

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

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ABSTRACT

Assessment assumes an inevitable and indispensable role in the development of quality education from time to time in any society. This study, therefore, examined the availability of human and material resources at the Early Childhood Education Centres in both public and private schools in Lagos State. It also determined the quality of human resources present in both public and private schools 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. 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 only the heads of schools and teachers were qualified. The study also showed that material resources are not adequate enough though the available ones were being used to enhance teaching, learning and play in order to bring about the total development of the child.

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

INTRODUCTION

Education is seen as one of the most important tools in every human life as well as in a nation [1, 2, 3, 4, 5]. Its importance is limitless which makes it a vital thing to every human being. Every child has a right to education and the school serves as alternative home where the child gets to develop cognitively, morally, mentally, physically as emphasized by [6, 7] Also, [8, 9] emphasized that there is a difference among children who have grown in school, home or individually. Adeleke [1] noted that education is a tool to change the world after coming in line with knowledge under the tutelage of an experience teacher/instructor. Early childhood stage is being term as a crucial stage which involves the full development of a child. Children possess the capability to construct and develop their own personality just as they learn language

unconsciously by picking it as they hear from others [10, 11, 12]. These early years of children lives is filled with abilities to do and learn as much as they want to. Early childhood education focuses on children ability to learn as they play [13, 14].

Early childhood education (ECE) could be described as the formal teaching and learning of young children outside the home except the case where member(s) of the family is or are professional teacher [2]. It also refers to the type of education given to a child from birth to age eight that is the education they receive during the early stage of their childhood [1]. Early years in life are widely accepted as the most important period during which children experience total development which they will need for future achievements and social functioning.

This early childhood is described as a remarkable period of growth and development in children's lives [3]. Oduolowu and Olowe, [4] in their submission noted that the early years of children are years of extreme vulnerability and tremendous potentials, during which adequate protection, care and stimulation are essential to provide the foundation for wellbeing and development.

There is no doubt that early childhood education has a great impact on the total development of every child. Parents, teacher and caregivers are confronted with how to provide children with education that affect their total growth and development positively which therefore led to the proliferation of early childhood education centres in Lagos state. In spite of the proliferation of these centres, there is no sufficient information from literature as to the availability and quality of human and material resources. This therefore calls for the assessment of human and material resources in these centres, to ascertain their availability and

METHODOLOGY

This study adopted the descriptive survey research design. The population for this study consisted of school heads, teachers, and caregivers at Early Childhood Education Centres in Lagos State. Their qualifications range from N.C.E to PhD depending on their position in the school with different length of services depending on years of experience. The sample for the study comprised 36 head of schools, 180 teachers and 180 caregivers that were selected. Multi-stage sampling procedure was used to select the sample. From the three senatorial districts of Lagos State, two Local Government Areas (LGAs) were selected using simple random sampling technique, in each of the selected local government areas, three public and three private schools were selected using stratified random sampling technique totaling 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,

adequacy in all early childhood centres in private and public schools Lagos state hence this study.

Objective of the Study

The specific objectives of the study are to:

- (i) examine the availability of human and material resources at the Early Childhood Education centres in both public and private schools in Lagos State;
- (ii) determine the quality of human resources present in both public and private schools in the study area;

Research Questions

The following research questions were raised:

- (i) How available are the human and material resources in early childhood education centre in public and private schools in Lagos State?
- (ii) What are the quality of human resources available in both private and public school in Lagos State?

180 caregivers and 36 heads of school. Two research instruments were used to gather data for the study. Questionnaire and Observation Checklist form the main instruments for data collection. The Questionnaire was used to collect data from school heads, teachers and caregivers on the human and material resources available, quality, adequacy and usage in each class (crèche, kindergarten, nursery and lower primary) in the early childhood education centres. The observation checklist was the second instrument was used by the researcher to gather information as regards material resources in the schools. The designed instruments were given to experts in the field of Test and Measurement to examine the relevance of the items and suggest ways to improve the two instruments. The instrument was then trial tested in a pilot study that was carried out in a school outside the study area. A Cronbach's Alpha values of 0.85 and 0.75 were obtained for the instruments. The data

collected were analysed using frequency

count and percentage.

RESULTS

Research Question One: What is the availability of human and material resource at the early childhood education centres in both private and public schools in Lagos State?

