

Assessment of Material Resources in Early Childhood Education Centres in Public and Private Schools in Lagos State, Nigeria

¹Odumbo Odunayo Ibukun, ¹Okewole Johnson Oludele and ²E.O.Ikuomola

¹Institute of Education, Obafemi Awolowo University, Ile-Ife, Osun, Nigeria.

²Department of Physiological Sciences, Kampala International University, Western Campus, Uganda.

Email: odumboodunayo028@gmail.com

ABSTRACT

Early childhood education assumes an important role in the growth and development of every child and the resources provided determines to an extent the proper learning of a child. This study, therefore, examines the adequacy of material resources available in the schools and assesses the usage of material resources in both private and public schools in the study area. These were done with a view to providing empirical information on the availability and quality of human and material resources for the development of the Nigerian child in the study area. The study employed the descriptive survey research design. The population for the study comprised School Heads, Teachers and Caregivers in Early Childhood Education centres in Lagos State. The sample comprised 36 head of schools, 180 teachers and 180 caregivers that were selected using multistage sampling procedure. Two research instruments were used for data collection namely: Questionnaire on Resources in Early Childhood Education (QRECE) and Observation Checklist for the schools. A pilot study was carried out to determine the reliability of the instruments. A Cronbach's Alpha was used to ascertain the reliability values of the two instruments at 0.85 and 0.79 respectively. The results showed that material resources are not adequate enough though the available ones were put into good use by the teachers and caregivers for the total development of the child.

Keywords: Assessment, human resources, material resources, public school, private school, and personnel.

INTRODUCTION

[1] noted that education is a tool to change the world after coming in line with knowledge under the tutelage of teacher's or an experience instructor. Children start receiving education the moment they are born and this type of education could be direct or indirect they are taught norms, values, ethics and culture, this continues throughout life till death but when a child is given good early childhood education, its helps their growth and development which serves as a bed rock to later success in life. These early years of children lives is filled with abilities to do and learn as much as they want to. This is because early childhood education focuses on developing children's ability to learn as they play.

As described by [2], early childhood education is the pedagogical learning of small children outside of their home aside

case where members of the child's family are trained instructor. It is also regarded as education given to young children from birth to age eight. The belief that early learning begets later learning and success just like early failure breeds later failure, has being validated in both economic and educational research [3].

The early years of life are generally considered to be the most important stage in which children go through all round development needed for future achievements and social integration. In addition, Early Childhood Education develops in children school readiness with positive economic and social impacts lasting well into adulthood from higher educational attainment and less chance of involvement in criminal activities, to higher status employment and higher earning [4, 5]. In order for the programme

to fully function, there are resources needed to help contribute more to the total growth and development of every child. The resources in early childhood education centres are assets that are needed in order to help achieve goals and improve the development of every child. These resources include human and material resources [6].

Several studies have been conducted by several scholars to provide information on the adequacy and usage material resources but their studies have been

limited to classroom resources and there has not been any information from literature as regard the adequacy and usage of other material resources in early childhood education centres. By saying this, this research work will examine the adequacy of material resources at the early childhood education centres in both public and private schools in Lagos State and also determine the usage of material resources present in both public and private schools.

METHODOLOGY

This study adopted the descriptive survey research design [7]. The population for this study consisted of school heads, teachers, and caregivers at Early Childhood Education Centres in Lagos State. The sample for the study comprised 36 head of schools, 180 teachers and 180 caregivers using multi-stage sampling procedure. Two Local Government Areas (LGAs) were selected from each senatorial district using simple random sampling technique to make a total of six local governments, three public and three private schools were selected using

stratified random sampling technique totalling 36 schools and school type served as basis for stratification. From the selected schools, five teachers, five caregivers and one school head were purposively selected to make a total of 180 teachers, 180 caregivers and 36 heads of school. Questionnaire and Observation Checklist form the main instruments for data collection in the study. Collected data was analysed using frequency count and percentage. A Cronbach's Alpha values of 0.85 and 0.75 were obtained for the instruments.

