



EVALUATION OF THE IMPLEMENTATION OF PRE-PRIMARY EDUCATION OBJECTIVES

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ABSTRACT

This study evaluated the level of implementation of the objectives of pre-primary education as stated in the National Policy on Education in Nigeria. Ten research questions and four hypotheses were formulated to guide the study. The population of the study consisted of all the public and private pre-primary schools in Bayelsa East Senatorial District which was made up of 28 schools and 208 teachers. A simple random sampling method and a proportionate stratified procedure were used to generate 90% of teachers and schools. The instrument for data collection was a questionnaire and a checklist. The questionnaire was used to evaluate the objectives of pre-primary education while the checklist was used to find out the extent of availability of material/infrastructural facilities in the schools. The instrument was validated through expert judgement for the content and construct validity. The reliability of the instrument was established by the use of Cronbach alpha method and a reliability coefficient of 0.829 was obtained. The research questions were analyzed with the use of mean with a mean of acceptance of 2.5 as the benchmark of 4 point rating scale. The t-test statistics was used to test the four null hypotheses at 0.05 level of significance and it was found in the study that the four null hypotheses were retained. The study revealed that there was no significant difference on the extent of the implementation of the objectives of pre-primary education in rural and urban areas, private and public schools, qualified and non qualified teachers as well as male and female teachers. The study also revealed that a lot of the objectives of pre-primary education have been implemented. It also shows that despite the achievement of most of the objectives teachers' qualification was very low. Material/infrastructural facilities were also not adequate in all the schools. It was recommended that there be availability of material and infrastructural resources in the schools, and more pre-primary schools should be established in the existing primary schools.

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INTRODUCTION

In every modern society it is believed that education is the key to National development and there is a need to maintain every level of education. Education is the key to revitalizing developing nations. Once many people are educated, many problems can be solved. Early years in life are the most important to formation of intelligence, personality and social behaviour of a child. The years before a child reaches kindergarten are among the most critical in his or her life to influence learning (Sooter, 2003).

Society shows concern for the education of their young ones for obvious reasons. It is a common practice in most societies to make provision for Early-childhood or pre-primary Education programmes for children below the official school-going age (usually six years) mainly to prepare them for education in primary schools. Over the years, the Nigerian

education system has undergone extensive revision with the aim of making education more relevant and functional to its citizens. This effort was further reinforced by the introduction of the Universal Basic Education (UBE) in 1999.

The National Policy on Education shows that the Nigerian Government recognises the importance of education in the development of its citizens. The National Policy on Education (2004) is a document that is intended to guide the Nigeria educational system from pre-primary, primary, secondary, technical and up to the tertiary level. The document present National Goals includes:

1. A free and a democratic society;
2. A just and egalitarian society;
3. A united, strong and self-reliant nation;
4. A great and dynamic economy and
5. A land of bright and full opportunities for all citizens

The Nigeria's philosophy of education, according to National Policy on Education (2004, Pp 7) is based on:

1. The development of the individual into a sound and effective citizen;

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2. The full integration of the individual into the community; and
3. The provision of equal access to education opportunities for all citizens of the country at the primary, secondary and tertiary level both inside and outside the formal school system.

According to the National policy on education (2004), for the philosophy to be in harmony with Nigeria's national goals, education has to be geared towards self realization, better human relationship, individual and national efficiency, effective citizenship, national consciousness, national unity, as well as towards social, cultural, economic, political, scientific and technological progress.

The National education goals, which are derived from the philosophy, are therefore:

1. The inculcation of national consciousness and national unity;
2. The inculcation of the right type of values and attitudes for the survival of the individual and the Nigerian society;
3. The training of the mind in the understanding of the world around; and
4. The acquisition of appropriate skills and the development of mental, physical and social abilities and competencies as equipment for the individual to live and contribute to the development of the society.

According to the National policy on Education (2004) Early childhood/Pre-Primary Education is the education given in an educational institution to children prior to their entering the primary school. It includes the crèche, the nursery and the kindergarten.

The operational objectives of pre-primary education as stated in the National Policy on Education (2004) include:

1. Effect a smooth transition from the home to the school;
2. Prepare the child for the primary level of education;
3. Provide adequate care and supervision for the children while their parents are at work (on the farms, in the market, office, etc);
4. Inculcate social norms;
5. Inculcate in the child the spirit of inquiry and creativity through the exploration of nature, the environment, art, music and playing with toys etc.;
6. Develop a sense of co-operation and team spirit;
7. Learn good habits, especially good health habits; and
8. Teach the rudiments of numbers, letters, colours, shapes, forms, etc, through play.

As stated in the NPE (2004) the implementation guidelines by the government in order to achieve these objectives are as follows:

1. Establish pre-primary sections in existing public schools and encourage both community/private efforts in the provision of pre-primary education;
2. Makes provision in teacher education programs for specialization in early childhood education;
3. Ensure that the medium of instruction is principally the mother-tongue or the language of the immediate community; and to this end will:

4. Develop the orthography of many more Nigerian Languages; and Produce textbooks in Nigerian Languages.
5. Ensure that the main method of teaching at this level shall be through play and that curriculum of teaching at this level shall be through play and that curriculum of teacher education is oriented to achieve this; regulate and control the operation of pre-primary education. To this end the teacher-pupil ratio shall be 1:25;
6. Set and monitor minimum standard for early childcare centres in the country; and
7. Ensure full participation of government, communities and teachers associations in the running and maintenance of early childhood education facilities.

Government effort in the implementation of the above guidelines is being met with some challenges.

It is believed that most of the schools both private and public lack the required human and material resources for effective teaching and learning activities. Both infrastructural and instructional materials are also alleged to be in short supply in most of these schools. Another issue is the lack of qualified teachers in most of the schools especially the private ones. As indicated in the National policy on Education that provision would be made in teachers' education programmes for specialization in early education, it remains to be seen if these teachers are actually specialists. Specialists in this regard require or implies that the teachers are those that study early childhood education in tertiary institutions. Specialist teachers are needed in order to give proper attention to the children.

Another important issue to consider is the teaching method. The National policy on Education stipulates that the method of teaching shall be the play way method. This is due to the fact that play is natural to children and they play spontaneously without persuasion. However, it has been observed in most of the schools that teachers resort to the rote method of teaching instead of the play way method.

