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**INTEGRATED SCIENCE EDUCATION (IJCIISE)**

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## EDITORIAL

Dear Readers,

We are excited to announce the launch of International Journal of Contemporary Issues in Integrated Science Education (IJCIISE). This Association Integrated Science Educators' Association of Nigeria (ISEAN) play a vital role in promoting scientific advancement, supporting science education, informing science policy, recognizing science excellence and fostering community engagement. The desire to float this journal was borne out of the passion to organize a yearly conference of Integrated Science by the Integrated Science Educators' Association of Nigeria, of which selected scholarly articles will be published after a thorough review. The journal dedicated to advancing knowledge and fostering dialogue within. Our mission is to publish high-quality research, innovative ideas, and critical analyses that contribute to the understanding and development of Integrated Science. At IJCIISE, we believe in the power of interdisciplinary collaboration and inclusivity. We welcome contributions from scholars, practitioners, and thought leaders worldwide, providing a space for diverse perspectives and groundbreaking work. As we embark on this journey, we invite you to submit your research, engage with our content, and join us in creating a vibrant academic community. Together, we can push the boundaries of knowledge and inspire future generations. Thank you for your support as we launch this exciting new endeavour.

This edition moves around issues that border on "**Enhancing Quality Assurance in Integrated Science in Nigeria.**" It is believed that diverse contributions from scholars and researchers expressed in this edition will provoke the understanding of issues that could foster education for societal transformations on a global scale  
We look forward to your contributions!

For further information on future conference activities, visit <http://ijciise.org/index.php/ijciise>

**Warm regards,**

**Professor O. S. Agboola**

President, Integrated Science Educators' Association of Nigeria (ISEAN)

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## QUALITY ASSURANCE IN EARLY CARE EDUCATION IN ONDO STATE

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### **Abstract**

*The study assessed the factor dauftailing into the quality assurance indicators of early childhood education centres in Ondo State. It assessed the availability of the quality assurance facilities in Early Childhood and Care Education (ECCE) study area, it investigated the availability of health facilities, physical infrastructures in Early Childhood care and education, these were with a view to appraise the implementation quality of Early Childhood and Care Education (ECCE). The study adopted the descriptive survey research design. The population comprised 1000 registered Early Childhood and Care Education (ECCE) centres in Ondo State. The sample for this study was 160 respondents randomly sampled from each of the three Local Government Areas. Each of the local government was selected using purposive sampling technique with each of the local government giving 110 teachers, and 50 supervisors. The research instrument was Preschool Quality Assurance Questionnaire (PQAQ developed by the researcher and trial tested. The instrument was found reliable at =0.75. Data collected were analyzed using frequency count and standard deviation. The result of the data showed that the quality assurance measures of Early Childhood and Care Education (ECCE) centres in Ondo State were at the different levels. Health facilities revealed availability of*

*portable water, sources of water 70%, infirmaries 58%; nutrition related learning materials 76%; qualified nurses 42%, physical facilities revealed teacher utilization of instructional material 70%. These further demonstrated the level of Early Childhood and Care Education (ECCE) implementation to be low in Ondo State. The study concluded that consideration need be given to the implementation of the minimum standard of the Early Childhood and Care Education (ECCE) programme in Ondo State in order to raise the standard and quality of Early Childhood and Care Education (ECCE) thus enhancing quality assurance.*

**Keywords:** Quality, Assurance, Early Childhood, Education, Quality assurance.

## **Introduction**

Early Childhood Education (ECE) refers to the formal and informal education and care provided to children from birth to around eight years old (Okitsu, Edwards, Mwanza, & Miller, 2023). This period is crucial as it represents the most rapid phase of development in a child's life, with foundational skills in language, cognition, social-emotional, and physical domains being established. Quality ECE has been linked to numerous positive outcomes, including better academic performance, social skills, and reduced rates of delinquency and school dropout (Amadon et al., 2022). Therefore, investing in ECE is not just a matter of improving individual outcomes but is also seen as a means of fostering social equity and economic growth.

Early Childhood Education is a branch of education theory which relates to the teaching of young children (formally and informally) up until the age of about eight (Cadima, Nata, Barros, Coelho, & Barata, 2020). It is recognised by the Nigeria National Education and it is also the key foundation to the education of children which is recognized by the National Policy on Education. At this point, the brain of the child is at the peak and the child is able to learn and accommodate new things. It is a crucial phase when children are at their most receptive stage, absorbing information like sponges and forming the basis of their future learning experiences. According to Ngwoke, Aneke, & Oraelosi (2020), Early Childhood Education encourages socialisation, co-operation, team spirit, resilience and holistic development of the child, among others. It is described as an important period in child's development. It refers to all round development of a child's personality. Ekeh & Venketsamy (2021) opined that the history of Early Childhood Education refers to the development of care and education of children between zero and eight years old throughout history Bendini & Devercelli (2022) asserts that Early Childhood (ECE) lays the foundation for a child's lifelong learning journey. In Nigeria, as in many parts of the world, the significance of Early Childhood (ECE) cannot be overstated. It serves as the bedrock upon which a child's cognitive, emotional and social development is built (Johnson, 2022). Early Childhood (ECE) in Nigeria has evolved over the years, reflecting the nation's educational policies and societal changes, ECE stands as the corner stone of Nigeria's educational landscape.

