

Nine Years of Kindergarten Education in Nigeria: Reconciling the Reality with Expectations

Fowowe Simeon Sunday¹ and Olawole Omilola Amina²

¹Department of Early childhood Care and Education, Lagos State University of Education, Oto/Ijanikin, Lagos State
simeonfowowe@gmail.com, 07065730467

²Department of Early Childhood and Primary Education, Faculty of Education, Kwara State University Malete, Nigeria
omilolaolawole39gmail.com, 09052323159

Abstract: *The reality of educational development of people or nations is getting it right at the foundational levels, it has been said many times, and it is of course well documented in many literatures. This is because it is well known that a poor foundation structure will always cause problems for the building and its owners. Over the past 50 years, the care and teaching of young children outside of the house has evolved into a downward extension of school in industrialized nations, but it is still a relatively new project in Nigeria. The National Policy on Education contains provisions that provide legal support for the adoption of this new level of education. The traditional kindergarten setting, with abundant of room and time for unstructured play and discovery, art and music, developing social skills, and learning to enjoy learning, that the majority of people in Nigeria recall from their own childhoods, has mostly vanished. There is no question that the implementation of a year of preschool education in Nigeria has a number of difficulties, but the main one is that many of the caregivers and teachers in ECE at the pre-primary school level in Nigeria lack professional qualifications.*

Keywords: Kindergarten, education, reality, Nigeria

Introduction

In order for kindergarteners to satisfy the fundamentally developmental-appropriate academic standards that were formerly reserved for first grade, they are now under internal and external monitoring (primary one). Without a doubt, since its inception, the kindergarten system has continued with support from the federal, state, and local governments as well as assistance from NGOs and private citizens. This article, with the following sub subjects, was necessary to evaluate its value, growth, and shortcomings. introduction of kindergarten education in Nigeria, the overall journey, Strengths and Future Directions

The concept of Early Childhood Education

Infancy stimulation, health and nutrition, early childhood education, physical development, socialization, and intellectual development are just a few of the topics that fall under the broad heading of early childhood care, development, and education. This umbrella term encompasses all facets of preschool and, ultimately, of a child's life. ECCDE is defined by the Federal Government of Nigeria (2013) as the care, protection, stimulation, and learning encouraged in children from birth to four years in a nursery or creche, as well as the one-year education provided to children before entering primary school (pp 18-20). Oduolowu (2011), views the concept as the sum of birth to toddlerhood (0 – 24 months) and play years (2 – 6 years). According to Awoniyi (1985), "early childhood" refers to the official and informal educational opportunities offered to children from birth to age six. According to Oduolowu (2006), it is a special branch of knowledge (field) that encompasses all family and program arrangements for young children from conception to the mandatory school age of six. It is referred to as an academic program for young children before the start of formal school, which in Nigeria is at the age of six, by Maduewesi (1999). It is referred to be group settings for kids between the ages of roughly 0 and 8 by Osanyin (2002). According to Fowowe (2010), the idea encompasses all initiatives that support children's holistic development in accordance with their unique developmental needs.

General aims of Pre-Primary Education

Pre-primary education's overall goals reflect a genuine concern for some fundamental African issues that are meant to be rectified and ingrained in children's lives. Among them are, among others: maximizing personal potential The senses can be improved by practicing hearing, smelling, feeling (touch), tasting, meaningful conversation, and other abilities. They can also be increased through observing consistency and regularity in things and phenomena.

Preliminary instruction in reflection, creativity, making thoughtful decisions, being critical (considering alternatives or other possibilities), appreciating beauty, and making sound judgments might help to develop the intellect. physique through exercising and training for vigor, strength, and health, emotional stability by acquiring tranquility and a relaxed mind, Virtuous living through:

humane, accommodating, respect and concern for others being charitable, Developing individual capabilities while at the same time adjusting to adequate social relationship and Ensuring happiness of the individual child, self confidence of tolerance of others. Encouraging group activities by play and work, ensuring cooperation, showing concern for safety, living in harmony with others, and tolerating dissent. Importantly, accepting responsibility for action.