The medium of instruction as clearly spelt out in the NPE (2004) at this level shall be principally the mother tongue or Language of the immediate environment. The mother tongue is the child's first language which the child speaks at home. It has been observed that most teachers in Pre-Primary Schools, use English Language as the medium of instruction. It has been observed also that the place of language as a medium of instruction in education enterprise is very apt. This is due to the fact that if the children cannot comprehend the language of the teacher no matter how prepared the teacher and his teaching method, it will not yield the desired result. In order to implement the language policy in the pre-primary school, the government accepted to produce textbooks in many more Nigerian Languages. According to Ibiam (2012), the government has failed to produce textbooks in Nigerian Languages. The use of mother Language or Language of the immediate environment cannot be effective if appropriate books in various Nigeria Languages are not available.

As government steps up its effect in establishing more pre-primary schools in the existing public primary schools, there is need for effective monitoring of these schools in order to ensure that they meet the required standard. Maduwesi (2005) is of the view that government should carry out regular inspection to ensure strict compliance and to maintain high

standard. Educationists are of the view that regular monitoring of the teacher's in the nursery schools is one of the ways to enhance teacher effectiveness. Observation revealed that most pre-primary schools do not meet required standard due to ineffectiveness of the monitoring officials saddled with that responsibility.

Infrastructural and instructional materials are very crucial to the effective implementation of the policy. When the right materials are put in place, it makes teaching/learning activities effective; these materials stimulate the cognitive development of the pupils. It has been observed that in most of these schools instructional materials are in short supply. It should be noted at this point that government effort in establishing pre-primary education is very laudable, the issue is how they are being implemented to achieve the desired result. There are some factors that inhibit the proper implementation of the policy and these falls into human and material resources.

The implementation of the programme will not be effective if the necessary human and material resources are not available in the pre-primary schools. This prompted the researcher to take a critical look into the evaluation of the implementation of pre-primary education objectives as contained in the NPE (2004).

LITERATURE REVIEW

Concept of Evaluation

Various ideas and definitions of educational evaluation are given by different authors. Evaluation is making value judgement about the worth of a set of data obtained in respect of an attribute. Such value judgements are made within some frame of reference such as norm or criterion. Evaluation refers to a periodic process of gathering data and then analyzing or ordering it in such a way that the resulting information can be used to determine whether the programme is effectively carried out, and the extent to which it is achieving its stated objectives and anticipated result. Tyler (1949) defined evaluation as "the process of determining the degree to which goals of a programme have been achieved". He sees evaluation as a measure of the success of the outcome of a programme. Cronbach (1960) defined evaluation as "the collection and use of information to make decisions about an educational programme". Wheeler (1967) defined evaluation as a more general judgement of the outcome of a programme, which involves the use of observations, various tests, questionnaire, and interviews among others. His emphasis was on the process of educational evaluation.

Gronlund (1981) defined evaluation as the systematic process of collecting, analyzing and interpreting information to determine the extent to which pupils are achieving instructional objectives. Being systematic evaluation it involves controlled observation of pupils. It assumes that objectives have been previously determined.

Nwogu (2003) defined evaluation as a process of seeking, obtaining, quantifying data with a view of making value judgement about objects, events or their characteristics.

Evaluation plays a vital role in educational system. Some of these are presented below;

1. ***It contributes to teaching learning process:*** Teaching, learning and evaluation are inter-dependent. The teacher must prepare instructional objectives in terms of the

kind of behaviour change he wants to harness in the learner. In so doing, he ascertains the needs of the learner and provides relevant instruction. He evaluates the learning outcomes and uses the evaluation outcome to adjust the other stages in the teaching and learning process.

2. ***Evaluation is very vital in programme instruction:*** This is an instructional system in which learning is broken down into several steps, each step being made up of set objectives. Evaluation helps to ascertain if a given set of objectives have been achieved to enable progress be made.
3. ***Evaluation allows for curriculum development:*** In trying to achieve this it gathers information about the various aspects of the curriculum like the objective, content, process and output. Such that when analyzed provide useful input for decision making.
4. ***Evaluation provides data for school accountability programmes:*** In this, decision about the learner's achievement is made based on the outcome of evaluation using such devices as test and observation schedules, cardboard, pencils, crayons, colourings, paints, brushes, drawing books, charts, radio, computers, television, reading and writing materials among others. Instructional materials are those

Empirical Studies

An empirical study that relates to the present study has been reviewed. This is to establish the state of art in pre-primary schools. The review focused on the key variables in the topic.

The study of Olaleye, Florence and Omotayo (2009) on the assessment of quality in early childhood education in Ekiti state had five research questions. The descriptive research design was used in the study. It's population consisted of both head teachers and teachers of twelve private nursery schools in Ado-Ekiti Local Government of Ekiti State. A total number of 120 teachers (both head teachers and classroom) were sampled. A structured questionnaire was the instrument for data collection. The collection of the data was done by the researcher with the help of an assistant. Percentage was used to process or analyzed the data collected. The result of the study showed that 95% of the respondents disclosed that children were not encouraged to use mother tongue; 78% agreed that children have opportunities to develop linguistic skills, 65% accepted that pupils were not encouraged to develop the spirit of enquiry artistic and creative skills. 66.7% accepted that children learn good health habit while 75% accepted that children learn rudiments of numbers and colour through play. The general quality of teaching staff was found to be very low. Some of the teachers employed were not trained to teach in the nursery schools, the learning activities was found to be average.

The study of Ezema (2009) on the language policy and medium of instruction in pre-primary schools in Nsukka Education zone in Enugu state is relevant to this study. In the study, four research question were formulated, the design of the study was a descriptive survey. The population of the study were drawn from the pre-primary school teachers, the sample was made up of 120 pre-primary school teachers. Questionnaire was used as a method of data collection. The mean and standard deviation were used to analyze the data collected. The findings of the study revealed that majority of the teachers sampled were not aware of the language policy,

hence they make use of English language as the medium of communication in the pre-primary schools. The study also indicated that outdoor play materials were sparsely provided due to the expensive nature of the equipments.

In the study of Egwuasi, Unugu and Azunwena (2008) on the National Language policy and learning process: the Mbo Local Government experience. The study employed the survey research design, three research questions were formulated to guide the study. The study was carried out in Mbo Local Government of Akwa-Ibom state. The population consists of 400 pre-primary schools teachers that were randomly sampled. The questionnaire was used as method of data collection. The findings of the study revealed that the language of the immediate community has significant relationship with the learning process of the pupils. It also discovered that it facilitates comprehension and participation of pupils in the classroom.

Obinaju (1994) in his study of Comparative Analysis of the Quality of Pre-Primary education between Urban and Rural Areas in Akwa-Ibom state, six research questions were formulated to guide the study, it was a survey study which employed the questionnaire as method of collection of data. Twenty-five (25) pre-primary schools were used, one hundred (100) teachers were sampled. The study showed that there was a dearth of play materials in the schools, most of the schools sampled also lack classrooms.