Early Childhood Education has gained increasing recognition in Nigeria and

is currently a vital component of the educational system. Despite this recognition, access to quality Early Childhood (ECE) remains uneven, particularly in rural areas, with significant disparities in the availability of resources, trained personnel, and infrastructure (Adewusi, Mohd, Adeleke, Nwankwo, & Nwokocho, 2023). Quality Early Childhood (ECE) encompasses several components, including a well-structured curriculum, effective teaching strategies, and the use of appropriate learning materials. Among these components, the competence of Early Childhood educator plays a pivotal role, particularly in implementing developmentally appropriate activities that stimulate children's cognitive and social development (Jaya, Ndeot, Palmin, & Angkur, 2023).

The need for quality assurance in early childhood care education cannot be swept under the carpet. It's enhanced the quality of the process that produce the children who would be the leaders of tomorrow, these include policy documentation and implementation as it's affect national development in the scope of child upbringing. The quality of the process depends largely on proper supervision, monitoring, assessing and evaluation of the system. Quality assurance in Early Childhood Education (ECE) is pivotal in ensuring that children in Early Childhood (ECE) programs have an experience that helps them develop and learn. This includes the quality of the interactions among children and teachers and the quality of the policies, regulations, and resources provided to the Early Childhood (ECE) programs. Governments should assume responsibility for the quality of care children receive, regardless of whether they are enrolled in public or private Early Childhood (ECE) programs. When designing a quality assurance system, it is important to clearly define the purpose of the system and use service quality standards to define what good quality looks like in a county context. Governments must decide how to structure their quality assurance systems, what types of measurement tools to use, how the results will be used, and how to provide professional development to help teachers and administrators improve their practice. It is also important to consider sustainability and how the programs can help improve equity by reaching the most marginalized children.

Early Childhood Education (ECE) has expanded across the African continent over decades (Mwamwenda, 2014) and it featured prominently in the Continental Education Strategy for Africa (CESA 16-25). For children to reap the benefits of Early Childhood Education (ECE), it must be of sufficient quality: Quality in Early Childhood Education (ECE) does not have a universal definition. It is specific to the context, country, and culture. However, some common elements of quality can be thought of in two dimensions-process quality and structural quality. Process quality relates to the quality of interactions between children and their teachers and their peers. Structural quality comprises the laws, policies, regulations, and other influences that originate outside of the classroom but affect process quality. These structural supports help set the stage for interactions between teachers and children (Cryer *et al.*, 1999; Raikes *et al.*, 2019).

Quality assurance is the process of monitoring Early Childhood Education

(ECE) settings to assess and ensure the quality of children's experiences (Raikes *et al.*, 2019). This is typically undertaken by governments, either at national or sub-national levels. To monitor the quality of Early Childhood Education (ECE) programs, government must first set standards. Service quality standards are government guidelines on the practices and experiences children should be exposed to in ECE settings. Other standards, such as standards for staff (including what types of education and training they require) and curricula (the expectations for what children learn), are related, but different from service quality standards (Raikes *et al.*, 2019). While quality assurance requires measurement, not all measurement of Early Childhood Education (ECE) is quality assurance. There are many efforts to measure Early Childhood Education (ECE) quality and child outcomes for research or project impact evaluations. While these efforts can help design policies, they are not covered in this brief. Quality assurance systems are typically led by governments, given the diversity of provision of Early Childhood Education (ECE) programs, which can be private, publicly funded, community-based, or a civil-society provision. Education is a universal right and public good-therefore, it is the government's responsibility to ensure all of its children have access to quality Early Childhood Education (ECE) experiences, regardless of whether they attend a public or private program. Global trends in quality assurance systems aims to monitor children's learning environments are common in high-income countries (Anderson *et al.*, 2017), but we have little information on the status of monitoring systems in low- and middle-income countries. Across low- and middle-income countries, inputs like the number of students' enrolled, square meters per child, and pupil-teacher ratios are often the only standards measured. There is limited information on how African countries monitor the quality of their Early Childhood Education (ECE) services. One study on Early Childhood Education (ECE) in Southern Africa suggests that quality assurance is challenged by the high proportion of Early Childhood Education (ECE) programs operated by the private sector, lack of training of government officials in Early Childhood Education (ECE)), limited education and training of the Early Childhood Education (ECE) workforce, poor remuneration, and a lack of standards,

The first step in setting up a quality assurance system is defining the purpose. This is the 'mission statement' that describes what you want to achieve with the system. For example, your purpose may be “to ensure a minimum level of quality across all kindergartens (public, private and Public-Private Partnerships (PPP)), while at the same time monitoring and encouraging providers to improve their quality beyond the minimum level over time.” (World Bank, 2021). The purpose may already be set out in government policies, so it is good to review and clarify what already exists. How will the standards be used? Will they be a tool for accountability, registration or licensing, promote self-reflection and improvement, aid parents in decision-making, or some other purpose? (Raikes *et al.*, 2019). It is important to involve all stakeholders early and often in the process of designing your system. The purpose needs to be acceptable to teachers, head teachers, Early Childhood Education (ECE) managers, parents, government officials, private childcare

operators, non-governmental organizations (NGOs), and anyone else who will be affected by the system. It may take some time to convince everyone of the importance of early childhood development, build trust, and create a process for using their feedback to improve your system design. This extra effort will pay off when the system is launched and the support from the community and stakeholders is already built in.