RESULTS

Research Question One: How adequate are the material resources available in private and public schools' early education centres in Lagos State?

To answer this question, responses of school heads, teachers and caregivers in

the selected schools gave information on adequacy and usage of the materials in the schools. Data collected was analysed using frequency count and percentage. The result is as presented in Tables 1, 2, 3 and 4.

Table 1: Adequacy of Classroom Material Resources Available in Private and Public Early Education Centres in Lagos State

Classroom Resources	School Ownership	Classroom Resources Adequacy	
		Adequate	Not Adequate
Space for children	Private	173(87.4)	25(12.6)
	Public	185(93.9)	12(6.1)
	Total	358(90.6)	37(9.4)
Furniture	Private	174(87.4)	25(12.6)
	Public	189(95.9)	8(4.1)
	Total	363(91.7)	33(8.)
chalk/maker	Private	186(93.5)	13(6.5%)
	Public	187(94.9)	10(5.1)
	Total	373(94.2)	23(5.8)
Blackboard/Whiteboard	Private	188(94.5)	11(5.5)
	Public	191(97.0)	6(3.0)
	Total	379(95.7)	17(4.3)
Classroom lighting	Private	158(79.8)	40(20.2)
	Public	183(92.4)	15(7.6)
	Total	341(86.1)	55(13.9)

Electric outlets	Private	151(76.3)	47(23.7)
	Public	187(94.4)	11(5.6)
	Total	338(85.4)	58(14.6)
Textbooks	Private	159(80.3)	39(19.7)
	Public	187(94.4)	11(5.6)
	Total	346(87.4)	50(12.6)
Maps	Private	138(69.3)	61(30.7)
	Public	168(85.3)	29(14.7)
	Total	306(77.3)	90(22.7)
Atlases	Private	68(34.2)	131(65.8)
	Public	70(35.5)	127(64.5)
	Total	138(34.8)	258(65.2)
Wall Chart	Private	165(83.3)	33(16.7)
	Public	173(87.4)	25(12.6)
	Total	338(85.4)	58(14.6)
Information Board	Private	177(89.4)	21(10.6)
	Public	182(91.9)	16(8.1)
	Total	359(90.7)	37(9.3)
Wall pictures	Private	173(87.4)	25(12.6)
	Public	182(91.9)	16(8.1)
	Total	355(89.6)	41(10.4)
Drawing	Private	173(87.4)	25(12.6)
	Public	130(65.7)	68(34.3)
	Total	303(76.5)	93(23.5)
Play Field	Private	172(87.3)	25(12.7)
	Public	163(81.9)	36(18.1)
	Total	335(84.6)	61(15.4)
Educational Toys	Private	128(65.0)	69(35.0)
	Public	165(82.9)	34(17.1)
	Total	293(74.0)	103(26.0)
Flash Cards	Private	142(72.1)	55(27.9)
	Public	161(80.9)	38(19.1)
	Total	303(76.5)	93(23.5)
Sand Tray/Sand Pots	Private	122(61.9)	75(38.1)
	Public	111(55.8)	88(44.2)
	Total	233(58.8)	163(41.2)
Moulding Clays	Private	137(69.2)	61(30.8)
	Public	91(46.0)	107(54.0)
	Total	228(57.6)	168(42.4)
Dustbin	Private	192(97.5)	5(2.5)
	Public	195(98.0)	4(2.0)
	Total	387(97.7)	9(2.3)

Note: The Percentage (%) were put in parenthesis

The result as presented in Table 1 showed that most of the classroom resources in private and public schools in Lagos State are adequate for teachers, caregivers and the children use. Not less than 60% of the respondents indicated that the material

resources are adequate. However, there is view of the classroom resources that were reported not adequate. These materials include atlas (64.5%), sand tray/sand pots (41.2%) and moulding clays (42.4%).