Research Questions

The following research questions guided the study:

1. What is the extent of the implementation of the Objectives of Pre-Primary Education in Bayelsa East Senatorial District?
2. What is the extent of the implementation of the objectives of Pre-Primary Education in rural areas in Bayelsa East Senatorial District?
3. What is the extent of the implementation of the objectives of Pre-Primary Education in urban areas in Bayelsa East Senatorial District?
4. What is the extent of the implementation of the objectives of Pre-Primary Education in private schools in Bayelsa East Senatorial District?
5. What is the extent of the implementation of the objectives of Pre-Primary Education in public schools in Bayelsa East Senatorial District?
6. What is the extent of the implementation of the objectives of Pre-Primary Education among qualified teachers in Bayelsa East Senatorial District?
7. What is the extent of the implementation of the objectives of Pre-Primary Education among non qualified teachers in Bayelsa East Senatorial District?
8. What is the extent of the implementation of the objectives of Pre-Primary Education among male teachers in Bayelsa East Senatorial District?
9. What is the extent of the implementation of the objectives of Pre-Primary Education among female teachers in Bayelsa East Senatorial District?
10. What is the extent of the availability of material and infrastructural resources towards the implementation of the objectives of Pre-primary Education in Bayelsa East Senatorial District?

Hypotheses

- HO₁:** There is no significant difference between rural and urban schools on the extent to which the objectives of Pre-primary education is being implemented in Bayelsa East Senatorial District.
- HO₂:** There is no significant difference between private and public schools on the extent to which the objectives of Pre-primary education is being implemented in Bayelsa East Senatorial District.
- HO₃:** There is no significant difference between qualified and non qualified teachers on the extent to which the objectives of Pre-primary education is being implemented in Bayelsa East Senatorial District.
- HO₄:** There is no significant difference between male and female teachers on the extent to which the objectives of Pre-primary education is being implemented in Bayelsa East Senatorial District.

METHOD

The researcher adopted the ex-post-facto research design for the study. This enable the researcher to interact with the population (teachers) who were respondents considered for the investigation in their different stratified location with a view to get the necessary information from them for the interpretation of the study to find out the level of achievement of the objectives of pre-primary education in Bayelsa East Senatorial District.

The population of this study consist of all the private and public pre-primary school teachers in Bayelsa East Senatorial District. It was made up of 208 teachers in 28 schools. Brass local Government area with 72, Nembe LGA 10 and Ogbia 126 (source: Bayelsa State Ministry of Education, 2016).

The simple random sampling method and a proportionate stratified procedure which involve the use of an appropriate percentage in the procedure in the selection of proportionate number of teachers from the three LGA was used. 90% of teachers in each LGA was sampled from the total population of teachers in the three LGA which is 208 thus arriving at 187 participants. Also, 25 schools which is 90% of the total population of schools of 28 was investigated. The selection considers the three LGA in Bayelsa East Senatorial District that the study is situated. Table 3.2 shows a clear selection of the sample.

In order to collect data for the study, the researcher employed the questionnaire method as the instrument of data collection. The questionnaire was titled: Evaluation of the implementation of the objectives of pre-primary education questionnaire (EIOPEQ) in Bayelsa East Senatorial District.

The questionnaire was designed to seek information and opinions about the implementation of the Objectives of Pre-Primary Education in Bayelsa State. The questionnaire consist of 25 items. Checklist was used to find out the extent of teachers qualification in the schools and the availability of instructional and material resources. The items developed as contained in the checklist were used to generate the appropriate data that answered the research questions raised alongside the formulated hypotheses for the study. Responses of participant was based on a four point rating scale of strongly agree, agree, disagree and strongly disagree.

The instrument was constructed to measure variables identified by the research question it was intended to answer. It obtained face and content validity through the constructive criticism and correction of the researcher’s project supervisor and expert in Pre-primary education.

The researcher administered the instrument to 30 teachers randomly drawn from population not included in the study. The reliability of the research instrument was tested using Cronbach alpha statistic and it gave a coefficient of 0.829. The researcher personally visited the schools with the help of research assistance in administering the instrument and collect same after respondent have supplied the necessary information for subsequent analysis.

The researcher employed the mean calculation to answer the stated research questions in the study while t-test statistics at 0.05 level of significance was employed to test the stated hypotheses in the study. The mean score of 2.5 and above for every item was considered high and adequate (implemented), while any item below 2.5 was considered low and inadequate (not implemented) for a 4-point rating scale of strongly agreed (4), agreed (3), disagreed (2) and strongly disagreed (1).

RESULTS

Research Question 1

What is the extent of the implementation of the objectives of pre-primary education in Bayelsa East Senatorial District?

Table 1 Mean rating on the extent of the implementation of the objectives of pre-primary education in Bayelsa East Senatorial district

S/N	ITEMS	Total score	Mean	Decision
1	The Scheme of work effect a smooth transition from home to school	671	3.59	High
2	The scheme of work prepares children for the primary level of education	664	3.55	High
3	Adequate care are given to the children at school	641	3.43	High
4	Children can easily adopt to the school environment	709	3.79	High
5	Children are encourage to express themselves freely	709	3.79	High
6	Children are encourage to learn by doing	615	3.29	High
7	The school encourages team work among pupils	718	3.84	High
8	The scheme of work encourages children to learn good health habit	703	3.76	High
9	Rudiments of numbers are taught to the children	711	3.80	High
10	Letters, shapes and colours are taught to the children	722	3.86	High
11	The medium of instruction is principally the mother tongue or Language of the immediate environment	204	1.09	Low
12	The government has produced textbooks in the mother tongue or Language of the immediate environment	209	1.12	Low
13	The main method of teaching is through play	589	3.15	High
14	Government agencies supervises the activities of the school regularly	511	2.73	High
15	Staff remuneration by Government and the private owners is satisfactory	230	1.23	Low

Table 2 Mean rating of urban teachers on the extent of the implementation of the objectives of Pre-primary education.