Quality assurance is a core component of delivering effective ECDE. It involves setting standards, regularly monitoring and evaluating educational environments, and ensuring that educators are trained and capable of meeting the needs of young learners. The Organization for Economic Cooperation and Development (OECD) points out that a high-quality early childhood education system typically includes robust quality assurance mechanisms, such as curriculum guidelines, teacher certification, continuous professional development, and accountability structures (OECD, 2012). Globally, countries like Finland, Australia, and the UK have implemented strong quality assurance frameworks, and their early childhood education systems have yielded positive outcomes. Studies show that well-regulated ECDE programs result in higher literacy and numeracy rates, improved social skills, and better overall school performance (Sylva *et al.*, 2010). In emerging economies, quality assurance frameworks face unique challenges but are increasingly recognized as essential for achieving equity and excellence in early childhood education.

For Early Childhood Education (ECE) to be effective, there must be viable mechanism put in place to guarantee quality assurance in early childhood education, it is not just the role of the teachers and the parents/guardians alone, the government has to continue in playing the role of giving support to the early childhood education centres via care, love, creating a holistic environment, effective policies and many more (Wolf, Aber & Behrman, 2017). The roles of the teachers, parents and the community in early childhood education can only come to play when the government has a partnership with these stakeholders and provides a work plan that assists in the implementation of early childhood education.

According to the FRN (2013), the roles and government's involvement in Early Childhood Education include; setting and monitoring the minimum standard for Early Childhood Development and Education (ECDE); developing and disseminating curriculum materials, encouraging both community and private individuals in establishment of early childhood education centres; making provision for teacher education; ensuring that the curriculum of teacher education is oriented towards play-way method; ensuring that the caregivers infant ratio is adhered to; developing suitable early childhood education curriculum; supervising; providing learning and instructional materials; ensuring that the mother tongue is the language of instruction and producing textbooks and other instructional materials in Nigerian language.

Effective implementation of the national policy on childhood education will give equal benefit to all children in the country. The observation in Nigeria is that

some regions tend to benefit well from government educational policies while some regions do not (Nakpodia, 2011). The implementation of childhood education should be uniform across states in the federation. It has been noted that uniform programmes related to early childhood education facilitates Human Development (HD) and can bring about development in education, health, social capital and equality that will help develop children that participated in the program even up to the future (Shekarau, 2014).

Though, the National Policy on early childhood education has been observed to be useful, stakeholders in Early Childhood Education (ECE) have noted that the implementation of the policy has not been well done. Some of the measures put in place by the government in terms of number of pupils in the classroom, teaching strategies, curriculum content and many more have not been well maximized. Having said a lot on the quality assurance in ECE in Nigeria as a whole and the role expected of each ECE stakeholder, yet, one cannot run away from the fact that there are a lot of challenges militating against the implementation and practices of ECE in Nigeria. Some of these challenges have been discussed extensively in some previous works on the challenges of ECE in Nigeria by different scholars or researchers.

Also, there is scarcity of teachers who are adequately prepared to meet the challenges of handling early childhood schools. Alabi & Ijaiya (2018) opined that early childhood education curriculum is facing the challenges of ineffective delivery by untrained caregivers. He stressed that most, if not all caregivers in both private and public schools with early child centres are not certified, specialized or prepared educators in the field of early child care and learning. In privately owned pre-primary schools, teachers with no training in early childhood education are often found in children classrooms while in pre-primary sections of government owned public schools, old female teachers with no qualification in early childhood education are often seconded to children classrooms. Olaleye and Omotayo (2019) submitted that it is not that trained caregivers are not available but the untrained ones are preferred by the private school authorities to render cheap labour.

This problem of using untrained caregivers in most early childhood centres in Nigeria might have also serve as an impediment to quality implementation of early childhood development education policy. This present study fills the vacuum created in the existing literature by providing explorative study of the implementation of quality assurance practices and early childhood development education national policy framework in Ondo State, Nigeria.

Quality assurance practices in early childhood development education (ECDE) are critical for ensuring that young children receive foundational care and education that meet national standards. In Nigeria, the government introduced the ECDE National Policy Framework to promote consistency, improve educational outcomes, and support holistic child development. Despite these efforts, there is growing concern that the implementation of quality assurance practices remains inconsistent, and there is need for the Government and stakeholders to take necessary steps in addressing the situation. Subuola, (2017), posited in her work titled Quality

Control in Early Childhood Education that quality control in early childhood education should be ascertained in Nigeria within the policy framework. This simply means that the processes and practices of quality assurance in early childhood education should be well spelt out in the national policy on education. Therefore, the prevailing situation of early childhood education in Nigeria and the prospects inherent for national development should be repositioned using strategic options that would ensure quality control and the concerned stakeholders should come together to fathom a mix strategy to ascertain quality control in early childhood education.

To corroborate this assertion, Nuraddeen, (2015) revealed that quality assurance improves and contribute in assuring good quality and cordial relationship between quality instructions and pupils' academic achievement. By this submission, it implies that to guarantee quality assurance in early childhood education, there must be synergy between contents of instruction to be taught and the learners' achievement. This can be simply means that ECE must be geared towards achieving its pre-determined goals which revolves around preparing child for primary education. However, Nuraddeen, (2015) also highlighted some challenges facing quality assurance such as corruption among teachers, school administrators and quality assurance officers, insufficient instructional materials insufficient and unqualified quality assurance officers and teachers etc.

