

## Human Resource Adequacy in Early Childhood Educational Development in Nigeria

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### Abstract

*The early childhood educational system depends heavily on human resources or manpower for the execution of its programme. Nigeria pledged its commitment to this, by providing quality and comprehensive early child care and development education for all pre-schoolers. This is the bedrock upon which all other educational levels are built with the age bracket of 0 – 4 years. The study was based on the Pestalozzi theory of education. Pestalozzi believed in the ability of every human being to learn, the right of every individual to education and that education should develop the power of the head, heart and hands, to create individuals who would be capable of knowing what was right or wrong and act according to such knowledge. The teacher plays a major role in developing the power of the head, heart and hands by implementing the educational policy. Education introduced to the child at the early stage of life leads to the development of the head, heart and hands which is the social regeneration of humanity and involves a series of interactive teaching–learning processes in the form of subjects using a well-structured and guided curriculum. Human resources are the required manpower for an efficiently and adequately developed teaching and learning process to take place in early child care and development education. The teacher-pupil ratio of 1:15 helps in the adequacy of the teaching-learning process in ECCDE. Available data showed that the total enrolment of pupils was 81970 and the number of teachers was 1807, with teacher/ratio as 1:45. To address the identified challenges of manpower supply adequacy, the following recommendations were made. In Nigeria for any teacher who was qualified to teach in Early Childhood Education: the individual must have the National Certificate in Education in Early Childhood Education (NCE) and be certified under the Teachers’ Registration Council of Nigeria (TRCN). It was suggested that the available NCE teachers be given on-the-job training on a regular basis to keep them abreast of the current educational programme. This paper further recommended the urgent need to employ trained manpower in early child care and development education system, and also motivate them.*

**Keywords:** Human Resource, Early Childhood, Educational Development, Nigeria

### Introduction

In every modern society, it is believed that education is the key to national development. There is the need to maintain every level of education especially, the

pre-primary stage because it is the bedrock upon which all other educational levels are built. The age bracket for early child care and development is between 0 – 4 years (FRN, 2014). This is the education given in an educational institution to children prior to their entering the primary school. It includes the crèche, nursery and kindergarten. Once a child misses that early stage it is usually difficult for the child to get back to the basics. This is why the Bible enjoins parents in Proverbs 22:6, to “*train up a child in the way he should go, and when he is old he will not depart from it*”. To train the child, we need trained minds that can execute the objectives of the curriculum effectively. Education is the right of every child and they must not be denied for any reason.

To actualize the educational objectives in every educational system depends heavily on the human resources or manpower. Human resources are the human beings needed to accomplish the goals of the system. They are the key to rapid socio-economic development and efficient service delivery (Onah, 2008). Without adequate, skilled and well-motivated personnel operating within a system, a sound educational system will not be possible. Omah and Pepple (2019) stated that teachers were the critical resource for the effective implementation and realization of educational policies and objectives at the practical level of the classroom. Teachers are therefore, the most indispensable entity in the school. The shortage (in terms of quantity and quality) of teachers reduces the extent to which the curriculum can be effectively delivered. Furthermore, since Nigeria has pledged her commitment to provide quality and comprehensive early child care and development education and care for all pre-schoolers, there is the need for adequate human resources. This paper was discussed under the following sub topics.

- Theoretical Framework
- Functions of Human Resources in Education
- Early Child Care and Development Education
- Human Resource Adequacy in Early Child Care and Development Education
- Conclusion
- Recommendations

### **Theoretical Framework**

The study was based on the Pestalozzi theory of education Pestalozzi believed in the ability of every individual human being to learn and in the right of every individual to education. He explained that education should develop the power of the head, heart and hands to create individuals who were capable of knowing what was right or wrong, and would act according to that knowledge (Trohler Daniel, 2013). His contributions to education involved his educational philosophy and instructional method which encouraged harmonious intellectual, moral and physical development, methodology of empirical sensory learning, especially through object lessons and use of activities, excursions and nature. The human resources in the education system play a major role in developing the power of the head, heart and hands by implementing the policy guiding the system of education. The Pestalozzi theory of education further buttresses the policies and outcomes of their implementation

Gillies (2015) reviewed the works by Schultz (1971) on human capital theory which the study is also based on. The human capital is the manpower that is required to be efficiently and adequately developed for teaching and learning process to take place in early child care and development education. He argued that knowledge and skills were forms of capital and capital was a product of *deliberate investment*. This

compared the acquisition of knowledge and skill to acquiring the means of production. This theory further rests on the assumption that formal education is highly instrumental and even necessary to improve the production on the capacity of population to enhance the economic prosperity and functioning of a nation (Teixeira, 2014). The human resource approach is oriented to the development as well as the adequacy of human resources.