As part of the transition from home to school, kindergarten-style education is a preschool educational strategy focusing on playing, singing, practical activities like drawing, and social contact. German for "children's garden," or "infant school," kindergarten is an educational setting that is added on to the regular elementary curriculum to serve children between the ages of four and six. The kindergarten was a development of the theories and methods of Robert Owen in Britain, J.H. Pestalozzi in Switzerland and his student Friedrich Froebel in Germany, who originated the word, and Maria Montessori in Italy in the early 19th century. It emphasized the child's emotional and spiritual character while promoting self-awareness through play and more independence. (Harry 2011)

Preschoolers and kindergarteners both spend a lot of time playing, but preschoolers' time is almost entirely spent playing. Children are frequently asked to sit quietly and concentrate on studying in kindergarten because there are usually specific lessons they must learn. Preschool sessions are often brief and based on the interests of the children playing. Preschool teachers' educational backgrounds vary; some concentrate greater emphasis on formal instruction while others emphasize the benefits of play.

Kindergartens might last anywhere between a half-day in the morning or the afternoon to a full-day. Kindergarten is a controlled environment where kids, often between the ages of three and six, learn how to interact, play, and communicate correctly with other kids and important adults. Kindergarten may help prepare kids who previously spent the most of their time with their parents to be apart from them without feeling anxious. When kids play and interact with other kids frequently, they typically form their first friendships. Additionally, kindergartens give parents—particularly mothers—the chance to return to their previous full- or part-time jobs.

The idea that play plays a key part in children's learning is one that has long been incorporated into kindergarten programs. Play-based learning has been viewed as offering depth in the critical areas that kindergartens strive to build in kids. namely, the growth of cognitive, linguistic, social, emotional, and physical abilities. Kindergartens maintain a more regulated style of activities for children to learn through structured play, even if "spontaneous play" is frequently encouraged and is also considered as a good approach in which young children can learn. Children are encouraged to learn language and vocabulary for reading, mathematics, science, computer skills, as well as music, art, and social behaviors by their caregivers through a variety of manipulative materials and activities.

A Caregiver

An Early Childhood Caregiver is not just anyone; he or she must have received the necessary training in best practices and have a sincere desire to work with children to help them reach their full potentials on any and all fronts—physically, socially, academically, morally, and aesthetically. According to Fowowe (2013), becoming a caregiver is a difficult skill to acquire. He compared it to an apprenticeship where students must first develop their knowledge and skills before beginning to teach. It takes a much broader knowledge base and special skills to manage the demands of other people's children.

Characteristics of a Caregiver needed to teach the kindergartners

1. He/she must laugh and smile at all times: A sense of humour is a huge assets (sometimes the only asset), that can help get through a day, with a fussy preschooler.
2. Must be a true believer: That means, he/she must be passionate about helping kids/children and making a difference in their lives.
3. Someone with a heart: Preschoolers need a lot of warmth and understanding, therefore, if you have to choose between qualitative and heart, go with heart every time, because, a teacher with an interesting heart will acquire the needed qualification(s).
4. Provider of care and patience: Preschoolers are not expected to always sit, lots of patience and observation is required to identify their needs, potentials and challenges.
5. Be tolerant: Each child is a little different, and they require individual attention. Yet, none must be discriminated against. This characteristics involves tolerance.

6. Be perseverant and Inventive: They must get the job done even if it means coming up with a new way to do it.
7. Be Realistic: Not every problem has an immediate solution, especially when it comes to children. Therefore, caregiver must always come up with solution by seeking more knowledge and involving in research.
8. Be honest: If there is a problem, being ignorant and avoiding it, is the worst course of action. As such, opening lines of communication with parents and colleagues is critical, even when the parents seem not to be available.
9. Be organized: Children like predictable routine and for the most part, their parents do too, therefore, caregiver should ensure compliance in this regard.
10. Be Tidy: The smaller the children, the more important it is to keep their play area clean and save. Always keep their portfolio intact and current.

Needs of kindergartners

Ogunyiriofo (2006) (2006) Need is the fundamental urge that one cannot live without. The needs of the child are diverse and include their basic needs, developmental needs, and physical and health needs. The teaching program will be set up by the teacher, who has a thorough understanding of how kids learn, to meet their needs. The following are the major needs of children amongst other:

- Basic needs: These include food, shelter, clothing, rest or sleep and education.
- Independence: A child today will grow into adolescence and later adulthood, it becomes necessary to prepare the child from the pre-primary level of education for the future challenge of being independent.
- Security: The child needs security from danger and should be met.
- Intellectual needs: Children's mental horizon needs to expand as they grow and this need must be met.
- Self-control or discipline: This should be professionally administered and avoid cane by all means.
- Love as need: Love is considered a need for the child, parents, teachers and neighbours.
- Need for power: Children should be allowed to do certain things, especially if it comes from them.
- Praise, respect and recognition: The child needs to be praised or congratulated on every successful task the child undertakes.
- Social needs: Children should be encouraged to interact with other kids
- Toileting: Children should be trained on toilet ethics and use.
- Nap or rest time: Children need a short rest or nap for about half hour daily.
- Need for developing large and fine muscles. This need should be met.
- Need for physical exercise: Physical activity is important for children in order to avoid childhood obesity and the likes.
- General hygiene and personal practice: A well-established regime of basic hygienic practice should be part of the routine of a pre-primary school child.