The importance of ECE can never be overemphasized. Yahaya *et al* (2020) opined that ECE early childhood care is a veritable tool for the national development because it is the foundational level of every other levels of education and if the foundation is faulty, it will affect the child's education later in life. They believed that to make ECE a veritable tool for national development, there is need to put in place effective and efficient quality assurance unit. Regular inspections are crucial for maintaining and enhancing the quality of ECE centers. They involve systematic evaluations to ensure compliance with set standards and regulations. Olanrewaju *et al*, (2017) pointed out several challenges in the inspection system, including inadequate funding, lack of trained personnel, and infrequent inspections. These challenges often result in poor enforcement of standards and limited impact on quality improvement. Teacher training programs are essential for equipping educators with the necessary skills and knowledge to deliver high-quality early childhood education. In research by Okwori *et al*, (2015), it was found that in-service training significantly improved teachers' pedagogical skills and their ability to implement child-centered teaching approaches. However, the study also noted that many training programs were short-term and lacked follow-up support, which limited their long-term effectiveness.

The government should involve all stake holders in education industry the need to put quality assurance unit in place for effective and efficient service delivery. Therefore, government as a major stakeholder must live up to the task by putting all necessary machinery on ground to see to the holistic implementations of early childhood care education programme for national development as it affects the child's health, nutrition, care, stimulation and shelter. In summary there must be

viable ECE policy framework.

### Purpose of the study

The purpose of the study is to investigate quality assurance in early childhood care in Ondo State. Therefore the specific objective is to:

1. determine the quality assurance indicators in early childhood care and education specific to Ondo State;
2. assess the availability of quality assurance facilities in ECCE in the study area.; and
3. Investigate the quality of ECCE services provided for pupils in ECCE

### Research Questions

1. The following questions were raised to guide the study:
2. What is the variable used for quality assurance in ECCE centres in Ondo State?
3. What is the availability of quality assurance utilities used in ECCE in the study area?
4. What is the quality of ECCE services provided for pupils in ECCE?

### Methodology

The study adopted the descriptive survey research design. The population comprised 1000 registered ECCE centres in Ondo State. The sample for this study was 160 respondents randomly sampled from each of the three Local Government Areas. Each of the local government was selected using purposive sampling technique with each of the local government giving 110 teachers, 50 supervisors. The research instrument was Preschool Quality Assurance Questionnaire (PQAQ developed by the researcher and trial tested. The instrument was found reliable at =0.75. Data collected were analyzed using frequency count and standard deviation.

### Results

#### Research Question One

1. What is the variable used for quality assurance in ECCE centers in Ondo State?

**Table 1**

Quality Assurance	Parameter	Expert Judgement	Frequency	Percentage	Score (A+SA *T/100)	Remark
Health	ECCE centers in Ondo State have source of water	SD	16	10.0	70.5	Very
		D	26	16.3		Good
		A	82	51.3		
		SA	33	20.6		
		Total	157	98.1		

Quality Assurance	Parameter	Expert Judgement	Frequency	Percentage	Score (A+SA *T/100)	Remark
	ECCE centers in Ondo State have healthcare /infirmaries	SD	18	11.3	58.2	Moderate
		D	44	27.5		
		A	74	46.3		
		SA	21	13.1		
		Total	157	98.1		
	ECCE centers in Ondo State are provided with health and nutrition related learning or teaching aids	SD	7	4.4	76.0	Very good
		D	26	16.3		
		A	68	42.5		
		SA	56	35.0		
		Total	157	98.1		
	ECCE centers in Ondo State are equipped with first aid	SD	14	8.8	68.7	Good
		D	31	19.4		
		A	78	48.8		
		SA	34	21.3		
		Total	157	98.1		
	ECCE centers in Ondo state are accessible to the public	SD	9	5.6	73.6	Very good
		D	28	17.5		
		A	93	58.1		
		SA	27	16.9		
		Total	157	98.1		
	Teachers in ECCE are Trained and qualified teachers with at least 5 years	SD	38.	3.1	84.6	Very good
		D	8.8	8.8		
		A	63.1	63.1		
		SA	23.1	23.1		
		Total	100.1	98.1		
	ECCE centers in Ondo State provide qualified nurse and care givers to take good care of children	SD	23	14.4	42.9	Poor
		D	66	41.3		
		A	54	33.8		
		SA	16	10.0		
		Total	159	99.4		
	ECCE centers in Ondo State have boreholes water provided to the center	SD	13	14.4	42.9	Poor
		D	24	41.3		
		A	85	33.8		
		SA	34	10.0		
		Total	157	99.4		
	ECCE centers in Ondo State have registered and licensed nurses with their professional body	SD	26	16.3	33.2	Poor
		D	79	49.4		
		A	43	26.9		
		SA	11	6.9		
		Total	159	99.4		

Quality Assurance	Parameter	Expert Judgement	Frequency	Percentage	Score (A+SA *T/100)	Remark
ECCE centers in Ondo State are well guarded and secured	SD		14	8.8	71.7	Very good
	D		26	16.3		
	A		88	55.0		
	SA		29	18.1		
	Total		158	98.8		
The ECCE centers in Ondo state are given incentives	SD		28	17.	36.8	Poor
	D		71	44.4		
	A		49	30.6		
	SA		11	6.9		
	Total		159	99.4		
The ECCE centers in Ondo State do organize workshop for their staff	SD		3.1	26.9	46.6	Poor
	D		8.8	25.0		
	A		63.1	36.9		
	SA		23.1	10.6		
	Total		98.1	99.4		
The ECCE center is structured with sufficient ventilation and classroom space for 20 to 25 children	SD		1	.6	90.2	Very good
	D		11	6.9		
	A		86	53.8		
	SA		61	38.1		
	Total		159	99.4		
The ECCE center in Ondo State have children libraries	SD		15	9.4	43.6	Poor
	D		73	45.6		
	A		59	36.9		
	SA		12	7.5		
	Total		159	99.4		
The ECCE centers in Ondo State are colorfully painted	SD		14	8.8	68.7	Good
	D		32	20.0		
	A		60	37.5		
	SA		52	32.5		
	Total		158	98.8		
The ECCE centers in Ondo State are fenced free from external interference	SD		36	22.5	53.4	Moderate
	D		37	23.1		
	A		53	33.1		
	SA		33	20.6		
	Total		159	99.4		
The ECCE centers in Ondo state have access to ICT facilities within the school	SD		25	15.6	34.8	Poor
	D		78	48.8		
	A		33	20.6		
	SA		23	14.4		
	Total		159	99.4		