Table 2: Adequacy of ECE Laboratory Material Resources Available in Private and Public Early Education Centres in Lagos State

	School Ownership	ECE Laboratory Resources Adequacy	
		Not Adequate	Adequate
Toys	Private	78(39.0)	122(61.0)
	Public	78(39.8)	118(60.2)
	Total	156(39.4)	240(60.6)
Walkers	Private	143(71.9)	56(28.1)
	Public	153(77.3)	45(22)
	Total	296(74.6)	101(25.4)
Throw pillow	Private	159(79.9)	40(20.1%)
	Public	154(77.8)	44(22.)
	Total	313(78.8)	84(21.2)
Abacus	Private	96(48.2)	103(51.8)
	Public	88(44.4)	110(55.6)
	Total	184(46.3)	213(53.7)
Balls	Private	82(42.1)	113(57.9)
	Public	121(60.8)	78(39.2)
	Total	203(51.5)	191(48.5)
Fans	Private	102(52.0)	94(48.0)
	Public	152(76.4)	47(23.6)
	Total	254(64.3)	141(35.7)

Note: The Percentage (%) were put in parenthesis

The result as contained in Table 2 showed that ECE laboratory resources are not very adequate for the teachers use, child caregivers and the children in private and public schools' early education centres in Lagos State. Specifically, 74.6%, 78.8% and 64.3% of the general respondents were of the opinion that available ECE laboratory resources such as walkers,

throw pillow and fans respectively are not adequate in the schools. Furthermore, laboratory resources such as abacus and balls were reported inadequate in the schools by 46.3% and 51.5% of the respondents respectively. The available toys in the ECE laboratory were reported adequate for use by 60.6% of the respondents.

Table 3: Adequacy of Library Material Resources Available in Private and Public Early Education Centres in Lagos State

Library resources	School Ownership	Library resources Adequacy	
		Adequate	Not Adequate
Books	Private	179(90.4)	19(9.6)
	Public	191(96.5)	7(3.5)
	Total	370(93.4)	26(6.6)
Liberian	Private	117(59.)	81(40.9)
	Public	128(64.6%)	70(35.4)
	Total	245(61.9)	151(38.1)
Furniture	Private	144(72.7)	54(27.3)
	Public	162(81.8)	36(18.2)
	Total	306(77.3)	90(22.7)
Computers	Private	121(61.1)	77(38.9)
	Public	112(56.6)	86(43.4)
	Total	233(58.8)	163(41.2)

Note: The Percentage (%) were put in parenthesis

Table 3 showed that books were adequately made available in private and public early childhood education centres library in Lagos State as indicated by 93.4% of the study respondents. It could also be observed in Table 3 that 59.1% and 64.6% of respondents from private

and public schools respectively indicated that they have adequate Liberian. However, available computer sets are more adequate in private schools than the public schools as reported by 61.1% and 58.8% of the respondents respectively.

Table 4: Audio-Visual Material Resources Available and Adequacy in Private and Public Early Education Centres in Lagos State

Audio-Visual Resources		Audio-Visual Resources Adequacy	
		Adequate	Not Adequate
Radio	Private	120(59.7)	81(40.3)
	Public	111(56.3)	86(43.7)
	Total	231(58.0)	167(42.0)
Television	Private	137(69.9)	59(30.1)
	Public	164(81.6)	37(18.4)
	Total	301(75.8)	96(24.2)
Records	Private	109(55.3)	88(44.7)
	Public	143(72.2)	55(27)
	Total	252(63.8)	143(36.2%)
Video recorder	Private	46(23.4)	151(76.6)
	Public	88(44.4)	110(55.6)
	Total	134(33.9)	261(66.1%)
Motion pictures	Private	34(17.2)	164(82.8)
	Public	95(48.2)	102(51.8)
	Total	129(32.7)	266(67.3)
Projector	Private	21(10.6)	178(89.4)
	Public	40(20.3)	157(79.7)
	Total	61(15.4)	335(84.6)
DVD	Private	95(48.2)	102(51.8)
	Public	135(68.9)	61(31.1)
	Total	230(58.5)	163(41.5)

Note: The Percentage (%) were put in parenthesis

Table 4 showed that most of the audio-visual material resources are available are adequate aside for video recorder.