Education has remained an important vehicle for societal development. Societal development has been a major influence on educational planning. According to Nwadiani (2003), the three main objectives in the provision of education are: the production of literate citizens; production of skilled people for national development and the development of people who can innovate for the benefit of man..As an economic resource, manpower represents the aggregate of skill attitudes which results from education and training that equip the labour force with the capacity to plan, organize and carry out economic processes when properly allocated (Aghenta, 2008). In more specific terms, as opined by Fadipe (2011), it is the bulk of human beings with the relevant skills, energies, talents, knowledge and attitude that can be committed towards the production of goods and services. The number of people who are skilled and can innovate, working or available for work or service is called the human resources. An example of human resources is the department you would speak with to get more information about employee benefits Human resource departments are responsible for activities spanning a wide variety of core functions. In short, human resource activities fall under the following five core functions: staffing, development, compensation, safety and health, and employee and labor relation.

### **Functions of Human Resources in Education**

Human resources have a set of functions, practices and methods to integrate and maintain the teaching staff in a school. These functions must be practiced to ensure maximum output and achieve the goals of education optimally. The functions of human resources in the education sector are as follows:

Staff maintenance – making the work environment conducive for workers. Pertinent practices include promotion and transfer, motivation, staff safety, security and health services.

Staff relations – human resources must help build a good communication network in school to enable workers to be constantly informed on the progress being made. Considering the feelings, interest, needs and emotions of workers, and treating them as such with fairness and respect should be encouraged.

Staff development – there is constant need to change through training and to improving and growing competence following the ever-changing world. HR must diligently provide or give access to in-service training, conferences, workshops and seminars.

Procurement of staff – this function deals with getting people with appropriate and necessary skills, abilities, knowledge and experience to fill the vacant teaching posts in schools. Human resource management functions start with the process of recruitment and selection by which educational institutions get the best personnel to interpret and implement the curriculum programmes. Staffing of schools is a job performed by the Ministry of Education through its agencies in the federal and state governments. The procurement of staff in Education deals with obtaining people with appropriate and necessary skills, abilities, knowledge and experience to fill the vacant teaching posts in schools. However, the problem of staffing is enormous. There are problems with the quality and quantity of staff recruited for the education of our

citizens. The reason is from poor staff recruitment and selection processes. Politicians and God fatherism have taken the upper hand. Some staff rarely stay in the remote areas where the management wants their services. They stay in the urban areas for self-convenience. The data collected Universal Basic Education Commission (2014) showed that additional 60000 to 70000 teachers were needed to teach in pre primary schools in Nigeria with the total number of children as 3,015,041 and the population of teachers 52811, to the teacher-pupil ratio of 1:58.

Human resource adequacy is the extent to which available manpower have been trained and deployed to meeting the required needs of the pupil/student population. The required number of teachers is vis-à-vis the population of the pupils in a particular period of time (Akinsolu, 2011). The supply of well educated and motivated teachers is critical to the realization of the stated objectives (Akinsolu, 2011). Therefore, the economics of teacher supply becomes very central to any worthwhile effort at educational planning. Pillemer and Rothbard (2018) opined that human resources constituted the ultimate basis for the wealth of nations. Human capital development has often been viewed as a social investment but in actual fact, it is a capital investment. Human capital is required to harness other factors of the production being the active agent in production process. Dreze and Sen (2013) posited that the crucial role of human capital made it all the more essential to pay attention to the close relation between sensible public actions and economic progress since public policy had much to contribute to the expansion of education and the promotion of skill formation. Every individual who is entitled to education is catered for, and then the number of qualified teachers to be employed will be very high. Education, being a social item, cannot be seen purely with an econometric model of thinking. Investment in education should be seen from the perspective of developing human capital. Early childhood care and education teachers are the manpower required to be adequately deployed to schools for maximum achievement of individual, collective, organizational or national goals and objectives of the programme. Effective human resource adequacy for development may involve human resource allocation, maintenance and further development (Teixeira, 2014). Human resources constitute the ultimate basis for the wealth of nations. The goal of development in ECCDE requires teachers being trained in more productive activities and the fullest possible development of the skills, knowledge and capacities of the labour force.