Quality Assurance	Parameter	Expert Judgement	Frequency	Percentage	Score (A+SA *T/100)	Remark
	The ECCE in Ondo State have play ground	SD	34	21.3	50.9	Moderate
		D	43	26.9		
		A	50	31.3		
		SA	32	20.0		
		Total	159	99.4		
	The ECCE centers in Ondo State have good sanitation for the children	SD	13	8.1	62.3	Good
		D	44	27.5		
		A	44	27.5		
		SA	57	35.6		
		Total	158	98.8		
	The ECCE centers in Ondo State have computers for learning	SD	22	13.8	42.9	Poor
		D	68	42.5		
		A	50	31.3		
		SA	19	11.9		
		Total	159	99.4		

**Table 2: Group Statistics of Quality Assurance and their Level of Significance to Expect Standard**

Parameters	Expected Standard	N	Mean	Std. Deviation	Significant Level
Water	≥ 100	0 <sup>a</sup>	.		
	<100	100	.71	.456	No Significant
Healthcare	≥ 100	0 <sup>a</sup>			
	<100	100	.58	.496	Significant
Nutrition	≥ 100	0 <sup>a</sup>			
	<100	100	.76	.429	No Significant
Aids	≥ 100	0 <sup>a</sup>			
	<100	100	.69	.465	Slight Significant
Equipped	≥ 100	0 <sup>a</sup>			
	<100	100	.74	.441	No Significant
Borehole	≥ 100	0 <sup>a</sup>			
	<100	100	.85	.359	No Significant
Access	≥ 100	0 <sup>a</sup>			
	<100	100	.43	.498	High Significant
Rooms	≥ 100	0 <sup>a</sup>			
	<100	100	.73	.446	No Significant
Secured	≥ 100	0 <sup>a</sup>			
	<100	100	.33	.473	High Significant
Upgrade	≥ 100	0 <sup>a</sup>			
	<100	100	.72	.451	No Significant

Parameters	Expected Standard	N	Mean	Std. Deviation	Significant Level
Qualified	≥ 100	0 <sup>a</sup>			
	<100	100	.37	.485	High Significant
Nurses	≥ 100	0 <sup>a</sup>			
	<100	100	.47	.502	High Significant
Registered	≥ 100	0 <sup>a</sup>			
	<100	100	.90	.302	No Significant
Incentives	≥ 100	0 <sup>a</sup>			
	<100	100	.44	.499	High Significant
Workshop	≥ 100	0 <sup>a</sup>			
	<100	100	.6	.465	Slight Significant
Ventilation	≥ 100	0 <sup>a</sup>			
	<100	100	.54	.501	Significant
Libraries	≥ 100	0 <sup>a</sup>			
	<100	100	.35	.479	High Significant
Painted	≥ 100	0 <sup>a</sup>			
	<100	100	.51	.502	Significant
Fenced	≥ 100	0 <sup>a</sup>			
	<100	100	.62	.488	Slight Significant
ICT	≥ 100	0 <sup>a</sup>			
	<100	100	.43	.498	High Significant
Playground	≥ 100	0 <sup>a</sup>			
	<100	100	.52	.502	Significant
Sanitation	≥ 100	0 <sup>a</sup>			
	<100	100	.64	.482	Slight Significant
Noise	≥ 100	0 <sup>a</sup>			
	<100	100	.37	.485	High Significant
Computer	≥ 100	0 <sup>a</sup>			
	<100	100	.45	.500	High Significant

Supervisor and teachers differ in their opinion as to the provision of good source water to all the ECCE centers of Ondo State as even seen from the mean score and standard deviation s of 71% and 45 % respectively. ECCE centers in Ondo State. (item 2) do not have standard health clinic and facilities in their centers as indicated by the supervisors and teachers mean scores and standard deviation of .58 and .496 respectively. Also, all ECCE (item 3) in Ondo State were not provided with health and nutrition related teaching aids as indicated by the supervisor and teachers mean score and standard deviation s of 76% and 42% respectively. ECCE centers in Ondo State (item 4) do have, but not as expected teaching aids and facilities needed by the center as indicated by the centers as indicated by the supervisors and teachers mean scores and standard deviation of 69% and 46%. Also, all ECCE (item 5) in Ondo State were not equipped with necessary facilities needed as indicated by the

supervisors and teachers mean scores and standard deviation of .74 and .441, respectively.