Research Question Two: To what extent are the early childhood education resources being used in private and public schools' in Lagos State?

To answer this question, responses of school heads, teachers and caregivers in the selected schools gave information on usage of the materials in the schools. Data collected using this section of the instrument was analysed using frequency count and percentage. The result is as presented in Tables 5, 6 and 7.

Table 5: Classroom Resources Usage in Private and Public Early Education Centres in Lagos State

Class Room Resources	School Ownership	Classroom Resources Usage	
		In Use	Not In Use
Space for children	Private	173(97.7)	4(2.3)
	Public	185(96.9)	6(3.1)
	Total	358(97.3)	10(2.7)
Furniture	Private	174(99.4)	1(0.6)
	Public	189(100.0)	0
	Total	363(99.7)	1(0.3)
chalk/maker	Private	186(99.5)	1(0.5)
	Public	187(98.9)	2(1.1)
	Total	373(99.2)	3(0.8)
Blackboard/Whiteboard	Private	188(98.9)	2(1.1)
	Public	191(97.9)	4(2.1)
	Total	379(98.4)	6(1.6)
Classroom lighting	Private	158(98.1)	3(1.9)
	Public	183(98.4)	3(1.6)
	Total	341(98.3)	6(1.7)
Electric outlets	Private	151(100.0)	0
	Public	187(98.9)	2(1.1)
	Total	338(99.4)	2(0.6)
Textbooks	Private	159(95.8)	7(4.2)
	Public	187(98.9)	2(1.1)
	Total	346(97.5)	9(2.5)
Maps	Private	138(97.2)	4(2.8)
	Public	168(98.8)	2(1.2)
	Total	306(98.1)	6(1.9)
Atlases	Private	68(95.8)	3(4.2)
	Public	70(94.6)	4(5.4)
	Total	138(95.2)	7(4.8)
Wall Chart	Private	165(95.9)	7(4.1)
	Public	173(98.9)	2(1.1)
	Total	338(97.)	9(2.6)
Information Board	Private	177(100.0)	0
	Public	182(98.9)	2(1.1)
	Total	359(99.4)	2(0.6)
Wall pictures	Private	173(97.7)	4(2.3)
	Public	182(98.4)	3(1.6)
	Total	355(98.1)	7(1.9)
Drawings	Private	173(96.6)	6(3.4)

	Public	130(97.7)	3(2.3)
	Total	303(97.1)	9(2.9)
Play Field	Private	172(96.1)	7(3.9)
	Public	163(98.2)	3(1.8)
	Total	335(97.1)	10(2.9)
Educational Toys	Private	128(97.0)	4(3.0)
	Public	165(98.8)	2(1.2)
	Total	293(98.0)	6(2.0)
Flash Cards	Private	142(95.9)	6(4.1)
	Public	161(98.8)	2(1.2)
	Total	303(97.4)	8(2.6)
Sand Tray/Sand Pots	Private	122(92.4)	10(7.6)
	Public	111(94.1)	7(5.9)
	Total	233(93.2)	17(6.8)
Moulding Clays	Private	137(93.2)	10(6.8)
	Public	91(93.8)	6(6.2)
	Total	228(93.4)	16(6.6)
Dustbin	Private	192(100.0)	0
	Public	195(99.5)	1(0.5)
	Total	387(99.7)	1(0.3)

Note: The Percentage (%) were put in parenthesis

The result as presented in Table 5 showed that available classroom material resources are put into good use by teachers, caregivers and children. This conclusion was based on the responses of

not less than 90% of the respondents indicating that each of the available classroom resources was put into good use.

Table 6: ECE Laboratory Resources Usage in Private and Public Early Education Centres in Lagos State.