In order to answer this question, responses of school heads, teachers and caregivers in the selected schools to

Section B of the study instrument that gave information on human resource availability, adequacy and quality in the schools. Data collected using this section of the instrument was analysed using frequency count and percentage. The result is as presented in Table 1.

Table 1: Human Resource Availability and Adequacy

Human Resources Availability and Adequacy	School Ownership	Available Human resource Adequacy	
		Not Adequate	Adequate
Teachers	Private	79(39.5%)	121(60.5%)
	Public	56(28.4%)	141(71.6%)
	Total	135(34.0%)	262(66.0%)
Caregivers	Private	147(73.9%)	52(26.1%)
	Public	163(81.5%)	37(18.5%)
	Total	310(77.7%)	89(22.3%)
Health Personnel	Private	163(81.9%)	36(18.1%)
	Public	167(83.9%)	32(16.1%)
	Total	330(82.9%)	68(17.1%)
Nutritionist	Private	100(50.3%)	99(49.7%)
	Public	128(64.3%)	71(35.7%)
	Total	228(57.3%)	170(42.7%)
BURSAR	Private	86(44.1%)	109(55.9%)
	Public	129(65.5%)	68(34.5%)
	Total	215(54.8%)	177(45.2%)
Driver	Private	105(53.6%)	91(46.4%)
	Public	161(82.1%)	35(17.9%)
	Total	266(67.9%)	126(32.1%)

Table1 showed that 71.6% of the respondents were of the opinion that available teachers in the early childhood centres in public and private schools in Lagos State were adequate. To be specific, while 60.5% of private school respondents were of the opinion that teachers and children ratio in their school is adequate, 71.6% of the public-school respondents were of the opinion that teacher and children ratio is adequate. However, 77.7% of the respondents indicated that caregiver and children ratio in early

childhood centres in Lagos State private and public schools do not meet up with the national minimum standard requirement, thus it could be concluded that availability of caregivers is grossly inadequate. It could also be observed in Table1 that the availability of health personnel and drivers in the early childhood education centres in private and public schools in Lagos State was inadequate as reported by 83.3% and 67.9% of the respondents respectively.

Table 2: Classroom Resources Availability

Class Room Resources	School Ownership	Classroom Resources Availability	
		Available	Not Available
Space for children	Private	177(89.4%)	21(10.6%)
	Public	191(97.0%)	6(3.0%)
	Total	368(93.2%)	27(6.8%)
Furniture	Private	175(87.9%)	24(12.1%)
	Public	189(95.9%)	8(4.1%)
	Total	364(91.9%)	32(8.1%)
chalk/maker	Private	187(94.0%)	12(6.0%)
	Public	189(95.9%)	8(4.1%)
	Total	376(94.9%)	20(5.1%)
Blackboard/Whiteboard	Private	190(95.5%)	9(4.5%)
	Public	195(99.0%)	2(1.0%)
	Total	385(97.2%)	11(2.8%)
Classroom lighting	Private	161(81.3%)	37(18.7%)
	Public	186(93.9%)	12(6.1%)
	Total	347(87.6%)	49(12.4%)
Electric outlets	Private	151(76.3%)	47(23.7%)
	Public	189(95.5%)	9(4.5%)
	Total	340(85.9%)	56(14.1%)
Textbooks	Private	166(83.8%)	32(16.2%)
	Public	189(95.5%)	9(4.5%)
	Total	355(89.6%)	41(10.4%)
Maps	Private	142(71.4%)	57(28.6%)
	Public	170(86.3%)	27(13.7%)
	Total	312(78.8%)	84(21.2%)
Atlases	Private	71(35.9%)	127(64.1%)
	Public	74(37.6%)	123(62.4%)
	Total	145(36.7%)	250(63.3%)
Wall Chart	Private	172(87.3%)	25(12.7%)
	Public	175(88.4%)	23(11.6%)
	Total	347(87.8%)	48(12.2%)
Information Board	Private	177(89.4%)	21(10.6%)
	Public	184(92.9%)	14(7.1%)
	Total	361(91.2%)	35(8.8%)
Wall pictures	Private	177(89.4%)	21(10.6%)
	Public	185(93.4%)	13(6.6%)
	Total	362(91.4%)	34(8.6%)
Drawings	Private	179(90.4%)	19(9.6%)
	Public	133(67.2%)	65(32.8%)
	Total	312(78.8%)	84(21.2%)
Play Field	Private	179(90.9%)	18(9.1%)
	Public	166(83.4%)	33(16.6%)
	Total	345(87.1%)	51(12.9%)
Educational Toys	Private	132(67.0%)	65(33.0%)
	Public	167(83.9%)	32(16.1%)
	Total	299(75.5%)	97(24.5%)
Flash Cards	Private	148(75.1%)	49(24.9%)
	Public	163(81.9%)	36(18.1%)
	Total	311(78.5%)	85(21.5%)
Sand Tray/Sand Pots	Private	132(67.0%)	65(33.0%)