N = 81 Benchmark = 2.50				
S/N	Statement	Total score	Mean	Decision
1	The Scheme of work effect a smooth transition from home to school	290	3.58	High
2	The scheme of work prepares children for the primary level of education	290	3.58	High
3	Adequate care are given to the children at school	284	3.51	High
4	Children can easily adopt to the school environment	304	3.75	High
5	Children are encourage to express themselves freely	306	3.78	High
6	Children are encourage to learn by doing	264	3.26	High
7	The school encourages team work among pupils	311	3.84	High
8	The scheme of work encourages children to learn good health habit	300	3.70	High
9	Rudiments of numbers are taught to the children	309	3.81	High
10	Letters, shapes and colours are taught to the children	313	3.86	High
11	The medium of instruction is principally the mother tongue or Language of the immediate environment	91	1.12	Low
12	The government has produced textbooks in the mother tongue or Language of the immediate environment	97	1.20	Low
13	The main method of teaching is through play	247	3.05	High
14	Government agencies supervises the activities of the school regularly	222	2.74	High
15	Staff remuneration by Government and the private owners is satisfactory	96	1.19	Low
Total Grand Mean			3.07	

In table 1 above, based on average mean benchmark of 2.50 shows the responses of the subjects on the items in the instrument. The data revealed that respondents agree to the fact

that the scheme of work effect a smooth transition from home to school (3.59); the scheme of work prepare children for the primary level of education (3.55); adequate care are given to the children at school (3.43); children can easily adopt to the school environment (3.79); children are encouraged to express themselves freely (3.79); children are encourage to learn by doing (3.29); the school encourages team work among pupils (3.84); the scheme of work encourages children to learn good health habit (3.76); rudiments of numbers are taught to the children (3.80); letters, shapes and colours are taught to the children (3.86); the main method of teaching is through play (3.15) and that Government agencies supervises the activities of the school regularly (2.73). The table further revealed that the medium of instruction is principally not the mother tongue or language of the immediate environment (1.09); the government has not produced textbooks in the mother tongue or Language of the immediate environment (1.12) and that staff remuneration by Government and the private owners is not satisfactory (1.23).

Research Question 2: What is the extent of the implementation of the objectives of pre-primary education in Urban Schools in Bayelsa East Senatorial District?

Table 2 above revealed urban teachers responses on the extent of the implementation of the objectives of pre-primary education.

The table revealed that the urban teachers agreed to the fact that items 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 13 and 14 have been implemented with a mean range of 3.86-2.74. They are the

scheme of work effect a smooth transition from home to school (3.58), the scheme of work prepares children for the primary level of education (3.58), adequate care are given to the children at school (3.51), children can easily adopt to the school environment (3.75), children are encourage to express themselves freely (3.78), children are encourage to learn by doing (3.26), the school encourages team work among pupils (3.84), the scheme of work encourages children to learn good health habit (3.70), rudiments of numbers are taught to the children (3.81), letters, shapes and numbers are taught to the children (3.86), the main method of teaching is through play (3.05), government agencies supervises the activities of the school regularly (2.74). The table also revealed that the urban teachers agreed to the fact that items 11, 12 and 15 have not been implemented with mean range of 1.20-1.12. This implies that the medium of instruction is principally not the mother tongue or language of the immediate environment (1.12), the government has not produced textbooks in the mother tongue or language of the immediate environment (1.20) and staff remuneration by the government and private owners is not satisfactory (1.19)

Table 3 above revealed rural teachers responses on the extent of the implementation of the objectives of pre-primary education. The table revealed that the rural teachers agreed to the fact that items 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 13 and 14 have been implemented with a mean range of 3.85-2.72. They are the scheme of work effect a smooth transition from home to school (3.60), the scheme of work prepares children for the primary level of education (3.52), adequate care are given to the children at school (3.38), children can easily adopt to the school environment (3.81), children are encourage to express themselves freely (3.80), children are encourage to learn by doing (3.31), the school encourages team work among pupils (3.85), the scheme of work encourages children to learn good health habit (3.81), rudiments of numbers are taught to the children (3.79), letters, shapes and numbers are taught to the children (3.85), the main method of teaching is through play (3.23), government agencies supervises the activities of the school regularly (2.72). The table also revealed that the urban teachers agreed to the fact that items 11, 12 and 15 have not been implemented with mean range of 1.26-1.07.

Table 3 Mean rating of Rural teachers on the extent of the implementation of the objectives of Pre-primary education.

		N = 106 Benchmark = 2.50		
S/N	Statement	Total score	Mean	Decision
1	The Scheme of work effect a smooth transition from home to school	381	3.60	High
2	The scheme of work prepares children for the primary level of education	373	3.52	High
3	Adequate care are given to the children at school	358	3.38	High
4	Children can easily adopt to the school environment	404	3.81	High
5	Children are encourage to express themselves freely	403	3.80	High
6	Children are encourage to learn by doing	351	3.31	High
7	The school encourages team work among pupils	408	3.85	High
8	The scheme of work encourages children to learn good health habit	404	3.81	High
9	Rudiments of numbers are taught to the children	402	3.79	High
10	Letters, shapes and colours are taught to the children	408	3.85	High
11	The medium of instruction is principally the mother tongue or Language of the immediate environment	113	1.07	Low
12	The government has produced textbooks in the mother tongue or Language of the immediate environment	113	1.07	Low
13	The main method of teaching is through play	342	3.23	High
14	Government agencies supervises the activities of the school regularly	288	2.72	High
15	Staff remuneration by Government and the private owners is satisfactory	134	1.26	Low
Total Grand Mean			3.07	

Table 4 Mean rating of Private teachers on the extent of the implementation of the objectives of Pre-primary education.

		N = 90 Benchmark = 2.50		
		Total Score	Mean	Decision
1	The Scheme of work effect a smooth transition from home to school	322	3.58	High
2	The scheme of work prepares children for the primary level of education	314	3.49	High
3	Adequate care are given to the children at school	312	3.47	High
4	Children can easily adopt to the school environment	337	3.74	High
5	Children are encourage to express themselves freely	340	3.78	High
6	Children are encourage to learn by doing	293	3.26	High
7	The school encourages team work among pupils	347	3.86	High
8	The scheme of work encourages children to learn good health habit	338	3.76	High
9	Rudiments of numbers are taught to the children	346	3.84	High
10	Letters, shapes and colours are taught to the children	345	3.83	High
11	The medium of instruction is principally the mother tongue or Language of the immediate environment	101	1.12	Low
12	The government has produced textbooks in the mother tongue or Language of the immediate environment	103	1.14	Low
13	The main method of teaching is through play	288	3.20	High
14	Government agencies supervises the activities of the school regularly	240	2.67	High
15	Staff remuneration by Government and the private owners is satisfactory	116	1.29	Low
Total Grand Mean			3.07	

Research Question 3: What is the extent of the implementation of the objectives of pre-primary education in Rural Schools in Bayelsa East Senatorial District?

This implies that the medium of instruction is principally not the mother tongue or language of the immediate environment

(1.07), the government has not produced textbooks in the mother tongue or language of the immediate environment (1.07) and staff remuneration by the government and private owners is not satisfactory (1.26)

Research Question 4: What is the extent of the implementation of the objectives of pre-primary education in Private Schools in Bayelsa East Senatorial District.