ECE Laboratory Resources		ECE Laboratory Resources Usage	
		In Use	Not In Use
Toys	Private	123(92.5)	10(7.5)
	Public	174(100.0)	0
	Total	297(96.7)	10(3.3)
Walkers	Private	76(85.4)	13(14.6)
	Public	102(99.0)	1(1.0)
	Total	178(92.7)	14(7.3)
Throw pillow	Private	59(86.8)	9(13.2)
	Public	94(98.9)	1(1.1)
	Total	153(93.9)	10(6.1)
Abacus	Private	90(94.7)	5(5.3)
	Public	98(70.5)	41(29.5)
	Total	188(80.3)	46(19.7)
Balls	Private	161(98.2)	3(1.8)
	Public	146(99.3)	1(0.7)
	Total	307(98.7)	4(1.3)
Fans	Private	167(99.4)	1(0.6)
	Public	182(100.0)	0
	Total	349(99.7)	1(0.3)

Note: The Percentage (%) were put in parenthesis

The result as presented in Table 6 showed that available ECE laboratory material are put into good use by teachers, caregivers and children. This conclusion was based on the responses of not less than 80% of the respondents indication that each of the available ECE laboratory material resources are put to use. Table 6 also showed that while walkers and throw pillow were put into more use in public

schools as indicated by 99% and 98.9% of public schools respondents as against the 85.4% and 86.8% of private school respondents, 94.7% of respondents from private schools indicated that available abacus in the ECE laboratory are put into more use than in the public schools as indicated by 70.5% of respondents from public schools.

Table 7: Audio-Visual Resources Usage in Private and Public Early Education Centres in Lagos State

Audio-Visual Resources	School Ownership	Audio-Visual Resources Usage	
		In Use	Not in Use
Radio	Private	120(95.2)	6(4.8)
	Public	111(98.2)	2(1.8)
	Total	231(96.7)	8(3.3)
Television	Private	137(96.5)	5(3.5)
	Public	164(99.4)	1(0.6)
	Total	301(98.0)	6(2.0)
Records	Private	109(98.2)	2(1.8)
	Public	143(100.0)	0
	Total	252(99.2)	2(0.8)
Video recorder	Private	46(78.0)	13(22.0)
	Public	88(97.8)	2(2.2)
	Total	134(89.9)	15(10.1)
Motion pictures	Private	34(100.0)	0
	Public	95(96.9)	3(3.1)
	Total	129(97.7)	3(2.3)
Projector	Private	21(87.5)	3(12.5)
	Public	40(51.3)	38(48.7)
	Total	61(59.8)	41(40.2)
Dvd	Private	95(97.9)	2(2.1)
	Public	135(98.5)	2(1.5)
	Total	230(98.3)	4(1.7)

Note: The Percentage (%) were put in parenthesis

The result as presented in Table 7 showed that some of the Audio-Visual resources made available are put into good use. This conclusion was based on the responses of not less than 80% of the respondents

indicating that each of the available audio-visual resources are put to use. However, 40.2% of the total respondents were of the view that available projectors in the schools were not put into use.

DISCUSSION

It is observed that most of the public early childhood education centres do not provide adequate necessary materials such as space for children in the classroom, fans for conducive learning and balls for learning and play. [8] also observed in a study conducted in the north-central state in Nigeria where it was recorded that the classrooms were overpopulated with pupils and these

schools had no furniture's for both pupils and teachers while teaching and learning materials indispensable in the ECE centres are unavailable in most centres. Resources such as television/computer system, toys, playing equipment's and bathroom unavailable while there are classroom and spacious playground [9-11].

The findings of the study also showed that health facilities materials are made available. Although, some public early childhood education centres do not have hand sanitizers and weighing scale but other health facilities such as toilets, water supply, first aid box, liquid soap, mops and so on are made available in most of the public early childhood education centres but not adequate.