Benefits of Kindergarten Education

Without a doubt, early childhood education is crucial to a child's overall development, later academic accomplishment, and future success. The benefits of this level of education for kids around the world have been documented in literature. According to Oduolowu (2011), Berk (2008), and Mishra (2008), the advantages include: Improved reading, writing, and math capabilities; improved social skills; higher order thinking and attention skills; improved capacity to bear the rigors of formal education; addressing weaknesses in children who require further support; fewer placements in special education Less grade retention; High graduation rates; Preparing children to succeed in life; More economic productivity later in life; Less societal disengagement; Less dependency on welfare later

in life; Higher sense of social stability in life; Improving socialization; Inculcation of healthy habits; Stimulation of creative learning processes; Enhanced scope for overall personality development; Decrease grade repetition; Future family stability; Increased future earnings, etc.

Characteristics of Kindergartners

According to Ogunyiriofo (2006), some characteristics of children in the pre-primary school as follows;

Deferred Imitation: The child imitates, as closely as he/she can, actions they have seen before. For example, a child feeding a doll the same way and doing and saying the same things that his/her mother did as she fed the baby the day before.

Symbolic Play: This child uses symbols for the real world as they engage in make-believe play. This involves more than imagination, it involves aspects of how the child feels about his/her world.

Drawing: The child does not just scribble anymore, they draw recognizable pictures. They attempt to represent objects or people from their world in their drawing. However, the child's art world is not visually accurate. It is how the child thinks.

Menial Images: The child can pull images from his/her memory about past experience.

Language: The child must be able to identify his/her mind the object or person when they are named and to be able to identify an object or person name when they see it.

Transition from home to school: The child's transition from home to school at this age may not be cordial, depending on the child's level of stimulation at home. So caregivers, should expect nostalgia from the children.

Limited Vocabulary: The pre-primary school child cannot engage in conversation as the adult does, because of its limited vocabulary. However, children who are often spoken to by adolescents are more likely to improve in their communication skill.

Organs of the pre-primary child: Most of the organs of the child at this level are not well developed. Any child may feel like excreting or urinating at any moment. Once the teacher notices any unusual sign of discomfort of the child, the teacher should quickly approach the child to find out whether the child wants to ease itself or not.

Mob response: When a child indicates interest to go out and urinate, other children or even the entire class may also indicate interest to go and urinate. They tend to do this in mob.

Attention Span: Children are not used to sitting still in a place for a long time. They cannot also concentrate on any activity for more than 25 – 35 minutes. The teacher should carry out each school activity and programme within a short time interval.

Playful Age: Children have limited vocabulary, therefore, they get much of what they want by physical action rather than verbal means and engage in pushing stools, chairs, wheels, etc.

Abhors Competitions: Teachers should not declare any child as the best in any activity. Competition tends to destroy the cordial relationship that should develop among the children.

Curiosity and Questioning: As from the age of four, the pre-primary school child is interested in asking questions. Parents and teachers should consider the child's question as an important aspect of the child's intellectual development and upbringing.

Essentials of Early Childhood Education

A special area of study and practice, early childhood education is based on five crucial components. The stakeholders will gain a clear grasp of what is required to work with young children if they are aware of these fundamental characteristics and their relationships with one another. Without the classroom teacher's or caregiver's comprehension, dedication, and hard work, none of these elements can be put into practice. Here is a quick explanation of each one: Learn about the development of children, Give players chances to play, directing the social and emotional development of Work with families, communities, and parents (School & Home Synergy), Recognize, Value, and Honor Diversity

One of the few ideas that describes human behavior from infancy to old age is Erikson's theory of human development. Due to its focus on how a person develops psychologically through interactions with others in his social environment, it is frequently referred to as a psychosocial theory (Schickedanz et al. 2001). Erikson suggests that from infancy to old age, people go through eight stages.