	Public	118(59.3%)	81(40.7%)
	Total	250(63.1%)	146(36.9%)
Moulding Clays	Private	147(74.2%)	51(25.8%)
	Public	97(49.0%)	101(51.0%)
	Total	244(61.6%)	152(38.4%)
Dustbin	Private	192(97.5%)	5(2.5%)
	Public	196(98.5%)	3(1.5%)
	Total	388(98.0%)	8(2.0%)

Result as presented in Table 2 showed that not less than 90% of respondents from each of private and public schools were of the opinion that classroom resources such as Space for children, Furniture, Blackboard/Whiteboard, Classroom lighting and wall pictures were available in the early childhood centres in Lagos State. It could also be observed from Table 2 that classroom resources such as atlas were not available in all the

schools with only 35.9% and 37.7% of the respondents from private and public schools respectively attesting their availability. In the same way only 49% of respondents from public school indicated that moulding clays are available in the schools. The respondents' response was confirmed by the researcher with a checklist and the result is as presented in table 3.

Table 3: Classroom Resources Availability by Checklist

Class Room Resources	School Ownership	Classroom Resources Availability	
		Available	Not Available
Space for children	Private	16(88.9%)	2(11.1%)
	Public	17(94.4%)	3(5.6%)
Furniture	Private	18(100%)	
	Public	18(100%)	
Classroom lighting	Private	18(100%)	
	Public	14(77.8%)	4(6.1%)
Electric outlets	Private	16(88.9%)	2(11.1)
	Public	18(100%)	9(4.5%)
Textbooks	Private	18(100%)	
	Public	18(100%)	
Play Field	Private	15(83.3%)	3(16.7%)
	Public	18(100%)	
Dustbin	Private	18(100%)	
	Public	18(100%)	
Instructional Materials	Private	17(94.4%)	3(5.6%)
	Public	13(72.2%)	5(27.8%)
Information Board	Private	18(100%)	
	Public	18(100%)	

Result as presented in Table 3 justify respondent's responses for most of the classroom resources in private and public

schools early educations centres in Lagos State.

Table 4: ECE Laboratory Resources Availability

ECE Laboratory Resource	School Ownership	ECE Laboratory Resource Availability	
		Available	Not Available
Toys	Private	133(66.5%)	67(33.5%)
	Public	174(88.8%)	22(11.2%)
	Total	307(77.5%)	89(22.5%)
Walkers	Private	89(44.7%)	110(55.3%)
	Public	103(52.0%)	95(48.0%)
	Total	192(48.4%)	205(51.6%)
Throw pillow	Private	68(34.2%)	131(65.8%)
	Public	95(48.0%)	103(52.0%)
	Total	163(41.1%)	234(58.9%)
Abacus	Private	95(48.0%)	103(52.0%)
	Public	139(70.2%)	59(29.8%)
	Total	234(59.1%)	162(40.9%)
Balls	Private	164(84.1%)	31(15.9%)
	Public	147(73.9%)	52(26.1%)
	Total	311(78.9%)	83(21.1%)
Fans	Private	168(85.7%)	28(14.3%)
	Public	182(91.5%)	17(8.5%)
	Total	350(88.6%)	45(11.4%)

Result presented in Table 4 showed that toys were more available in public schools as reported by 88.8% of the respondents than in the private schools as reported by 66.5% of private schools' respondents in the early childhood centres in public and private schools in Lagos State. The Table also showed that generally, most of the respondents (51.6%) were of the opinion that walkers were not available in the early childhood centres in public and private schools in Lagos State. However, 52.0% of public-school respondents against 48.8% from

private schools were of the opinion that walkers are available in the schools. Furthermore, while 70.2% of public schools' respondents indicated that abacus were available only 48.0% of respondents from private school indicated that abacus is available in their schools. ECE laboratory resources such as ball and fan were indicated to be available by 78.9% and 88.6% of the entire respondents respectively. The researcher checklist confirmation on available ECE laboratory materials is as presented in Table 5.