Table 4 above revealed private teachers responses on the extent of the implementation of the objectives of pre-primary education. The table revealed that the private teachers agreed to the fact that items 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 13 and 14 have been implemented with a mean range of 3.86-2.67. They are the scheme of work effect a smooth transition from home to school (3.58), the scheme of work prepares children for the primary level of education (3.49), adequate care are given to the children at school (3.47), children can easily adopt to the school environment (3.74), children are encourage to express themselves freely (3.78), children are encourage to learn by doing (3.26), the school encourages team work among pupils (3.86), the scheme of work encourages children to learn good health habit (3.76), rudiments of numbers are taught to the children (3.84), letters, shapes and numbers are taught to the children (3.83), the main method of teaching is through play (3.20), government agencies supervises the activities of the school regularly (2.67). The table also revealed that the private teachers agreed to the fact that items 11, 12 and 15 have not been implemented with mean range of 1.29-1.12. This implies that the medium of instruction is principally not the mother tongue or language of the immediate environment (1.12), the government has not produced textbooks in the mother tongue or language of the immediate environment (1.14) and staff remuneration by the government and private owners is not satisfactory (1.29)

Research Question 5: What is the extent of the implementation of the objectives of pre-primary education in Public Schools in Bayelsa East Senatorial District.

primary level of education (3.60), adequate care are given to the children at school (3.3.40), children can easily adopt to the school environment (3.82), children are encourage to express themselves freely (3.80), children are encourage to learn by doing (3.32), the school encourages team work among pupils (3.84), the scheme of work encourages children to learn good health habit (3.77), rudiments of numbers are taught to the children (3.76), letters, shapes and numbers are taught to the children (3.88), the main method of teaching is through play (3.10), government agencies supervises the activities of the school regularly (2.78). The table also revealed that the private teachers agreed to the fact that items 11, 12 and 15 have not been implemented with mean range of 1.18-1.66. This implies that the medium of instruction is principally not the mother tongue or language of the immediate environment (1.06), the government has not produced textbooks in the mother tongue or language of the immediate environment (1.10) and staff remuneration by the government and private owners is not satisfactory (1.18)

Research Question 6: What is the extent of the implementation of the objectives of pre-primary education among qualified teachers?

Table 6 above revealed qualified teachers responses on the extent of the implementation of the objectives of pre-primary education. The table revealed that the qualified teachers agreed to the fact that items 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 13 and 14 have been implemented with a mean range of 2.57-4.00. They are the scheme of work effect a smooth transition from home to school (3.57), the scheme of work prepares children for the primary level of education (3.71), adequate care are given to the children at school (3.57), children can easily adopt to the school environment (3.86), children are encourage to express themselves freely (4.00), children are encourage to learn by doing (3.42), the school encourages team work among pupils (3.86), the scheme of work encourages children to learn good

Table 5 Mean rating of Public teachers on the extent of the implementation of the objectives of Pre-primary education.

		N = 97 Benchmark = 2.50		
		Total score	Mean	Decision
1	The Scheme of work effect a smooth transition from home to school	350	3.61	High
2	The scheme of work prepares children for the primary level of education	349	3.60	High
3	Adequate care are given to the children at school	329	3.40	High
4	Children can easily adopt to the school environment	370	3.82	High
5	Children are encourage to express themselves freely	369	3.80	High
6	Children are encourage to learn by doing	322	3.32	High
7	The school encourages team work among pupils	372	3.84	High
8	The scheme of work encourages children to learn good health habit	366	3.77	High
9	Rudiments of numbers are taught to the children	365	3.76	High
10	Letters, shapes and colours are taught to the children	376	3.88	High
11	The medium of instruction is principally the mother tongue or Language of the immediate environment	103	1.06	Low
12	The government has produced textbooks in the mother tongue or Language of the immediate environment	107	1.10	Low
13	The main method of teaching is through play	301	3.10	High
14	Government agencies supervises the activities of the school regularly	270	2.78	High
15	Staff remuneration by Government and the private owners is satisfactory	114	1.18	Low
Total Grand Mean			3.07	

Table 5 above revealed public teachers responses on the extent of the implementation of the objectives of pre-primary education. The table revealed that the public teachers agreed to the fact that items 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 13 and 14 have been implemented with a mean range of 3.88-2.78. They are the scheme of work effect a smooth transition from home to school (3.61), the scheme of work prepares children for the

health habit (3.29), rudiments of numbers are taught to the children (3.86), letters, shapes and numbers are taught to the children (3.86), the main method of teaching is through play (2.57), government agencies supervises the activities of the school regularly (3.00). The table also revealed that the qualified teachers agreed to the fact that items 11, 12 and 15 have not been implemented with mean range of 1.00-1.14.

This implies that the medium of instruction is principally not the mother tongue or language of the immediate environment (1.00), the government has not produced textbooks in the mother tongue or language of the immediate environment (1.00) and staff remuneration by the government and private owners is not satisfactory (1.14)

the children (3.80), letters, shapes and numbers are taught to the children (3.86), the main method of teaching is through play (3.17), government agencies supervises the activities of the school regularly (3.72). The table also revealed that the qualified teachers agreed to the fact that items 11, 12 and 15 have not been implemented with mean range of 1.09-1.23.

Table 6 Mean rating of qualified teachers on the extent of the implementation of the objectives of Pre-primary education.

		N = 7		
		Benchmark = 2.50		
		Total Score	Mean	Decision
1	The Scheme of work effect a smooth transition from home to school	25	3.57	High
2	The scheme of work prepares children for the primary level of education	26	3.71	High
3	Adequate care are given to the children at school	25	3.57	High
4	Children can easily adopt to the school environment	27	3.86	High
5	Children are encourage to express themselves freely	28	4.00	High
6	Children are encourage to learn by doing	24	3.43	High
7	The school encourages team work among pupils	27	3.86	High
8	The scheme of work encourages children to learn good health habit	22	3.29	High
9	Rudiments of numbers are taught to the children	27	3.86	High
10	Letters, shapes and colours are taught to the children	27	3.86	High
11	The medium of instruction is principally the mother tongue or Language of the immediate environment	7	1.00	Low
12	The government has produced textbooks in the mother tongue or Language of the immediate environment	7	1.00	Low
13	The main method of teaching is through play	18	2.57	High
14	Government agencies supervises the activities of the school regularly	21	3.00	High
15	Staff remuneration by Government and the private owners is satisfactory	8	1.14	Low
Total Grand Mean			3.05	

Table 7 Mean rating of non qualified teachers on the extent of the implementation of the objectives of Pre-primary education.