**Research Question 2; What is the availability of quality assurance utilities used in ECCE in the study area.**

**Table 3: Distribution of facilities in ECCE Centers across the Three Senatorial District in Ondo State.**

FACILITIES	SENATORIAL DISTRICT	RESPONSES				Chi-square Tests		
		SA	A	D	SD	Value	DF	Asymp. Sig
Healthcare/ infirmarian centre	1	7	16	27	6	1.472	6	.961
	2	5	15	24	6	1.438	6	.964
	3	6	13	23	9	157		
	Total	18	44	74	21			
Healthcare with drugs	1	7	14	24	11	7.198	6	.303
	2	8	17	18	7	7.257	6	.298
	3	9	39	19	15	157		
	Total	24		61	33			
Borehole water are provided to the centers	1	2	8	36	10	25.019	8	.002
	2	9	9	27	4	24.420	8	.002
	3	2	7	22	20	157		
	Total	13	24	85	34			
The healthcare Centers in ECCE have rooms to place the children	1	9	9	34	12	8.399	6	.210
	2	4	6	31	9	8.004	6	.238
	3	1	8	24	18	157		
	Total	6	23	89	39			
Trained and qualified teachers	1	1	6	6	10	6.034	6	.419
	2	1	2	2	13	6.277	6	.393
	3	3	6	6	14	157		
	Total	5	14	14	37			
Certified Nurses	1	10	16	22	9	6.526	6	.367
	2	13	11	19	8	6.567	6	.363
	3	8	21	18	4	159		
	Total	31	48	59	21			

The Table 3 (item 1) shows that all the ECC centers in Ondo State do not have the necessary health facilities that a good ECCE centers should have as the mean X score and standard deviation of 61% and 64% of supervisors and teacher's response indicated ECCE in Ondo State. (item 2) shows that Ondo State do not, from table 4.3 items, indicated aa the ECCE center sin Ondo State lack quality personnel. The supervisors and teachers mean score and standard deviation of 37% and .48% show that not all ECCE centers in Ondo State have trained and qualified teachers with at least 5 years" experience. The supervisors and teachers mean x scores and standard deviation (item 3) of 60% and 62 % indicated that not all ECCE centers in Ondo

State have good care givers and nurses to take care of the pupils. Teacher in all the ECCE in Ondo State (Item 4) do not go for conferences and seminars to enable them upgrade their quality as indicated in the supervisors and teachers" mean x score and percentages of 69% and 67%.

However, the mean scores and standard deviations of supervisors and teachers (Item 5) of 2.00:0.55 and 2.67:0.87 shows differences in the perception of supervisors and teachers on the provision of able bodied and responsible security men from the communities in the ECCE centers in Ondo State. Staff rosters and routines (item 6) in Ondo State ECCE centers were not designed to maximize the consistency of supervision of children on arrival through departure. This result shows that there is lack of effective supervision and teachers respond.

**Table 4**

Quality Assurance	Facilities	Experts Judgement	Frequency	Percent	Score (A	Remark
Health	Health care / infirmaries center	SD	18	11.3	58.2	Good
		D	44	27.5		
		A	74	46.3		
		SA	21	13.1		
		TOTAL	157	98.1		
	Health care with drugs	SD	24	15.0	57.6	Good
		D	39	24.4		
		A	61	38.1		
		SA	33	20.6		
		TOTAL	157	98.1		
	Borehole water	SD	13	8.1	73.0	Very good
		D	24	15.0		
		A	85	53.1		
		SA	34	21.3		
		TOTAL	156	97.5		
	The healthcare centers in ECCE Ondo State have rooms to place the children when they are sick	SD	6	3.8	78.5	Very good
		D	23	14.4		
		A	89	55.6		
		SA	39	24.4		
		TOTAL	157	98.1		
Teachers in ECCE centers have trained and qualified teachers with at least 5 years experience	SD	5	3.1	84.5	Very good	
	D	14	8.8			
	A	101	63.1			
	SA	37	23.1			
	TOTAL	157	98.1			
ECCE Nurses are certified	SD	31	19.4	49.7	poor	
	D	48	30.0			
	A	59	36.9			
	SA	21	13.1			
	TOTAL	159	99.4			

**Table 5: Distribution of the facilities in ECCE Centers across the Three Senatorial District in Ondo State.**

FACILITIES	SENATORIAL DISTRICT	RESPONCES				CHI-SQUARE TESTS		
		SA	A	D	SD	VALUE	DF	Asymp. Sig.
Health care/ infirmaries center	1	7	16	27	6	1.472	6	.961
	2	5	15	24	6	1.438	6	.964
	3	6	13	23	9	157		
	Total	18	44	74	21			
Health care with drugs	1	7	14	24	11	7.198	6	.303
	2	8	17	18	7	7.257	6	.298
	3	9	39	19	15	157		
	Total	24		61	33			
Borehole water are provided to the centers	1	2	8	36	10	25.019	8	.002
	2	9	9	27	4	24.420	8	.002
	3	2	7	22	20	157		
	Total	13	24	85	34			
The healthcare centers in ECCE have rooms	1	9	9	34	12	8.399	6	.210
	2	4	6	31	9	8.004	6	.238
	3	1	8	24	18	157		
	Total	6	23	89	39			
Trained and qualified teachers	1	1	6	6	10	6.0634	6	.419
	2	1	2	2	13	6.277	6	.393
	3	3	6	6	14	157		
	Total	5	14	14	37			
Certified Nurses	1	10	16	22	9	6.526	6	.367
	2	13	11	19	8	6.567	6	.363
	3	8	21	18	4	159		
	Total	31	48	59	21			
Classroom space of 20-25 Children	1	0	6	21	29	15.686	6	.016
	2	1	0	30	20	16.846	6	.058
	3	0	4	35	12	159		
	Total	1	11	86	61			
Colour1 painted fully	1	2	14	18	23		6	.000
	2	11	14	17	9	25.888	6	.058
	3	1	5	25	20	26.038		
	Total	14	32	60	52			
Children Library	1	10	24	20	2	1511.8	6	.066
	2	4	24	21		12.199	6	.058
	3	1	25	18	12	159		
	Total	15	73	59	73			
External interference	1	6	23	19	8	26.992	6	.000
	2	19	7	11	15	26.556	6	.000
	3	11	7	23	10			
	Total	36	37	53	33			
Located in safe and secured for play	1	4	16	28	8	13.696	6	.033
	2	8	11	20	13	15.172	6	.019
	3	5	3	28	15	159		
	Total	17	30	76	30			
ICT facilities within the school	1	2	35	14	5	16.536	6	.0011
	2	14	21	10	7	18.057	6	.006
	3	9	22	9	11	189		
	Total	28	28	33	23			