Table 5: Checklist for Availability of ECE Laboratory Resources

SCHOOL	ECE Laboratory	Available	Not available
PRIVATE	ECE MATERIALS	13	5
PUBLIC	ECE MATERIALS	0	18

The results presented in Table 4.1.5 indicated that 13 of the private schools early childhood education centre in Lagos State has ECE laboratory equipped with

ECE materials. However, five of the private schools and all the public schools though they have the materials as indicated in the respondents' responses

and the researcher's observation, but the schools do not have a separate laboratory.

Table 6: Availability of Audio-Visual resources

Audio-Visual Resources	School Ownership	Availability of Audio-Visual resources	
		Available	Not Available
Radio	Private	126(62.7%)	75(37.3%)
	Public	113(57.4%)	84(42.6%)
	Total	239(60.1%)	159(39.9%)
Television	Private	142(72.4%)	54(27.6%)
	Public	165(82.1%)	36(17.9%)
	Total	307(77.3%)	90(22.7%)
Records	Private	111(56.3%)	86(43.7%)
	Public	143(72.2%)	55(27.8%)
	Total	254(64.3%)	141(35.7%)
Video recorder	Private	59(29.9%)	138(70.1%)
	Public	90(45.5%)	108(54.5%)
	Total	149(37.7%)	246(62.3%)
Motion pictures	Private	34(17.3%)	163(82.7%)
	Public	98(50.0%)	98(50.0%)
	Total	132(33.6%)	261(66.4%)
Projector	Private	24(12.1%)	175(87.9%)
	Public	78(39.6%)	119(60.4%)
	Total	102(25.8%)	294(74.2%)
DVD	Private	97(49.2%)	100(50.8%)
	Public	137(69.9%)	59(30.1%)
	Total	234(59.5%)	159(40.5%)

Result as presented in Table 4.1.4 showed that radios are more available in private schools as reported by 62.7 % of the respondents than in the public schools as reported by 57.4% of public schools' respondents in the early childhood centres in public and private schools in Lagos State. The Table also showed that generally, most of the respondents (77.3%) were of the opinion that televisions are available in the early childhood centres in public and private schools in Lagos State. However, 82.1% of

public schools respondents against 72.4% from private school were of the opinion that televisions are available in the schools. Furthermore, while 70.2% of public schools' respondents indicated that abacus were available only 48.0% of respondents from private school indicated that abacus is available in their schools. ECE laboratory sources such as ball and fan were indicated to be available by 78.9% and 88.6% of the entire respondents respectively.

Table 7: Checklist for Availability of Audio-Visual resources

SCHOOL	Audio-Visual Resources	Available	Not available
PRIVATE	Audio materials	15	3
	Visual materials	15	3
	Motion pictures	3	15
PUBLIC	Audio materials	15	3
	Visual materials	18	0
	Motion pictures	10	8

The result as presented in Table 7 showed that by the researcher's observation, while audio materials were available in 15 public and private schools early

childhood education centres in Lagos State, visual materials were available in 18 and 15 public and private schools respectively and 3 and 10 private and

public schools respectively made available motion pictures.

Table 8: Availability of Library resources

Library Resources	School Ownership	Availability of Library resources	
		Available	Not Available
Books	Private	183(92.9%)	14(7.1%)
	Public	196(99.0%)	2(1.0%)
	Total	379(95.9%)	16(4.1%)
Liberian	Private	157(79.3%)	41(20.7%)
	Public	170(86.3%)	27(13.7%)
	Total	327(82.8%)	68(17.2%)
Furniture	Private	161(81.3%)	37(18.7%)
	Public	182(91.9%)	16(8.1%)
	Total	343(86.6%)	53(13.4%)
Computers	Private	148(74.7%)	50(25.3%)
	Public	156(78.8%)	42(21.2%)
	Total	304(76.8%)	92(23.2%)

Result as presented in Table 8 showed that books are in the early childhood centres in public and private schools in Lagos State as reported by 95.9% of the general respondents in the study. The Table also showed that generally most of the respondents (82.8%) were of the opinion that the early childhood centres

in public and private schools in Lagos State have Liberians. Furthermore, while 86.6% of general respondents indicated that furniture is made available in the schools, 76.8% of respondents from indicated that computers are available in their schools.