		N = 180		
		Benchmark = 2.50		
		Total score	Mean	Decision
1-	The Scheme of work effect a smooth transition from home to school	646	3.59	High
2	The scheme of work prepares children for the primary level of education	637	3.54	High
3	Adequate care are given to the children at school	617	3.43	High
4	Children can easily adopt to the school environment	680	3.78	High
5	Children are encourage to express themselves freely	680	3.78	High
6	Children are encourage to learn by doing	590	3.28	High
7	The school encourages team work among pupils	691	3.84	High
8	The scheme of work encourages children to learn good health habit	680	3.78	High
9	Rudiments of numbers are taught to the children	684	3.80	High
10	Letters, shapes and colours are taught to the children	695	3.86	High
11	The medium of instruction is principally the mother tongue or Language of the immediate environment	196	1.09	Low
12	The government has produced textbooks in the mother tongue or Language of the immediate environment	203	1.13	Low
13	The main method of teaching is through play	570	3.17	High
14	Government agencies supervises the activities of the school regularly	490	2.72	High
15	Staff remuneration by Government and the private owners is satisfactory	221	1.23	Low
Total Grand Mean			3.07	

Research Question 7: What is the extent of the implementation of the objectives of pre-primary education among non qualified teachers?

Table 7 above revealed non qualified teachers responses on the extent of the implementation of the objectives of pre-primary education. The table revealed that the non qualified teachers agreed to the fact that items 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 13 and 14 have been implemented with a mean range of 2.72-3.86. They are the scheme of work effect a smooth transition from home to school (3.59), the scheme of work prepares children for the primary level of education (3.54), adequate care are given to the children at school (3.43), children can easily adopt to the school environment (3.78), children are encourage to express themselves freely (3.78), children are encourage to learn by doing (3.28), the school encourages team work among pupils (3.84), the scheme of work encourages children to learn good health habit (3.78), rudiments of numbers are taught to

This implies that the medium of instruction is principally not the mother tongue or language of the immediate environment (1.09), the government has not produced textbooks in the mother tongue or language of the immediate environment (1.13) and staff remuneration by the government and private owners is not satisfactory (1.23)

Research Question 8: What is the extent of the implementation of the objectives of pre-primary education among male teachers?

Table 8 Mean rating of male teachers on the extent of the implementation of the objectives of Pre-primary education

S/N	Statement	N = 66 Benchmark = 2.50		
		Total score	Mean	Decision
1	The Scheme of work effect a smooth transition from home to school	236	3.58	High
2	The scheme of work prepares children for the primary level of education	233	3.53	High
3	Adequate care are given to the children at school	225	3.41	High
4	Children can easily adopt to the school environment	251	3.80	High
5	Children are encourage to express themselves freely	253	3.83	High
6	Children are encourage to learn by doing	214	3.24	High
7	The school encourages team work among pupils	260	3.94	High
8	The scheme of work encourages children to learn good health habit	249	3.77	High
9	Rudiments of numbers are taught to the children	253	3.83	High
10	Letters, shapes and colours are taught to the children	259	3.92	High
11	The medium of instruction is principally the mother tongue or Language of the immediate environment	70	1.06	Low
12	The government has produced textbooks in the mother tongue or Language of the immediate environment	77	1.17	Low
13	The main method of teaching is through play	214	3.24	High
14	Government agencies supervises the activities of the school regularly	182	2.76	High
15	Staff remuneration by Government and the private owners is satisfactory	84	1.27	Low
	Total Grand Mean		3.09	

Table 9 Mean rating of female teachers on the extent of the implementation of the objectives of Pre-primary education.

S/N	Statement	N = 121 Benchmark = 2.50		
		Total score	Mean	Decision
1	The Scheme of work effect a smooth transition from home to school	436	3.60	High
2	The scheme of work prepares children for the primary level of education	430	3.55	High
3	Adequate care are given to the children at school	417	3.45	High
4	Children can easily adopt to the school environment	457	3.78	High
5	Children are encourage to express themselves freely	456	3.77	High
6	Children are encourage to learn by doing	401	3.31	High
7	The school encourages team work among pupils	459	3.79	High
8	The scheme of work encourages children to learn good health habit	455	3.76	High
9	Rudiments of numbers are taught to the children	459	3.79	High
10	Letters, shapes and colours are taught to the children	462	3.82	High
11	The medium of instruction is principally the mother tongue or Language of the immediate environment	134	1.11	Low
12	The government has produced textbooks in the mother tongue or Language of the immediate environment	133	1.10	Low
13	The main method of teaching is through play	375	3.10	High
14	Government agencies supervises the activities of the school regularly	328	2.71	High
15	Staff remuneration by Government and the private owners is satisfactory	146	1.21	Low
	Total Grand Mean		3.06	

Table 8 above revealed male teachers' responses on the extent of the implementation of the objectives of pre-primary education. The table revealed that the male teachers agreed to the fact that items 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 13 and 14 have been implemented with a mean range of 2.76-3.94. They are the scheme of work effect a smooth transition from home to school (3.58), the scheme of work prepares children for the primary level of education (3.53), adequate care are given to the children at school (3.41), children can easily adopt to the school environment (3.80), children are encourage to express themselves freely (3.83), children are encourage to learn by doing (3.24), the school encourages team work among pupils (3.94), the scheme of work encourages children to learn good health habit (3.77), rudiments of numbers are taught to the children (3.83), letters, shapes and numbers are taught to the children (3.92), the main method of teaching is through play (3.24), government agencies supervises the activities of the school regularly (2.76). The table also revealed that the male teachers agreed to the fact that items 11, 12 and 15 have not been implemented with mean range of 1.06-1.27.

This implies that the medium of instruction is principally not the mother tongue or language of the immediate environment (1.06), the government has not produced textbooks in the mother tongue or language of the immediate environment (1.17) and staff remuneration by the government and private owners is not satisfactory (1.27)

Research Question 9: What is the extent of the implementation of the objectives of pre-primary education among female teachers?

Table 9 above revealed female teachers' responses on the extent of the implementation of the objectives of pre-primary education. The table revealed that the female teachers agreed to the fact that items 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 13 and 14 have been implemented with a mean range of 2.71-3.82. They are the scheme of work effect a smooth transition from home to school (3.60), the scheme of work prepares children for the primary level of education (3.55), adequate care are given to the children at school (3.45), children can easily adopt to the school environment (3.78), children are encourage to express themselves freely (3.77), children are encourage to learn by doing (3.31), the school encourages team work among pupils (3.79), the scheme of work encourages children to learn good

health habit (3.76), rudiments of numbers are taught to the children (3.79), letters, shapes and numbers are taught to the children (3.82), the main method of teaching is through play (3.10), government agencies supervises the activities of the school regularly (2.71). The table also revealed that the female teachers agreed to the fact that items 11, 12 and 15 have not been implemented with mean range of 1.10-1.21. This implies that the medium of instruction is principally not the mother tongue or language of the immediate environment (1.11), the government has not produced textbooks in the mother tongue or language of the immediate environment (1.10) and staff remuneration by the government and private owners is not satisfactory (1.21)

Research Question 10

What is the extent of availability of material and infrastructural resources towards the implementation of the objectives of pre-primary education in Bayelsa East Senatorial District?