Erikson refers to each stage's central problem as its "psychosocial crisis," which must be resolved (Erikson, 1963). Successful resolution of the psychosocial crisis of the current stage provides a stronger foundation for approaching the next crisis.

Here, we briefly address the first four stages of Erikson's theory because they are crucial to early childhood education. Each stage's title designates the psychological crisis for that stage, with the first descriptor indicating the crisis' successful resolution: Erikson's stages of psychosocial development each have significant effects on how educators and caregivers relate to kids in the classroom. Ideas for supporting the outcomes for the first four stages of this theory are presented below:

Stage 1: Trust versus Mistrust: Infants and toddlers who receive primary care from the same adult start to develop trust that their needs will be satisfied as they get older. Very young children gain a higher sense of security and trust in the adults in their life when they receive consistent and competent care for daily rituals like changing diapers, preparing meals, and participating in play. Early childhood development also benefits from a consistent daily regimen. They feel more secure and are better equipped to engage with others and their environment when they are aware that after morning playtime, there will be clean-up, snack time, and a story. The location and use of the fundamental classroom rooms should be as consistent as possible, even though the toys and equipment in an infant/toddler program should be replaced frequently. Therefore, for the following few months, this purpose should be carried out in the same location in the classroom that is equipped with rocking chairs for soothing wailing babies and for feeding periods.

Stage 2: Autonomy versus Shame and Doubt: The location and use of the fundamental classroom rooms should be as consistent as possible, even though the toys and equipment in an infant/toddler program should be replaced frequently. Therefore, for the following few months, this purpose should be carried out in the same location in the classroom that is equipped with rocking chairs for soothing wailing babies and for feeding periods. A teacher should, for instance, consistently remind students that hitting is not permitted in the classroom and should provide them the vocabulary they need to express their rage or irritation to others. When this happens, kids may interact with their peers more independently.

Stage 3: Initiative vs. Guilt: Giving kids more time to work on tasks that interest them is a key tactic for encouraging initiative. Teachers are aware that it frequently takes preschool and kindergarten students 30 minutes or more to start an activity, explore and create, and then get ready to move on to the next section of the day. When teachers are aware that kids have the social abilities to solve issues brought on by things like shifting friendship trajectories, they might try to let kids solve their own difficulties without adult intervention. When these initiatives are effective, they are more likely to solve comparable issues in the future.

Stage 4: Superiority vs. Industry It is crucial for teachers to provide students with honest feedback on their developing skills during the primary school years. Handling this requires discretion and secrecy. Shola, you read the message with more ease today. Now that you are recognizing a lot more words, it has a noticeable impact. Keep up the excellent work! Additionally, teachers must let each student know when they are succeeding. Children frequently find it challenging to recognize their intellectual and social development. Children feel better about themselves and continue to grow their feeling of industry when progress is emphasized. I'm extremely proud of you, Iyabo, for sitting quietly at your table to do your math task. You've had trouble concentrating lately, but I appreciate your efforts today.

Children need help from teachers, caregivers, and parents to successfully resolve each of these psychosocial crises. Adults need to be continually conscious of how their words and deeds affect children. Positive outcomes for each of these stages of psychosocial development are ensured by modeling reliability, providing some freedom, promoting planning and exploration, and rewarding children's achievements.

The main goals of the Nigerian federal government for implementing kindergarten education in 2013 are outlined in the legal document National Policy, 2013, which was updated in 2014 and is reprinted here. According to the document, kindergarten is the one-year education provided to children before they start primary school, as opposed to students who are 5 years old. While the goals are to facilitate a seamless transition from home to school, Educate the youngster in preparation for the primary level, While their parents are at work, provide the youngsters with the necessary care, supervision, and security. instilling moral and ethical principles, Instill in the kid a spirit of inquiry and creativity by allowing them to explore the environment, art, music, toys, and other natural phenomena. cultivate an attitude of collaboration and teamwork, Encourage the youngster to develop positive habits, such as healthy ones, and Use play to introduce the fundamentals of numbers, letters, colors, shapes, and other concepts.

The government decided to pursue each of these goals through the following mechanisms: establish and monitor standards for pre-primary education (kindergarten); create and disseminate curriculum materials; develop and disseminate policy; fund the one-year pre-primary education (kindergarten); make deliberate efforts on capacity building development of personnel at this level of education; start the process of educating communities and the country at large about the one-year pre-primary education (kindergarten): due to

its multi-sectoral nature, ensuring that pertinent Ministries, Departments, and Agencies as well as the Development Partners collaborate to implement the one-year pre-primary education properly.