FACILITIES	SENATORIAL DISTRICT	RESPONCES				CHI-SQUARETESTS		
		SA	A	D	SD	VALUE	DF	Asymp. Sig.
Have play ground	1	14	13	22	7	9.822	6	.132
	2	6	17	14	15	10.155	6	.138
	3	14	13	14	10	159		
	Total	34	43	50	32			
Good sanitation	1	4	16	20	16	8.917	6	.178
	2	7	12	15	18	9.014	6	.173
	3	2	16	9	23	158		
	Total	13	44	44	57			
Have computer for learning	1	7	29	16	4	4.630	6	.592
	2	8	18	17	9	4.653	6	.589
	3	7	21	17	6			
	Total	22	68	50	15			
Located in beautiful environment	1	8	20	18	10	7.695	6	.261
	2	6	8	20	18	7.9486	6	.242
	3	6	14	18	13			
	Total	20	42	56	41			
Children Library	1	10	24	20	2	1511.8	6	.066
	2	4	24	21		12.199	6	.058
	3	1	25	18	12	159		
	Total	15	73	59	73			
External interference	1	6	23	19	8	26.992	6	.000
	2	19	7	11	15	26.556	6	.000
	3	11	7	23	10			
	Total	36	37	53	33			
Located in safe and secured for play	1	4	16	28	8	13.696	6	.033
	2	8	11	20	13	15.172	6	.019
	3	5	3	28	15	159		
	Total	17	30	76	30			
ICT facilities within the school	1	2	35	14	5	16.536	6	.0011
	2	14	21	10	7	18.057	6	.006
	3	9	22	9	11	189		
	Total	28	28	33	23			
Have play ground	1	14	13	22	7	9.822	6	.132
	2	6	17	14	15	10.155	6	.138
	3	14	13	14	10	159		
	Total	34	43	50	32			
Good sanitation	1	4	16	20	16	8.917	6	.178
	2	7	12	15	18	9.014	6	.173
	3	2	16	9	23	158		
	Total	13	44	44	57			
Have computer for learning	1	7	29	16	4	4.630	6	.592
	2	8	18	17	9	4.653	6	.589
	3	7	21	17	6			
	Total	22	68	50	15			
Located in beautiful environment	1	8	20	18	10	7.695	6	.261
	2	6	8	20	18	7.9486	6	.242
	3	6	14	18	13			
	Total	20	42	56	41			

**Research Question 3: Investigate the quality of ECCE services provided for pupils in ECCE.**

**Table 6: Quality of service provided for pupils in ECCE in Ondo State.**

SERVICES	EXPERTS JUDGEMENT	FREQUENCY	PERCENT	SCORE (A+SAxT/100)	REMARK
ECCE centers are provided with good water	Straggly Disagree	16	0.0	70.5	Very good
	Disagree	26	16.3		
	Strongly agree	82	51.3		
	Total	33	20.6		
		157	98.1		
ECCE centers always have schedule for routine immunization	Straggly Disagree	5	3.1	82.1	very good
	Disagree	18	18.0		
	Strongly agree	81	50.6		
	Total	53	33.1		
		157	98.1		
ECCE centers are provided with health and nutrition related learning or teaching aids	Straggly Disagree	7	4.4	76.0	Very good
	Disagree	26	16.3		
	Strongly agree	68	42.5		
	Total	56	35.1		
		157	98.1		
There is trained person to administer the first aid in the centers	Straggly Disagree	12	7.5	68.1	Good
	Disagree	34	21.3		
	Strongly agree	66	41.3		
	Total	45	28.1		
		157	98.1		
The ECCE centers in Ondo State are accessible to the public	Straggly Disagree	9	5.6	73.6	Very good
	Disagree	28	17.5		
	Strongly agree	93	58.1		
	Total	27	16.9		
		157	98.1		
The ECCE in the state are well guarded a secured	Straggly Disagree	14	8.8	72.2	Very good
	Disagree	26	16.3		
	Strongly agree	88	55.0		
	Total	29	33.1		
		158	9.8		
ECCE staff operate with masters and routine	Straggly Disagree	14	8.8	87.0	Very good
	Disagree	26	16.3		
	Strongly agree	88	55.0		
	Total	29	33.1		
		158	98.8		
ECCE centers provides with health and nutrition related learning or teaching aids	Straggly Disagree	7	4.4	76.0	Very good
	Disagree	26	16.3		
	Strongly agree	68	42.5		
	Total	56	35.0		
		157	98.1		