### **Early Child Care and Development Education**

Early childhood is a stage of growing up which extends beyond physical development to involve significant changes in a child's behaviour, thought processes, emotions and attitude (Nwanekezi & Onyekuru, 2014). This largely determines the kind of adult that a child will become. Early child care and development education is defined by the National Policy on Education (FRN, 2014) as education given in educational settings to children from ages 0 through 4 years in preparing their entry into pre-primary or Basic School. It also includes crèche, nursery and kindergarten popularly called *otaakara* in some parts of Nigeria. Grunewald and Rolnick (2003) traced early child care and development education to the efforts of prominent European education experts like: John Amos Comenius (1590-1690), J. J. Rousseau (1782 – 1788), Johann Heinrich Pestalozzi (1748-1827) and Friedrich Froebel (1782-1751). These experts championed the right of children to early education. Many educationist and scholars, including Fafunwa (2004) and Oniyama (2011), supported and advocated the views

held by the earlier educators that there was the need for good early child care and development education to help pupils develop their full potential.

The first pre-primary education was founded in 1816 by Robert Owen. The early experts in childhood education were anxious to see the children of the rich and the poor have the opportunity and privilege to be educated. With the phasing out of infant classes, some parents began to feel the need for nursery schools. The demand for nursery education was however, very low in Nigeria until recently (Ajayi, 2008). Most parents, literates and illiterates, who struggle to make ends meet use nursery provisions to complement home care for their young children. The realization of the importance of early child care and development education made the enlightened parents to send young children to nursery schools as to inculcate right values before primary school age. The quality of value these young children may acquire at this early stage depends on the quality of the teachers that handle them. The then military governments of Nigeria realized the need for pre-primary education in the country and gave official recognition to it in the National Policy on Education (1977) which was revised 1981, 1998, and subsequently revised again under elected civilian governments in 2004, 2007 )National Policy of Education (FRN 2014). This Laws are highlighted as follows;

- i. Effecting a smooth transition from home to school.
- ii. Preparing the child for the primary level of education.
- iii. Providing adequate care and supervision for children while their parents are at work.
- iv. Creating individuals who are responsible citizens.
- v. Inculcating in the child the spirit of enquiry and creativity through the exploration of nature and the local environment, playing with toys, artistic and musical activities, etc.
- vi. Teaching cooperation and team spirit.
- vii. Teaching the rudiments of numbers, letters, colours, shapes, forms, etc., through play.
- viii. Teaching of good habits, especially good health habits.

The achievement of the stated objectives of early child care and development education in Nigeria was brought about via the following means (FRN, 2014):

- (a) establishing pre-primary sections in existing public schools and encouraging both community and private efforts in the provision of early child care and development education;
- (b) making provision in teacher education programmes for specialization in early child care and development education;
- (c) ensuring that the medium of instruction will principally be the mother tongue or the language of the immediate community; and to this end: developing the orthography for many more Nigerian languages; and producing textbooks in Nigerian languages;
- (d) ensuring that the main method of teaching in the childhood education centres will be through play, and that the curriculum of teacher education is appropriately oriented to achieve this;
- (e) regulating and controlling the operation of early child care and development education. This led to the teacher-pupil ratio being set at 1:15

However, there are minimal standards that guide this sector of education for the proper implementation of the Policy on Education. The standards were compiled by the Nigerian Educational Research and Development Council (NERDC) with support from the United Nations Children's Fund (UNICEF). They were first published in the year 2007 (Salami, 2016). The National Minimum Standard for Early Child Care Centres in Nigeria (NMSECCC). NMSECCC contains the rationale behind the setting up of the minimum standards, the objectives and the strategy to be adopted. The minimum standards (which cover types of centre, location, ownership and characteristics of an effective centre), are stakeholder's involvement, supervision, human resources, health care and materials, protection issues and stakeholders' roles. Salami (2016) pointed out that between 2004 and 2007 when the government of Nigeria started to provide one-year pre-primary education in the existing public primary schools, the idea of Integrated Early Childhood Development (IECD) came into being. The curriculum for early child care and development education for ages 0 to 4 years was reviewed to bring in other key factors for a holistic development such as health and protection issues, water and environmental sanitation, food and nutrition and safety measures. The implementation of the IECD necessitated the provision of the national policy for a successful integration of the developmental fact (Boekaerts, 2010).