The checklist was used to evaluate the material resources in each of the centres (schools). according to NERDC guidelines, each of these centres must have the following resources (check appendix I) before the state ministry of education grant it license to operate. On evaluating the criteria it was revealed that non of the centres (25 schools) in Bayelsa East both public and private met the required minimum standard for the establishment. The checklist on analysis shows the availability and adequacy of infrastructure (resources). The checklist revealed that classroom in all the 25 schools were available and up to the standard, while non of the schools were fenced.

On the school records, the checklist revealed that admission and withdrawal register was available and adequate in all the schools. other items that were also available and adequate in all the schools include; attendance register, log book (incidence/occurrence), teachers record book, visitors book, tine book, continuous assessment/test records, personal records of teachers, PTA minutes books, inventory of school properties, staff meeting minute book, school diary, child folder of the child. While health records of the pupils, movement book for pupils and movement books for teachers were not available in each of the schools.

On furniture, chalk-board was available and adequate in each of the classroom across the 25 schools visited. Also, chairs and tables for pupils, charts/posters/pictures at the wall, cupboards, display tables and wall clock in each of the classroom were available in most pf the schools but not adequate while mats, beds, mattresses for pupils were not available in each of the schools.

On instructional materials the following items were available and adequate. They include; curriculum (government approved), chalk and black board, teachers notebook and time table. Still on instructional materials the following items were available but not adequate in all the schools. they are; charts and colourful posters (variety), logo building blocks, counters/abacus, pencils, crayon, colouring, pencils, brushes and drawing books. While care givers manual, toy making manual, radio, flash cards and musical instrument are not available.

Hypothesis 1

There is no significant difference between urban and rural teachers on the extent of the implementation of the objectives of pre-primary education in Bayelsa west senatorial district.

Table 10 t-test analysis of urban and rural teachers on the extent of the implementation of the objectives of pre-primary education

Location	N	Mean	Mean diff.	Std deviation	t	P	Decision
Rural	106	3.0711	.00605	.16049	0.241	0.810	Not Significant
Urban	81	3.0650		.18135			

Table 11 above showed a t-value of 0.241 with a p-value of 0.810 which is more than our alpha level of 0.05 chosen for this study. The hypotheses 1, which states that there is no significant difference between urban and rural teachers on the extent of the implementation of the objectives of pre-primary education in Bayelsa West Senatorial District is thereby retained. Thus the null hypotheses is accepted.

Hypotheses 2 There is no significant difference between urban and rural teachers on the extent of the implementation of the objectives of pre-primary education in Bayelsa west senatorial district.

Table 12 t-test analysis of public and private teachers on the extent of the implementation of the objectives of pre-primary education

School Type	N	Mean	Mean diff.	Std deviation	t	P	Decision
Public	97	3.0687	.00058	.15106	0.23	0.982	Not Significant
Private	90	3.0681		.18803			

Table 12 above showed a t-value of 0.23 with a p-value of 0.982 which is more than our alpha level of 0.05 chosen for this study. The hypotheses 1, which states that there is no significant difference between public and private teachers on the extent of the implementation of the objectives of pre-primary education in Bayelsa West Senatorial District is thereby retained. Thus the null hypothesis is accepted.

Hypothesis 3: There is no significant difference between qualified and non qualified teachers on the extent of the implementation of the objectives of pre-primary education in Bayelsa west senatorial district.

Table 13 t-test analysis between qualified and non qualified teachers on the extent of the implementation of the objectives of pre-primary education

qualification	N	Mean	Mean diff.	Std deviation	T	P	Decision
Non qualified	180	3.0693	.02164	.17122	0.331	0.741	Not Significant
Qualified	7	3.0476		.11996			

Table 13 above showed a t-value of 0.331 with a p-value of 0.741 which is more than our alpha level of 0.05 chosen for this study. The hypotheses 3, which states that there is no significant difference between qualified and unqualified teachers on the extent of the implementation of the objectives of pre-primary education in Bayelsa West Senatorial District is thereby retained. Thus the null hypothesis is accepted.

Hypothesis 4 There is no significant difference between male and female teachers on the extent of the implementation of the objectives of pre-primary education in Bayelsa West Senatorial District.

Table 14 t-test analysis of male and female teachers on the extent of the implementation of the objectives of pre-primary education

Gender	N	Mean	Mean diff.	Std deviation	T	P	Decision
Male	66	3.0909	.03471	.15276	1.342	0.181	Not Significant
female	121	3.0562		.17722			

Table 14 above showed a t-value of 1.342 with a p-value of 0.181 which is more than our alpha level of 0.05 chosen for this study. The hypotheses 4, which states that there is no significant difference between male and female teachers on the extent of the implementation of the objectives of pre-primary education in Bayelsa West Senatorial District is thereby retained. Thus the null hypothesis is accepted.

DISCUSSION

The findings of the results are discussed under the following subheadings; The results in research question 2 and research question 3, Table 4.2a and 4.2b on urban and rural teachers’ on the extent of the implementation of the objectives of pre-primary education indicated that the grand mean was 3.07 for both the urban and rural teachers. This revealed that the extent of the implementation of the objectives of pre-primary education between the urban and rural teachers is the same.

Hypothesis one states that there is no significant difference between urban and rural teachers on the extent of the implementation of the objectives of pre-primary education and the null hypothesis was retained. The finding is in tandem with the studies of Ezema (2009) which presented that there was no significant difference in teachers response in rural and urban schools on the extent of government implementation of the national policy on education in the nursery schools in Enugu state. The quality of learning activities in the pre-primary schools selected for the study was found to be high (being implemented). This was consistent with established National policy on education for pre-primary schools. most of the objectives of pre-primary education was found to be implemented such as effect a smooth transition from home to school, preparing the child for the primary level of education, provision of adequate for the children, encouragement of team work among children, teaching of rudiment of numbers, among others. This is also in line with the findings of Olaleye et al. (2009) that learning activities were found to be adequate. However, on the use of mother tongue in teaching at the schools the findings shows that it has not been or is not been implemented at both the rural and urban schools. This is in line with the study of Olaleye et al. (2009), Maduwesi (2004), Ezema (2009), Ocho (2005), Ajayi (2007), UNESCO (2010), Ejieh (2006), Tor-Anyin (2008) among others which all revealed that the mother tongue is not been used as the language of instruction in the pre-primary schools at the rural and urban areas.