The Lagos State government set the standard by developing the following subjects for instruction at this level of school (kindergarten): Number Work (numeracy), Social Habits (SH), Health Habits (HH), Civic Education, Physical & Health Education, Food and Nutrition, Yoruba, Letter Work (literacy), and Number Work (numeracy). Despite the federal government's lofty goals and the state of Lagos' kindergarten curriculum, many of the federation's states have not fully embraced the one-year kindergarten program. Only 36% of children (one in three) attend kindergarten, and there are still up to 10 million children who are not enrolled, according to UNICEF.

It is obvious that the implementation of kindergarten programs is still plagued by several difficulties at both the pre-primary school level and the tertiary level, despite all of these interventions and the government's efforts. These difficulties are related to the professional qualification of caregivers/teachers, the lack of resources, the lack of a one-year kindergarten curriculum, professional development training, the staff-child ratio, and funding, as identified in this paper. Professionally Qualified Caregivers/Teachers: According to the National Association for the Education of Young Children, early childhood educators with the necessary professional training offer young children more developmentally appropriate, nurturing, and responsive care and education experiences (NAEYC 2007).

In order to offer young children with high-quality developmental and educational experiences, early childhood care professionals and instructors must possess the necessary knowledge and abilities, according to practices (2010). Boyd (2013) reported the findings of a study conducted in 2002 by the National Institute of Child Health & Human Development (NICHD) and The Early Child Care Research Network (ECCRN), which found that educators with a BA in early childhood education gave the children in their care higher-quality learning experiences. This emphasizes how crucial it is to provide kids the chance to learn from adults who are professionally equipped to be their carers or teachers. Unfortunately, the situation is not favorable in the majority of Nigeria's pre-primary institutions. Teachers without ECE training are frequently found in children's classrooms in privately owned pre-primary schools, whereas old female teachers without ECE training are frequently seconded to children's classes in pre-primary portions of government-owned public schools. This identical condition has continually been supported by the results of numerous investigations carried out by specialists in Nigeria (e.g., Olaleye & Omotayo, 2009; Amadi, 2013; Okewole, Iluezi Ogbedu, & Osinowo, 2013; Osho, Aliyu, Okolie, & Onifade; 2014).

Resources/ materials: When resources are available for kindergarten programme, it helps the caregiver/teacher to nurture and support the development of young children, and to successfully implement curriculum. Chukwbikem (2013) asserts that the amount and quality of resources available for any educational program will determine the capacity of the school system to carry out the type of educational program. This suggests that resources, especially for the kindergarten program, are essential for the successful implementation of any ECE program. Despite the fact that resources are essential for the proper implementation of the ECE program, they are scarce in many Nigerian pre-primary schools, particularly in the kindergarten division of government-run public primary schools. Through the outcomes of their investigations, a number of Nigerian academics that evaluated the resources available for ECE at the kindergarten level have corroborated this same condition. (Viatonu, Usman-Abdulqadri, & Dagunduro, 2011; Amali, Bello, & Okafor, 2012; Okewole, et al., 2013; Osho, et al., 2014) One academic year. Curriculum: The what and how of kindergarten education are contained in the curriculum. It serves as the means through which one-year educational programs can be successfully carried out. The one-year curriculum is a significant written plan that outlines objectives for kids' growth and learning, experiences that will help them get there, what parents and other adults can do to help kids get there, and the resources needed to support curriculum implementation (National Centre on Quality Teaching and Learning (NCQTL) 2012).

The one-year curriculum aids in ensuring that caregivers or early childhood educators cover crucial subject areas, use a consistent pedagogical approach, and aim for a certain standard of excellence across age groups. These explanations of the ECE curriculum suggest that it is a necessary component of carrying out the one-year program. Its necessity prompted the Nigerian government to oversee the creation of the National Early Childhood Curriculum for Ages 0–5 Years by NERDC, with UNICEF's assistance. This program was introduced in 2013. Unfortunately, since its introduction, this curriculum has not been used in practically all Nigerian pre-primary institutions. Privately run schools are most affected by this. The results of studies undertaken in several states in Nigeria have verified the lack of the National Early Childhood Curriculum for Ages 0-5 years and one year education program in pre-primary institutions (e.g., Viatonu, et al., 2011; Amali, et al., 2012; Okewole, et al., 2013).