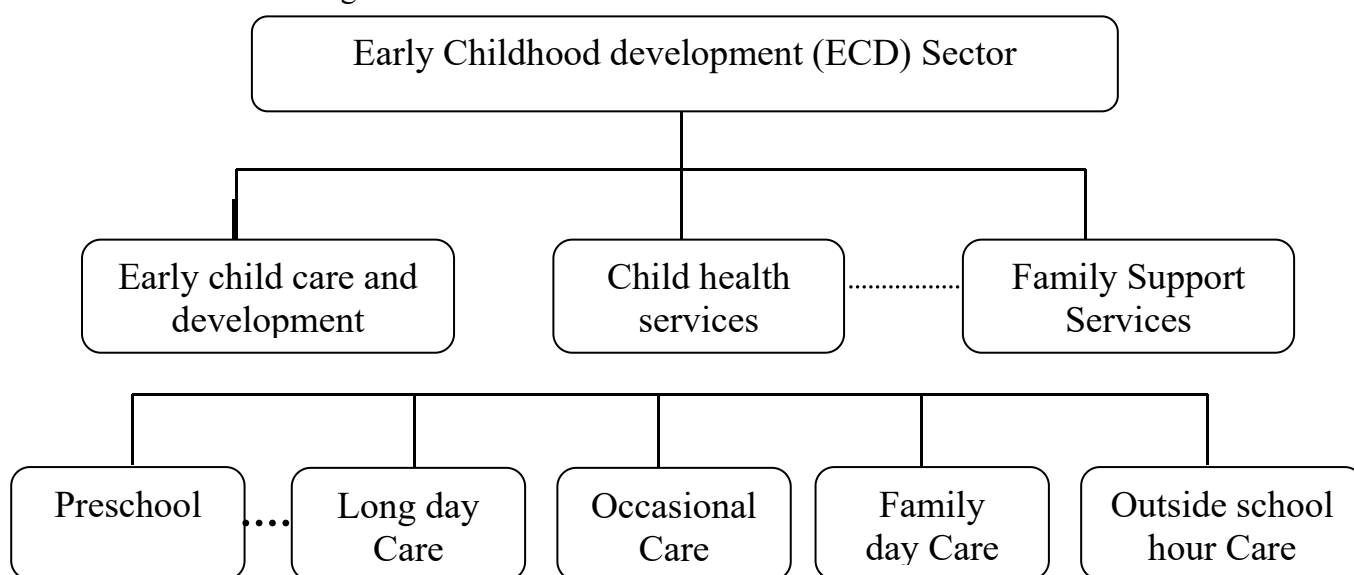
It is the early childhood practitioner who, ultimately, interprets and implements the policy as represented in the early childhood curriculum which is designed to actualize educational goals (Nwanekezi & Onyekuru, 2014). This should be a teacher with, at least, the National Certificate in Education (NCE) teaching qualification. This individual still requires some measure of training either on the job or advanced educational certification in ECCDE. With the additional training, the teacher is qualified to handle the challenges involved in the dissemination of knowledge in the ECCDE. This makes the teacher a specialist in the area he specializes in. In view of this, an early childhood educator (teacher) is one who went through the pedagogy, and studied the characteristics of the early childhood learner and the professional ethics of Childhood Education in a recognized educational institution. Consequently, an early childhood educator (teacher) is the single most important factor in the moulding of children at the pre-primary education level. This may be attributed to the fact that at the pre-school setting, each teacher has a class where he stays with the children for most of the term and teaches them the whole curriculum. The relationship at this stage between the teacher and children tends to be close so much so that the teacher becomes a surrogate parent or an in-loco-parentis to the learner. To effectively play this role, the teacher must require a good understanding of the characteristics of early childhood learners. According to the National Policy on Education (FRN, 2014), the teachers of pre-school education should have, in addition, good character and disposition that children will always emulate. The teacher should be rich in the application of the three domains of human behaviour so as to be able to mould the young learners under his care.

### **Human Resource Adequacy in Early Child Care and Development Education**

Human resource adequacy is the state or quality/quantity of manpower being adequate in early child care and development education. According to Ezeani and Onah (2002) manpower adequacy relates to the maximum use of competent staff, their deployment at strategic places, and the reaction of the enabling environment for the practice of acquired skills. In the words of Ezech (2013), adequate deployment of human resources in positions where they have been properly trained encourages

efficiency and improved productivity. By so doing, there is no doubt that both time and skill development on the job are conserved. When skills are conserved it brings about high quality preschool education. Barnett (2007), in his review, showed that high quality preschool education improved later school success, employment and earnings, and those lessened crime, delinquency and unhealthy behaviour. Whenever manpower is not adequately deployed by placing them in the appropriate positions in line with their training, it results in underemployment (Ezeh, 2013). Manpower in the Early Childhood section as stipulated in National Policy of Education (FRN, 2014), emphasized the need to inculcate early child care and development education into teacher education programmes.