Commenting further, on the use of the mother tongue as language of instruction at the school, Ejieh (2006) noted that enforcing the use of mother tongue in the schools goes against the interest of the parents of the children to acquire the official language (English) as early as possible. This value of the parents seems to be in conflicts with those of the policy makers who prescribed that the medium of instruction should be the mother tongue or language of the immediate

environment. Another issues that has negatively affected the use of mother tongue is the lack of textbooks. Obinaju and Ibiam (2012) observed that government has not produced textbooks in many Nigerian languages, this view was also held by ajayi 2007 and UNESCO (2010). Tha language of the immediate environment is very significant at this level of education. Egwesi, Unuyi and Azanwena (2008) states that the language of the immediate environment has significant relationship with the learning process of the children. In the study area, the study shows that no textbook has been produced in Ogbia and Nembe Language which is the local dialect.

The results in research question 4 and research question 5 , Table 4.3a and 4.3b on public and private teachers’ on the extent of the implementation of the objectives of pre-primary education indicated that the grand mean was 3.07 for both the public and private teachers. This revealed that the extent of the implementation of the objectives of pre-primary education between the public and private teachers is the same.

Hypothesis two states that there is no significant difference between public and private teachers on the extent of the implementation of the objectives of pre-primary education and the null hypothesis was retained. This is in line with Ejieh (2006) and Sooter (2013) who asserted in their study that the level of implementation and non implementation of the objectives of both private and public schools is similar. For instance they made mention of the non implementation of the use of mother tongue as peculiar to both private and government own schools.

The results in research question 6 and research question 7, table 4.4a and 4.4b on qualified and non qualified teachers on the extent of the implementation of the objectives of pre-primary education indicated that the grand mean was 3.05 for qualified teachers and 3.07 for non qualified teachers. This revealed that the extent of the implementation of the objectives of pre-primary education between the qualified and non qualified teachers is slightly different.

Hypothesis three states that there is no significant difference between qualified and non qualified teachers on the extent of the implementation of the objectives of pre-primary education and the null hypothesis was retained. The findings of the study revealed that there were shortage of qualified pre-primary school teachers. This collaborates with Maduwesi (2005) which states that there is dearth of specialist teachers in the nursery schools. Ejieh (2006) also revealed that teachers quality in pre-primary school is generally low. He further stated that only few schools were able to engage the services of qualified teachers. Olaleye et al, (2009) also decries the low quality of academic staff in most of the pre-primary schools. Ibrahim (2011), Ofuoma et al.(2009) are of the view that the presence of unqualified teachers in the pre-primary school is worrisome.

The results in research question 8 and research question 9, table 4.5a and 4.5b, on male and female teachers on the extent of the implementation of the objectives of pre-primary education indicated that the grand mean was 3.09 for male teachers and 3.06 for female teachers. This revealed that there is a slight difference on the extent of the implementation of the objectives of pre-primary education between male and female teachers.

Hypothesis four which states that there is no significant difference between male and female teachers on the extent of the implementation of the objectives of pre-primary education was retained. The findings is in tandem with the study of Osadebe (2014), which revealed that there was no significant difference between male and female teachers on the extent to which the universal basic education (UBE) objectives have been achieved.

The study indicates that there was lack of material/infrastructural resources at the pre-primary schools. The findings shows that non of the schools (25) in Bayelsa East Senatorial District that were used for the study both in the rural and urban areas as well as the public and private schools met the required minimum standard of materials/infrastructural resources or facilities as stipulated by NERDC (2004). The data shows that classroom size in all the 25 schools were up to the standard, playgrounds were also up to the standard while non of the schools were fenced. Chalk board were also available and adequate in all the 25 schools visited. Chairs, tables, charts/posters, pictures at the wall, cupboards, display tables and wall clock in each of the classrooms at all the 25 schools were also available but not adequate.

On instructional materials the following items were available and adequate. They include; curriculum (government approved), chalk and black board, teachers notebook and time table. Still on instructional materials the following items were available but not adequate in all the schools. they are; charts and colourful posters (variety), logo building blocks, counters/abacus, pencils, crayon, colouring, pencils, brushes and drawing books. While care givers manual, toy making manual, radio, flash cards and musical instrument are not available. The findings collaborates with that of Obinajo (2004), Oshan et al (2014), Viatonu et al. (2011) among others that there is dearth of instructional materials in pre-primary schools.

Material resources involves the facilities that are used to develop and add value to people. They are used to facilitate understanding of ideas in the learners as well as ensure long term retention of ideas and topics taught to the children. A teacher who makes use of appropriate instructional materials to supplement is teaching will help enhance learners innovative and creative thinking.

CONCLUSION

The researcher as a result of the findings of the study revealed that the level of the extent of the implementation of the objectives of pre-primary education in urban and rural schools as well as private and public schools and between qualified and unqualified teachers as well as male and female teachers is the same and drew the following conclusions;

1. That location has no significant difference on the extent to which the objectives of Pre-primary education is being implemented in Bayelsa East Senatorial District.
2. That school type has no significant difference on the extent to which the objectives of Pre-primary education is being implemented in Bayelsa East Senatorial District.
3. That qualification has no significant difference on the extent to which the objectives of Pre-primary education is being implemented in Bayelsa East Senatorial District.

4. That gender has no significant difference on the extent to which the objectives of Pre-primary education is being implemented in Bayelsa East Senatorial District.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. Government at the federal, state and local level in conjunction with school proprietors should ensure that adequate materials/infrastructural facilities are available in both rural and urban areas.
2. Government should also ensure that qualified teachers are available at the pre-primary section in both rural and urban areas as well as the private and public schools
3. Government and all stakeholders should ensure that the language policy is implemented as stated in the national policy on education
4. The Bayelsa State Government in conjunction with the Federal Ministry of Education should as a matter of urgency commence the production of textbooks in the languages of the immediate environments across the states. This will enhance the children's cultural identity development
5. The Government especially State and Local as a matter of urgency should establish pre-primary schools in all the existing primary schools in line with the national policy on education. This will help in ensuring that more children benefit from the programme.
6. Government and school proprietors should ensure they motivate their teachers by encouraging them with good salaries and prompt payment as at when due. This will attract a lot of youths to specialize in early childhood education as a course of study.

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