Any educational project must be carried out successfully, and the instructor holds the key. The Federal Republic of Nigeria (FRN) (2013) asserted in NPE that no educational system may be more effective than its teachers as a result. Jibril (2007) suggested that if teachers are ineffective, underqualified, or even ignorant, then it makes no difference how much an educational system is improved in terms of administration, resources, facilities, and the variety of instructional materials. This implies that efforts by the Nigerian

federal government to promote one-year education will be ineffective unless caregivers obtain continual professional development. Regrettably, in Nigeria, neither private nor public school caregivers consistently receive professional development training. The fact that the caretakers lack professional development training has been established by certain researches (e.g., Olaleye & Omotayo, 2009; Viatonu, et al., 2011). The difficulties in executing the one-year education in Nigeria are likely to get worse due to the absence of professional training for caregivers and pre-primary school teachers. This is due to the fact that the majority of teachers in Nigeria's pre-primary schools lack professional qualifications and are not ECE specialists.

Staff-Child Ratio: Organization for Economic Cooperation and Development (OECD), undated; Huntsman, 2008). Higher staff-child ratios, which relate to fewer children per staff, are typically reported to improve ECE quality and promote better developmental outcomes for children. A larger staff-to-child ratio enables caregivers to connect with children more effectively, reduces their stress levels, and enables them to assist more areas of a child's developmental spectrum. Huntsman (2008) added that children tend to score better on cognitive and language tests and that a higher staff-to-child ratio encourages children to cooperate in activities and interactions. Contrarily, a reduced staff-to-child ratio in ECE settings will cause caregivers to offer children less attention and result in subpar performance. Children will be impacted as a result because they can encounter abuse, neglect, and underdevelopment across the board. The situation in Nigerian ECE at the pre-primary school level is a reduced staff child ratio. This has been documented in numerous ECE-related articles and studies (Sooter, 2013; Osho, et al., 2014). In fact, it was particularly mentioned in a series of reports to the UN Special Envoy for Global Education that early childhood development (ECD) institutions in Nigeria have packed classrooms, with an average of more than 130 children per classroom in the North (The Good Planet Foundation, 2013).

Funding: In order for any educational venture to be successful, funding needs to be given the utmost consideration. In ECE, sufficient funds must be made available for a variety of resources and activities, including motivating teaching materials, staff training and retraining, enrichment and sensitization of programs through regular workshops, monitoring, feeding, immunization, supervision, and inspection, report writing, publications, school lunches, and training manuals, among others (Alabi & Ijaiya, 2014). This shows that adequate funding is crucial for the successful implementation of ECE in Nigeria, particularly the new one-year kindergarten program. However, without the significant funding from UNICEF and other international partners, Nigerian ECE would be tragically underfunded. This can be related to the nation's poor budgetary allocation to the education sector. Perhaps this explains why The Good Planet Foundation's(2013) report on Nigeria found that spending on necessities including textbooks, teaching aids, in-service training, operations, and maintenance is insufficient. Numerous scholarly papers and studies have examined Nigeria's underfunding of ECE at the pre-primary school level (Osakwe, 2011; Amali, et al., 2012; Alabi & Ijaiya, 2014).

Conclusion

There is no doubting the challenges involved in delivering a year of preschool education in Nigeria. The fundamental problem is the high percentage of unqualified teachers and caregivers in Nigeria's ECE at the pre-primary school level. Only a small number of people who received their education at university faculties and colleges of education are even employed in public schools. It is important to remember that there are always solutions to problems. This implies that there are answers to these problems. Some of the actionable suggestions made in this article would need to get enough attention from the relevant stakeholders. Stakeholders required for a one-year kindergarten program in Nigeria to be implemented successfully. Given that the new one-year kindergarten education at the pre-primary school level is under their control, the UBEC and SUBEB should regularly host seminars for all pre-primary school caregivers and teachers, including those in private schools, to give them the knowledge and skills necessary for the successful implementation of the one-year program. This kind of instruction should be overseen by experts in ECE. Additionally, UBEC and SUBEB should make sure that additional instructors with ECE certifications who are suitably educated are hired to support kids' learning and growth in pre-primary schools in Nigeria and the states. This should be made necessary for privately run schools through their organization, and it should be supported by policy.

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