The early child care and development education workforce can include: coordinators and managers, early childhood teachers, teaching assistants and para-professionals, childcare workers for preprimary and primary aged children, early childhood intervention professionals, administrative staff, community service workers and relevant health and social welfare professionals (Rayna, 2017). In both the childcare and pre-primary education sectors the ECCDE workforce should have paramedical background. Banks (2011) suggested that early child care and development education workforce was also characterized by diversity in the staffing requirements for core practitioners who should be certified in integrated services and coordinated interdisciplinary provision of early childhood education services. The workforce must acquire qualifying certificates to be relevant to the sector. In Nigeria, for any teacher to be qualified to teach, the individual must have the National Certificate in Education (NCE) and be certified under the Teachers' Registration Council of Nigeria (TRCN). When deployed to early child care and development education class, the teacher needs to be tutored or trained through on-the-job training exercises and seminars to be relevant and up to date on the modern techniques involved in teaching the children.



**Figure 1: Coordinated Interdisciplinary Provision of ECD Services**  
Banks (2011)

The efforts of parents to give their children a good start in life are supported by the early childhood development services which include Early Child Care and Development Education Care( ECCDE) and child health and family support services (Banks, 2011). The children first encounter the early childhood sector soon after birth,

when they visit, or are visited by a child and family health nurse. Health visits, which are offered intermittently through a child's early life, monitor and promote the wellbeing of the child and, where necessary, provide referral to appropriate medical and intervention services. These services include family support services which aim to improve the capacity of families to care of their children. Early child care and development include the preschool, long day care, occasional care, family day care and outside school hour care.

Figure 1 further showed the synergy between the health and education sectors in promoting the wellbeing of the child and family. Once children enter formal schooling, they may continue to receive early childhood development services before or after school, or in school holiday periods, or a combination of these. These services, collectively known as outside school hour care, support parents' participation in the face of the mismatch between the short school day and longer working hours, and provide further developmental opportunities for children (Ananti et al, 2015).

However, our system does not feature most of the workforce, as such the school head and teachers are the main workforce or practitioners. The contents of the Policy are detailed and planned because it is the stated goal of the Nigerian government that its education system should be comparable to all others in the world. Teacher Factor In paragraphs 23 to 27 of the UBE Implementation Guide lines clearly stated that 'no educational system can rise above the level of its teachers' (Oniyama, 2011). It showed that laudable educational initiatives had collapsed previously simply because the 'teacher factor' or manpower factor was not taken seriously. This is the reason for the government's pronouncement that to ensure the success of UBE, teachers' issues would be taken into consideration, especially in the area of raising the level of teachers' general education. Currently, the National Teachers Institute (NTI) programmes (NCE as well as B.Ed and PGD) and the teeming population of students in most Nigerian colleges of education studying Primary Education Studies (PES) are not trained for early child education contexts. The training these students receive makes them adequate for primary schooling only. The fact that the students of Education in Nigerian university are exposed to some child psychology courses is not sufficient to regard them as early childhood educators.

In the UK, Sellgren (2018) observed that there were various developmental programmes that teachers went through for them to be effectively utilized in the scheme of work in the early child care and development education sector. Such programmes which include Qualified Teacher Status (QTS), Early Years Teachers Status (EYTS) or Early Years Professional Status (EYPS) could be introduced into early childhood care and development education for teachers. The QTS is like the B.Ed or NCE, while EYPS or EYTS are designed for experts in the 0-5 age range. Looking at the numerous universities in the country, it is apparent that only a very few institutions run early child care and development education as a discipline at the undergraduate and postgraduate levels, or on a part-time basis. The only identified ones are listed; University of Lagos, University of Benin, Nnamdi Azikwe University, University of Jos, National Open University, Kwara State University and Tai Solarin University of Education (Nwanekezi & Onyekuru, 2014). The number of early childhood educators that have passed out in the last three sessions from the few institutions which run an Early Childhood Course are relatively few. Although adequate, they have not been utilized (Ajayi, 2008). Although many teachers are said to be produced through the NTI programmes, regular NCE, and even Pivotal Teacher Training Programmes (PTTP), which are mainly organized for the take-off of the UBE Scheme, there are no qualified teachers on ground to work in the early