Table 9: Checklist for Availability of Library resources

SCHOOL	Library Resources	Available	Not available
PRIVATE	Textbooks	17	1
	Furniture's	16	2
	computer	15	3
	Liberian	11	7
PUBLIC	Textbooks	15	3
	Furniture's	12	6
	computer	7	11
	Liberian	12	6

The result as presented in Table 9 showed that by the observation of the researcher with the use of the checklist, most of the sampled private and public-school early education centres in Lagos State have

library that are well equipped with necessary resources. Thus, the respondent's responses with regards to library resources are confirmed.

Table 10: Checklist for Availability of Health facilities

Schools	total no of schools	Health and Nutrition	Available	Not available
Private	18	Nutritionist	12	6
		Water Supply	16	2
		First Aid box	14	4
		Hand Sanitizer	8	10
		Liquid Soap	16	2
		Weighing scale	15	3
		Mop	14	4
		Broom	18	0
		Toilet	18	0
Public	18	Nutritionist	15	3
		Water Supply	18	0
		First Aid box	8	10
		Hand Sanitizer	0	18
		Liquid Soap	8	10
		Weighing scale	0	18
		Mop	6	12
		Broom	18	0
		Toilet	18	0

The result as presented in Table 10 showed as observed by the researcher discovered that most of the sampled private and public-school early education centres in Lagos State have nutritionist as responded by (15 public & 12 private) schools but are not adequate in these centres. It is also observed that these centres all have toilets as responded by 18 public and 18 private schools for both pupils and teachers for conducive teaching and learning. Furthermore, there is provision of water supply, first aid box, liquid soap, mop and brooms are made available in both private and public early

childhood education centres but they are inadequate. It is also observed that hand sanitizers and weighing scales are not available in public early childhood education centres in Lagos centres.

Research Question Two: What is the quality of human resource present in both private and public schools?

To answer this question, research participants' response to Section A, items 1, 5 and 6 as well as response to Section B with regards to qualification of the respondent were sorted out and analysed using count and percentage. The result is as presented in Tables 4.1.11 and 4.1.12.

Table 11: Quality of respondents from both private and public schools

Respondent s' Status	Respondents Qualification	Respondents' School	
		Private	Public
School head	Nigeria Certificate of Education (NCE)	9(50.0%)	0
	B.Sc./B.A.Ed.	6(33.3%)	11(61.1%)
	B.Sc./B.A	3(16.7%)	3(16.7%)
	M.Sc./M.A.Ed.	0	3(16.7%)
	Higher National Diploma	0	1(5.6%)
Teachers	Ordinary National Diploma	47(44.3%)	15(14.2%)
	Nigeria Certificate of Education (NCE)	55(51.9%)	76(71.7%)
	B.Sc./B.A.Ed.	4(3.8%)	14(13.2%)
	B.Sc./B.A	0	1(0.9%)
Caregiver	Ordinary Level	15(20.8%)	7(9.2%)
	Nigeria Certificate of Education (NCE)	57(79.2%)	61(80.3%)
	B.Sc./B.A.Ed.	0	8(10.5%)

The results as presented in Table 11 provided information on the respondents' qualification upon which human resource quality as provided in early childhood education centres in private and public schools in Lagos State is based. The Table showed that while 50% and 33.3% of school heads in private school were trained teachers with NCE and B.Sc./B.A.Ed., 61.1% and 16.7% of school heads in public schools were trained teachers with B.Sc./B.A.Ed. and M.Sc./M.A.Ed. This is an indication that school administrators in Lagos State public school were of higher quality in terms of training and qualification than those in the private school. Table 2 also showed

that whereas only 55.7% of teachers in private schools were professionally trained and qualified to be a teacher in terms of training and qualification, the quality of 84.9% of the teachers in Lagos State public school showed that by professional training and qualification they were qualified to be teachers. It could also be observed in Table 4.1.11 that caregivers in early childhood education centres in Lagos State private and public schools were of high quality in terms of training and qualification with a total of 79.2% and 80.3% respectively having the Nigeria Certificate of Education which qualifies them for even teaching the primary schools.

Table 12: Respondents' perception of human resources quality in private and public schools early childhood education centres in Lagos State.

