent position during the world declaration on education for all in Jomtien, Thailand in 2000 which stated that everyone has a right to education (EFA, 2008). This is sequel to the report of EFA assessment which revealed that at the start of the new millennium:

- (i) Of the more than 800 million children under 6 years of age, fewer than a third benefited from any form of early childhood education.
- (ii) Some 113 million children, 60 percent of whom were girls had no access to primary schooling.
- (iii) At least 880 million adults were illiterate of whom the majority were women (EFA, 2008).

The report above underscored the need for the global Education for All (EFA) goal number one which is to “expand and improve comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children”.

However since year 2000, when the above goal was made, the progress towards achieving the goals for early childhood had been slow (EFA, 2008). The implication of this is that come 2015, Nigeria will not be able to achieve the goal. This is why this paper looks at the following questions:

- (i) What are the constraints hindering the achievement of early childhood and care education goal in Education for All plan?
- (ii) How can the goal be achieved?

Early Childhood and Care Education

Early Childhood and Care Education (ECCE) is a term adopted by the global EFA initiative that aptly describes the community efforts required to ensure a child's head start in life and to lay the foundations for a life of learning (Obanya, 2007). The concept, early childhood and care education was formally referred to as pre-primary education in the national policy on education as "the education given in an educational institution to children aged 3-5 plus prior to their entering the primary school.

However, since EFA summit in the year 2000 in Dakar, the scope of early childhood and care education has been diversified. It is more than pre-schooling activities. Pre-schooling is only a small part of the enormous life start responsibilities that the society owes the young child (Fowowe and Oshin, 2010).

Early childhood and care education in Nigeria has metamorphosed from a single sectorial approach to a multi-sectional pursuit converging interventions in health, nutrition, care, stimulation, protection and participation of the child (Fowowe and Akinduotu, 2010). The contemporary view of early childhood and care education is that which takes full account of the all-round development needs of all the children especially the not-yet-in school children (Obanya, 2004). It is therefore necessary to inform the stakeholders of the need to take this level of education seriously in order to make it achieve its contribution to the development of our nation.

Purpose of Early Childhood and Care Education

The objective and purpose of early childhood and care education have been clearly stated in the National Policy on Education (2004) they are:

- a) effect a smooth transition from the home to the school;
- b) prepare the child for the primary level of education;
- c) provide adequate care and supervision for the children while their parents are at work on the farm, in the markets, offices, etc;
- d) inculcate social norms;
- e) inculcate in the child the spirit of enquiry and creativity through the exploration of nature the environment, art, music and playing with toys, etc;
- f) develop a sense of cooperation and team spirit;
- g) learn good habits, especially good health habits; and
- h) teach the rudiments of numbers, letters colours, shapes, forms etc through play.

In addition to the above, the global education for all goal for early childhood and care education is to "expand and improve comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children (EFA, 2008). The expansion and comprehensive aspects can be aptly captured by ECCDE programme in Nigeria, which represents a comprehensive union of support for child development, encompassing teaching practices, relationship with parents, and connections with other community agencies and institutions. The expansion aspect also caters for the vulnerable and disadvantaged children.

According to EFA (2008) report, after the declaration of education for all goal in the year 2000:

- a) Immunization campaigns and improved access to basic health facilities have led to a significant decline in child mortality.

- b) The supply of pre-primary education to children aged 3 and above has improved because early childhood and care education is presently receiving attention. However, it is on record that, in sub-Saharan Africa in general, early childhood programmes are still not a priority and interventions are mostly urban-based and provided by the non-state sector from the studies for Burkina Faso, Ethiopia, Nigeria and Ruanda (EFA, 2008). In the light of this, some constraints that are hindering the growth of early childhood and care education in Nigeria will be highlighted.

Constraints of Early Childhood and Care Education in Nigeria

The constraints are many, but the assessment report by (EFA (2008) revealed the following:

- (i) The comprehensive care and education of children below age 3 remain neglected area and one difficult to monitor for want of adequate data.
- (ii) Children who enrolled at the pre-primary level are more likely to come from more affluent households while enrolment of the poor remains low –yet it is the poor who stand to gain relatively the most from early childhood programmes.
- (iii) The supply of pre-primary education to children aged 3 and above remains very uneven.
- (iv) Nigeria still has limited pre-primary education system; where they exist at all, too often they combine very low enrolment ratios with insufficient numbers of teachers.
- (v) Shortages of trained pre-primary teachers resulting in high pupil / teacher ratios.
- (vi) Access of early childhood and care education among less advantaged children, especially in vulnerable contexts is very limited.
- (vii) Gender disparities exist in pre-primary education though they are less marked than at other levels of education.

The constraints mentioned above here are not exhaustive, there are still many more, however those mentioned here are directly related to the goal as documented in education for all with regards to early childhood education. How then can we remove or minimize the constraint hindering the achievement of EFA goal for early childhood and care education?

Achieving EFA Goal for ECCE

The achievement of EFA goals and especially ECCE goal can be realized if the following suggestions are taken:

- (i) Government must take full responsibility for the provision of quality early childhood and care education
- (ii) Inclusion should be provided for the marginalized and disadvantaged children.
- (iii) Government should increase her expenditure for the financing of ECCE.
- (iv) Providing financial support such as scholarships, cash or in-kind transfers to households, appropriately targeted.
- (v) Developing constructive partnership between governments and the non-state sector to increase access to quality ECCE.
- (vi) Having accurate statistics on the number of children aged zero to six in every locality.
- (vii) Working with the people to develop comprehensive care and education strategies that fully integrate health nutrition, socialization, physical development and intellectual stimulation of pre-school children.

Conclusion

The rate at which early childhood and care education is being emphasized globally and locally means that it is a field of education par excellence that is capable of reducing existing and future disadvantages faced by many children and nations through addressing the nutritional, health and educational needs. These benefits will only be achieved if all the stakeholders on early childhood and care education will cooperate and be determined to work together to make progress which this field of education can offer.

References

- EFA Global Monitoring Report (2008) *Education for All by 2015. Will we make it?* UNESCO Publishing, Oxford University Press.
- FME (E-2004) *National Policy on Education*, NERDC Lagos.
- Fowowe, S. S. & Akinkuotu, F.A. (2010) Minimum Standards for Early Childhood Childcare Centres in Nigeria. In Owoso, J.O. & Farayola, J.A. (Eds) *Readings in Childhood Care and Education*.
- Fowowe, S.S. & Oshin, O.K. (2010) Early Child Care Development and Education: *The Role of Stakeholders*. In Owojo, J.O. & Farayola, J.A. (Eds) *Readings in Childhood Care and Education*.
- Obanya, P. (2004) ECAN Conference Goodwill Message. *Journal of Early Childhood Association of Nigeria*, 2(2).
- Oyekan, S.O. (2000) *Foundation of Teacher Education*, Okitipupa: Ebunola Printers (Nig) Ltd.