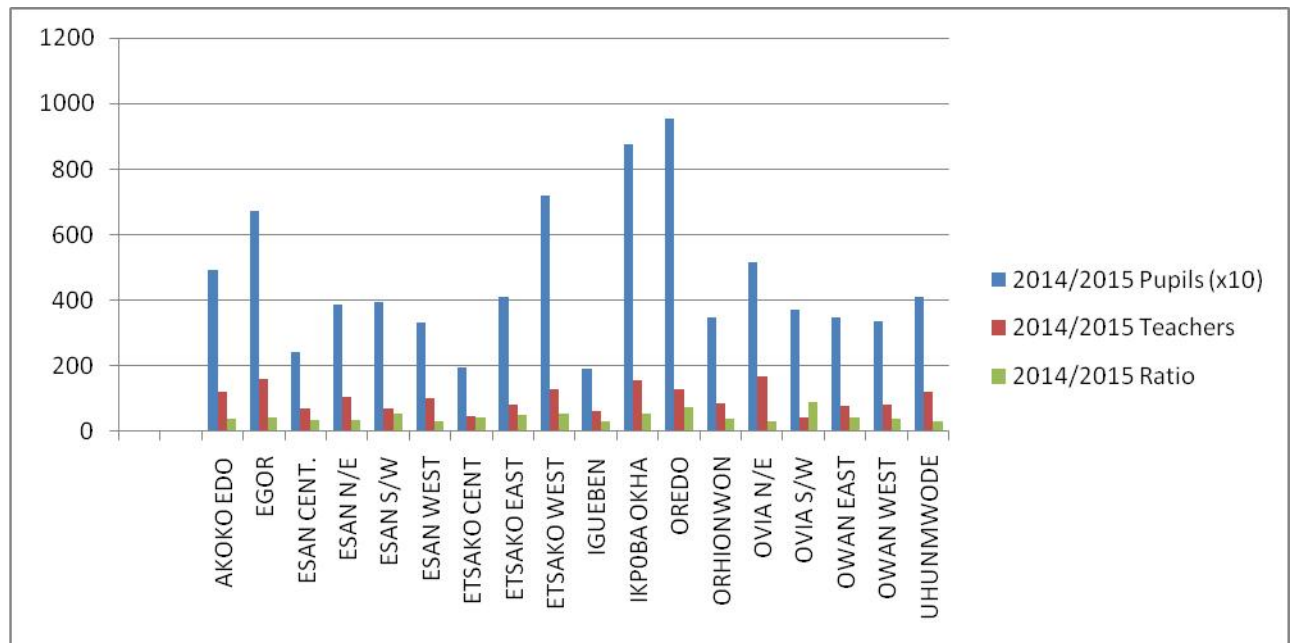


childhood care education centres in schools (Achor & Sharehu, 2014). So far, this has occurred in both the public and private sectors. The percentage of institutions offering the course and the number of students taking up the course cannot satisfy the demand from the teeming population of over 23,129,727 preschoolers in Nigeria (Achor & Sharehu, 2014). The total number of children that enrolled in 2014 was 3,015,41 and the population of teachers was 52811 to the teacher-pupil ratio of 1:58. The teacher-pupil ratio was 1:15 (FGN, 2014) for the pre-primary class. The children at this level are so restless, extremely active and full of energy to expend. They are still dependent on adults for almost all their basic needs; physical, intellectual, language, emotional and social skills and therefore, require their adults' full attention and diverse activities to help to satisfy their basic needs. Tassoni, Beith, Eldridge and Gough (2005) suggested a ratio of 1:4 for age three and a ratio 1:8 for ages four to six as providing opportunities for adequate individual attention to every child in the class and, hence, aiding optimal development of the children. If the ratio is not feasible in Nigeria, it would probably be the result of a shortage of manpower. The highest ratio for this level ought not to exceed 1:15 with one assistant.