Human Resources	School Ownership	Human Resources Qualification	
		NOT QUALIFIED	QUALIFIED
Teachers	Private	11(5.5%)	189(94.5%)
	Public	2(1.0%)	195(99.0%)
	Total	13(3.3%)	384(96.7%)
Caregivers	Private	145(72.9%)	54(27.1%)
	Public	171(85.5%)	29(14.5%)
	Total	316(79.2%)	83(20.8%)
Health Personnel	Private	135(67.8%)	64(32.2%)
	Public	130(65.3%)	69(34.7%)
	Total	265(66.6%)	139(33.7%)
Nutritionist	Private	165(82.9%)	34(17.1%)
	Public	170(85.4%)	29(14.6%)
	Total	335(84.2%)	63(15.8%)
Bursar	Private	105(53.8%)	90(46.2%)
	Public	133(67.5%)	64(32.5%)
	Total	238(60.7%)	154(39.3%)
Driver	Private	90(45.9%)	106(54.1%)
	Public	76(38.8%)	120(61.2%)
	Total	166(42.3%)	226(57.7%)

The result as presented in Table 12 showed that while 96.7% of the respondents were of the opinion that early childhood education centres teachers in public and private schools were qualified in terms of professional training and qualification, 79.2% of them were of the opinion that the caregivers in

The findings of the study indicate that human resources availability at the private and public early childhood education centres are not adequate for the growth and development of every child. Although teachers were observed to be adequate and qualified but other human resources such as caregivers, health personnel, nutritionist, bursar and driver were recorded to be inadequate in both private and public early childhood education centres. Also, it is seen that only private early childhood education centres possess bursars due to payment of fees in the school and drivers for the conversion of children whose home are far to the school or parents/ guidance could not pick while the public school does not have bursars due to non-payment of any fees and children of these schools come to school and go home on

the schools were not qualified. Furthermore, 66.6% and 84.2% of the respondents were of the opinion that health personnel and nutritionist working in the early childhood centres in Lagos private and public schools are not of good quality in terms of training and qualification.

DISCUSSION

their own so no provision made for drivers. The study also found that most of the school heads and teachers in both public and private early childhood education centres are qualified with the national minimum certificate required for teaching while most of caregivers, nutritionist and health personnel are not well trained and do not possess the necessary certificate for the job.

Furthermore, the study found that most of the material resources were made available in both public and private early childhood education centres. Although, some materials such as laboratory resources and audio-visual materials are not available in most private and public early childhood education centre which was also found in Ukala [5] study to evaluate educational resources recorded that instructional materials like toys and

chart are grossly inadequate in the public but moderately adequate in the private early childhood education centres. These results was also observed in Noam *et al.* [6] study on influence of adequacy of teaching and learning material resources which revealed that significant proportion of schools materials are not sufficient in terms of pictures, play materials, computers and audio tapes. Material resources such as classroom and library resources are made available in both private and public early childhood education centres while most of these centres lack computers in the library. Resources such as television/computer system, toys, playing equipment's are unavailable while there are classroom and spacious playground in the public schools. It is also observed that most of the 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.

More so, both human and material resources at the public and private early childhood education centres are put into use. The human resources made available are properly used most especially the teachers and caregivers and also the available material resources are well used by the teachers and caregivers for the growth and development of the children. Likewise, the children are also given opportunity to explore the available resources.

CONCLUSION AND RECOMMENDATIONS

From the results of this study, it is concluded that most the human resources in early childhood education centres in Lagos State are inadequate and unqualified aside the teachers and school head. Also, the material resources provided in these centres are being put into good use by the teachers, caregivers. Based on the findings of this study, the following recommendations are made to assist school owners on the human resources to be made available and their qualification in accordance with the national minimum standard and also make provision for adequate utilization and usage of material resources.

a. Schools make provision for the availability of necessary human resources in the early childhood education centres.

- b. Both public and private centres should provide qualified and well-trained human resources and also provide them opportunity for professional training programmes.
- c. Necessary classroom resources needed to enhance teaching and learning should be provided for teachers, caregivers and children's.
- d. School owners should make provision for enough space in and outside of the classroom were the children can play and interact comfortably with others and the child care provider can use for children purpose.
- e. The nutritionist, bursar and health personnel provided in the public and private centres should be adequate and qualified in order to provide qualitative services for the children and the school at large.

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