SERVICES	EXPERTS JUDGEMENT	FREQUENCY	PERCENT	SCORE (A+SxT/100)	REMARK
Teachers / caregivers utilize the teaching aids adequately	Straggly Disagree	14	8.8	69.9	Good
	Disagree	29	18.1		
	Strongly agree	74	46.3		
	Total	40	25.0		
There are trained persons to administer the first aid in the centers	Straggly Disagree	12	7.5	68.0	Good
	Disagree	34	21.3		
	Strongly agree	66	41.3		
	Total	45	28.1		
There are trained persons to administer the first aid in the centers	Straggly Disagree	12	7.5	68.0	Good
	Disagree	34	21.3		
	Strongly agree	66	41.3		
	Total	45	28.1		
The ECCE centers in Ondo State are accessible to the public	Straggly Disagree	9	5.6	73.6	Very good
	Disagree	28	17.5		
	Strongly agree	93	58.1		
	Total	27	16.9		
The ECCE in the State are well guarded and secured	Straggly Disagree	14	8.8	72.2	Very good
	Disagree	26	16.3		
	Strongly agree	88	55.0		
	Total	29	18.1		
The ECCE staff operate with routine and roaster	Straggly Disagree	11	6.9	72.2	Very good
	Disagree	53	33.1		
	Strongly agree	77	48.1		
	Total	17	10.6		
ECCEC centers provides qualified nurses and care givers to take good care of children	Straggly Disagree	23	14.4	43.1	Poor
	Disagree	666	41.3		
	Strongly agree	54	33.8		
	Total	16	10.0		
ECCE teachers have good teacher-pupil relationship	Straggly Disagree	9	5.6	88.9	Very good
	Disagree	7	4.4		
	Strongly agree	93	58.1		
	Total	50	31.3		
		159	99.4		

The Table with supervisors and teachers scores and percentages shows that quality services are not tender to the ECCE centers in Ondo State, only few centers render quality service and it is the private centers only and not to expectation. According to the responses of the supervisors and the teachers they have bore hole water but it is not functioning well with 70.5%, they have regular immunization for the children with 82.1%, this shows that the children are given regular immunization, according to the supervisors and teachers scores and percentage shows that nutrition related teaching aid are made available for use in the centers with 76%, to a reasonable extent it is still good but not too good, if they want to follow the policy for early childhood care and education, it was responded that 68% caregiver are made available to administer first aid to the pupils, also 43% and mean score of 49% are allowed to have access to the ECCE health center, that is not reasonable enough, it is due to the fact most of the ECCE centers do not health centers, talk of having facilities in it, only few ECCE centers have sick bay not even health center. However, the mean X scores and standard deviation of supervisors and teachers in the (table 4.5) with a mean and standard deviation score 33% and .47%. which show differences in the perception of supervisors and teachers on the provision of able bodied and responsible security men from the communities in the ECCE centers in Ondo State. Staff rosters and routine (table 4.5) in Ondo State ECCE centres were not designed to maximized the consistency of supervision of children on arrival through departure. This result shows that there is lack of effective supervision of pupils especially during play hours. This is indicated in the supervisors 'and teachers 'mean x score and standard deviations of, 52% and 50% respectively. The national minimum standards in the (above table) for early childhood care in Nigeria did not approve all ECCE centers Ondo State as the mean x scores and standard deviation indicated.

### **Discussion of Findings**

This research observes that there are no significant differences in the opinion of the respondents, (both the teacher and the supervisors) on the provision of quality assurance measures for ECCE programme in the centers. There is a need for regular external and internal supervision and ethical standard. According to Harris's (2008), he is of the opinion that, different stakeholders like the parents, local authorities, private organization, and government have different roles to play in the promotion of high quality in ECCE centers in Ondo State.

Also, since we have quality assurance officers in the state capital of Ondo State team of the view that the quality assurance body and the Government agencies should work hand in hand to ensure proper monitoring of the ECCE centers in Ondo State.

Fontaine *et al.*, (2004) profess that, quality provision in child care is an ongoing, sophisticated process which is built and prolonged collectively and no stable end point. Quality measure provides emotional, social, language and cognitive development in children and this influence can be spotted into adulthood (Korjenevitch & Dunifon, 2010).

In addition, quality assurance is one of the quality tools to appraise early childhood care and education programme. The purpose of it, is to boost the standards by empowering providers to assess the quality of their provision, contrast it with portrait of best practice and so detect area for capability improvement (Moreno, 2008; Muntun, 2001). This initiative tends to entails a large degree of self-evaluation with providers rally evidence that they meet the different criteria and often completing a compilation. This tends to be certified by the leadership in charge of it as time goes on (Dalhberg, 2008; Olaleye *et al.*, 2009)

### **Conclusion**

The study assessed quality assurance of ECCE centers in Ondo State Nigeria. The finding shows, among others that there is health facility, adequate, environment, quality personnel and instructional materials in some ECCE centers in Ondo State, while some others lack these quality indicators. The schools where these quality indicators exist cannot be said to have complete. Obviously learning cannot take place in an unhealthy body and environment. Also, it cannot take place in a vacuum. There must be quality teacher and instructional materials to enhance the quality of ECCE programme.

### **Recommendation**

1. Government should as a matter of urgency carry out a training and retraining exercise for the teachers / caregivers, Nurses, security men of the ECCE.
2. All stakeholders of ECCE institutions should endeavor to meet up at least 70 percent of the minimum standard environment status requirement before admitting children to centers.
3. Government should ensure that health facilities are made available to all ECCE centers

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