**Table 1: ECCDE Teacher: Pupil Ratio in Edo State (2014/2015 and 2015/2016)**

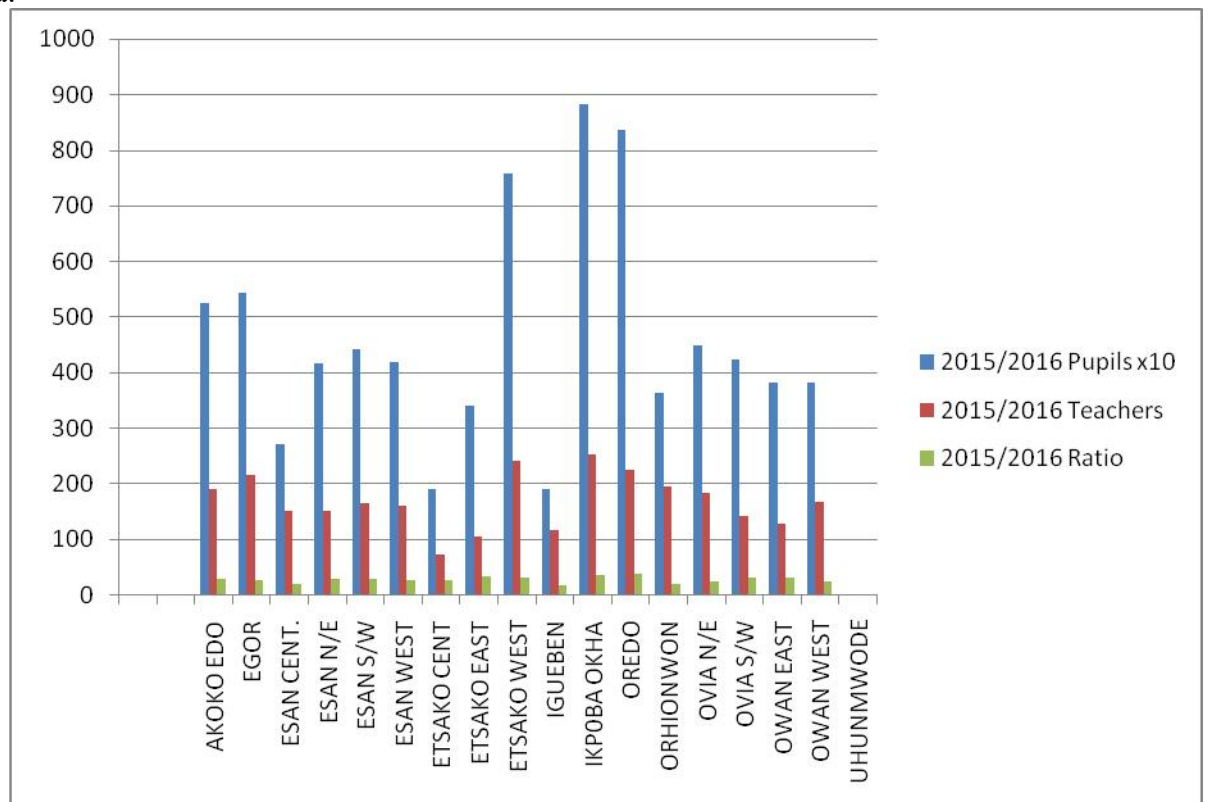
	LGA	No. of Schools	2014/2015			2015/2016			Remarks		
			Pupils	Teachers	Ratio	Pupils	Teachers	Ratio	NPE (1:15)	Average Ratio	ADEQUATE Or INADEQUATE
1	AKOKO EDO	70	4921	121	<b>1:41</b>	5234	190	<b>1:28</b>	1:15	<b>1:35</b>	<b>INADEQUATE</b>
2	EGOR	29	6735	159	<b>1:42</b>	5416	214	<b>1:25</b>	1:15	<b>1:34</b>	<b>INADEQUATE</b>
3	ESAN CENT.	40	2409	69	<b>1:35</b>	2709	149	<b>1:18</b>	1:15	<b>1:27</b>	<b>INADEQUATE</b>
4	ESAN N/E	43	3869	107	<b>1:36</b>	4152	151	<b>1:27</b>	1:15	<b>1:32</b>	<b>INADEQUATE</b>
5	ESAN S/W	63	3948	71	<b>1:55</b>	4406	163	<b>1:27</b>	1:15	<b>1:41</b>	<b>INADEQUATE</b>
6	ESAN WEST	45	3322	101	<b>1:32</b>	4175	159	<b>1:26</b>	1:15	<b>1:29</b>	<b>INADEQUATE</b>
7	ETSAKO CENT	29	1948	46	<b>1:42</b>	1883	72	<b>1:26</b>	1:15	<b>1:34</b>	<b>INADEQUATE</b>
8	ETSAKO EAST	53	4089	81	<b>1:50</b>	3406	105	<b>1:32</b>	1:15	<b>1:41</b>	<b>INADEQUATE</b>
9	ETSAKO WEST	55	7204	129	<b>1:55</b>	7584	241	<b>1:31</b>	1:15	<b>1:43</b>	<b>INADEQUATE</b>
10	IGUEBEN	36	1907	61	<b>1:31</b>	1897	116	<b>1:16</b>	1:15	<b>1:24</b>	<b>INADEQUATE</b>
11	IKP0BA OKHA	56	8774	155	<b>1:55</b>	8828	251	<b>1:35</b>	1:15	<b>1:45</b>	<b>INADEQUATE</b>
12	OREDO	84	9538	130	<b>1:73</b>	8350	224	<b>1:37</b>	1:15	<b>1:55</b>	<b>INADEQUATE</b>
13	ORHIONWON	97	3479	85	<b>1:41</b>	3617	195	<b>1:19</b>	1:15	<b>1:41</b>	<b>INADEQUATE</b>
14	OVI A N/E	100	5153	167	<b>1:30</b>	4475	183	<b>1:24</b>	1:15	<b>1:27</b>	<b>INADEQUATE</b>
15	OVI A S/W	86	3719	42	<b>1:88</b>	4227	140	<b>1:30</b>	1:15	<b>1:59</b>	<b>INADEQUATE</b>
16	OWAN EAST	48	3485	79	<b>1:44</b>	3812	126	<b>1:30</b>	1:15	<b>1:37</b>	<b>INADEQUATE</b>
17	OWAN WEST	44	3372	82	<b>1:41</b>	3806	166	<b>1:23</b>	1:15	<b>1:32</b>	<b>INADEQUATE</b>
18	UHUNMWODE	86	4098	122	<b>1:33</b>	00	00	<b>00</b>	1:15	<b>1:33</b>	<b>INADEQUATE</b>
<b>TOTAL</b>		<b>1064</b>	<b>81970</b>	<b>1807</b>	<b>1:45</b>	<b>77975</b>	<b>2845</b>	<b>1:27</b>	<b>1:15</b>	<b>1:36</b>	<b>INADEQUATE</b>