From the results of this study, it is concluded that the material resources provided in these centres are being put into good use by the teachers, caregivers and pupils but these materials are inadequate in public and private schools in Lagos State.

Recommendations

The following recommendations are made to assist school owners on make provision for adequate provision and utilization of material resources.

- a. Necessary classroom resources needed to enhance teaching and learning should be provided for teachers, caregivers and children's.
- b. School owners should make provision for enough space in and outside of

More so, material resources at the public and private early childhood education centres are put into use. The teachers and caregivers make use of the available material resources for the growth and development of the children. Likewise, the children are also given opportunity to explore the available resources.

CONCLUSION

the classroom were the children can play and interact comfortably with others and the child care provider can use for children purpose.

- c. Material resources such as laboratory and audio visual should be adequately provided in both public and private centres to aid teaching, learning and to bring out the children's potentials.
- d. Also, there is need to increase the availability of toilets for children and make sure other health facilities such as first aid box, hand sanitizers, hand washer and so on should be made adequate in in the schools for children's health and personal hygiene.

REFERENCES

1. Adeleke, A.G. (2017). *Inclusive Education in Early Childhood Care, Development and Education, E C C E Training Manual*, Institute of Education, Obafemi Awolowo University, Ile-Ife, Nigeria.
2. Chukwbikem, P. E. I (2013). Resources for Early Childhood Education (E.C.E) in *Mediterran Journal of Social Sciences*. Rome-Italy, MCSER Publishing. Vol4 No8
3. Heckman, J. J. (1999). Policies to foster human capital, Aaron Wildavsky Forum. implementation. *Yayımlanmamış yü kseklisanstezi. OrtaDoğu Teknik Üniv ersitesi Sosyal Bilimler Enstitüsü. Ankara Journal of Social Sciences*, 5(20) 1403.
4. Schweinhart, L. J. (2007). Outcomes of the high/scope Perry preschool Study and Michigan School Readiness Program in Early Child Development from Measurement to Action: A Priority for Growth and Equity, M.E. Young (Ed), International Bank for Reconstruction/World Bank, Washington, DC.
5. Sparling, J., Ramey, C. T. and Ramey, S. L. (2007). *The Abecedarian Experience "in Early Child Development from Measurement to Action: A priority for Growth and Equity*, Ed. M.E. Young, International Bank for Reconstruction/World Bank, Washington, DC.
6. Okoye, C. U. (2002). *Farm Management*: Unpublished Monograph for AGEC 421, (Farm Management and Accounting Practice) Department of Agricultural Economics, University of Nigeria, Nsukka.
7. Ugwu, C. N. and Eze, V. H. U. (2023). Qualitative Research. *IDOSR of Computer and Applied Science*, 8(1), 20-35.

8. Osho, L. O. (2014). Implementation of Early Childhood Education: A Case Study in Nigeria implementation of early childhood education 2(2): 11-125, 2014, DOI: 10.13189/ujer.2014.020203http://www.hrpub.org.
9. Mbabazi A. (2023). Evaluation of Teachers' Job Performance, Appraisal and Motivation in some selected Secondary Schools in Kampala, Uganda. *IAA Journal of Education* 9 (1): 11-16.
10. Asiati Mbabazi, Aisha Asiiimwe, Adrian Mwesigye (2023). Assessment of the level of access to University Education by students from rural secondary schools: A case study of Kasese District in Uganda. *IAA Journal of Education*, 9(1):17-32.
11. Asiati Mbabazi, Aisha Asiiimwe, Adrian Mwesigye (2023). Exploration of the factors influencing access to university education by students from rural secondary schools: A case study of Kasese District in Uganda. *IDOSR Journal of Humanities and Social Sciences*, 8(1):14-32.

Odumbo Odunayo Ibukun, Okewole Johnson Oludele and E.O.Ikuomola (2023). Assessment of Material Resources in Early Childhood Education Centres in Public and Private Schools in Lagos State, Nigeria. *IAA Journal of Education* 9(2):99-108.