Adapted from Edo State Universal Basic Education Board, Benin (2014/2015 and 2015/2016)



(Note: Value of Teachers shown on the graph is X10).

Fig. 1 Graph of student teacher ratio for Early Childhood Education in Edo State of Nigeria.



(Note: Value of Teachers shown on the graph was X10).

Fig. 2 Graph of student teacher ratio for Early Childhood Education in Edo State of Nigeria.

Table 1 and the graphs showed a huge gap in human resource adequacy for early childhood and care education. Almost all the Local Governments Areas in Edo State had not been able to have sufficient numbers of humans to cater for the needs of the children in their ECCDE classes. And so, the teacher: pupil ratio that far

exceeded the 1:15 made the manpower supply inadequate. The findings showed that human resource was in short supply and, as such, the goals of the sector would not be actualized.

However, the inadequacy in the supply of human resources in the early childhood sector resulted to the discovery of the following characteristics of preschool sections in the public primary schools in Nigeria as suggested by Salami (2016).

- (a) 'Experienced' primary school teachers were redeployed to teach at the pre-primary section. The 'experienced' teachers were those who had at least National Certificate in Education (NCE) and those who studied Primary Education Studies (PES) and had been teaching for many years. Government failed to employ teachers who studied ECE to handle the children.
- (b). The major teaching strategy was direct instruction (teacher-centred) and the children were taught using *say-after-me*, *songs* and at times, *rhymes* methods to commit the content into memory. They were only allowed to play (unguided and unplanned for) during short break (10mins), long break (30mins) and closing hour, when going home. The findings showed that manpower were not in their proper place. And, as such, the goals of the sector would not be actualized.

## Conclusion

It was established that the role of human capital in modern economic development could not be over emphasized and, in that regards investment in education was not merely a social but a capital investment. There will not be any tangible development in our education system if there is shortage of qualified manpower. As such, there is urgent need to employ trained manpower in the early child care and development educational system, and motivate them.

## Recommendations

- It was suggested that the available NCE teachers be given on-the-job training on a regular basis to keep them current in modern educational programmes. It would adequately benefit the preschoolers.
- Workshops, conferences and other teacher development programmes should regularly be organized for the pre-school serving teachers to equip them with latest research findings.
- The federal government should send ECCDE scholars and practitioners to countries with well-established ECCDE programmes like the United States, UK, Italy, among others, to understudy the administration of this level of education so as to later assist and guide Nigeria to adopt the best practices.
- The level of government commitment to ECCDE has to increase more than before if the stated goals of this level of education are to be achieved. In order to achieve this, a regulatory body should be established under the Universal Basic Education Board (UBE) to oversee the affairs of ECCDE in the country. As there are the National University Commission (NUC) for university education and the National Commission for Colleges of Education (NCCE) for colleges of education, a body should be empowered and charged with the responsibilities of monitoring and supervising the ECE centres in schools. The body should be in the federal, all state and all local government areas in the country, with more power given to the local government body since ECCDE is meant to be community based.
- The issue of Minimum Standard Item No. 5, a statement in the National Policy action plans indicates that the government will set minimum standard for early

child care centres in the country. This means that there will be a benchmark for all to follow in the operation of the educational centres in the nation. This should be put into practice

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