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**Typeset by:** Abubakar (Chika) Muhammad  
Department of Modern European Languages and Linguistics,  
Usmanu Danfodiyo University,  
P. M. B. 2346,  
Sokoto, Nigeria  
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**e-mail Address:**      [feesudusconf@gmail.com](mailto:feesudusconf@gmail.com)

### **EDITORIAL NOTE**

This is Maiden Edition of the International Journal of Topical Educational Issues publication of the Faculty of Education and Extension Services, Usmanu Danfodiyo University Sokoto. This volume has twenty five (25) articles from distinguished scholars across the country.

To keep abreast with the changing world and competence in our profession, we need to write and publish our researches and theoretical position papers. The International Journal of Topical Educational Issues is an avenue for disseminating such knowledge. Our review of quality papers will be fair, open and efficient. The Editorial Board promised to assess promptly and publish quality research findings and position papers in all areas of education. Maiden Edition of this journal will go to press as soon as this volume is out.

Please encourage your colleagues to send articles. To those whose articles appeared in this edition, I say congratulations. Please do not relent in your effort to write and publish. In the academics, as you know, "it is publish or perish".

Thanks.

**Prof. M. U. Tambawal** (PEN, OCN, LPCN, MCASSON, MNISEP)  
Editor – in – Chief

**Supervision: A Panacea for Early Childhood Care Education for Sustainable Peace and National Development in Zamfara State, Nigeria**

**Dr. ABDULLAHI, NIMOTA JIBOLA KADIR**

Department of Educational Management,  
Faculty of Education, University of Ilorin, Ilorin  
E-Mail: [neematkadir@yahoo.co.uk](mailto:neematkadir@yahoo.co.uk)

**Dr. MUSA, RABIAT MAFARA**

Department of Educational Foundations,  
Faculty of Humanities and Education,  
Federal University Gusau, Zamfara State

**Dr. BULAMA, ADAMU**

Educational Coordinating Millenium Villages Project,  
Pampaida, Zaria, Kaduna State

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## **Abstract**

*This study investigated the supervision of early childhood education and sustainable peace and national development in Zamfara State. To achieve this, two hypotheses were formulated and tested. Descriptive design was used for the study. A researcher constructed questionnaire titled Supervision and Sustainable Early Childhood Care Education Questionnaire (SSECCEQ) was used for data collected. The data collected were analysed using Pearson Product Moment Correlation Co-efficient. All hypotheses were tested at 0.05 level of significance. It was found that there was a significant relationship between efficiency supervision, follow-up supervision and sustainable national development. It was recommended that government and head teachers should continue to intensify their role of supervision so as to ensure that early childhood care education are in good condition for sustainable peace and national development. Head teachers and proprietors should continue to keep regular supervision to improve teachers performance in order to achieve effective early childhood care education for sustainable peace and national development.*

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## **Introduction**

Early childhood is a time when a child is laying the foundation for future development capabilities across all domains. The interplay of language, cognition, social-emotional capabilities and physical abilities come into use more frequently and



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purposefully. Children cognitive ability allows them to see a distinction between themselves and others, they use their new social skills to test out friendship-making capabilities. Because of these great steps in development, early childhood becomes a crucial time for developing the skills and capacities necessary for peace making and national development. Early childhood care education is defined as the period from birth to eight years old.

Supervision of school provides the index of evaluating education standard. Manga (2012), supervision involves the assessment of proper implementation of policy, correction of identified weaknesses, direction and redirection of deficits for the attainment of stated aims, objectives and goals of an education system at a given level. Ijaiya (1991) cited in Kadir (2014) said supervision is a process which aims at helping professional growth and cooperation thereby making teachers become self directive, creative and more productive. It is also seen as all legitimate efforts made by a designated professional to assist the classroom teacher to improve on his competence so that he becomes a self-propelling practitioner as well as ensuring a favourable setting for effective teaching and learning for sustainable peace and national development.

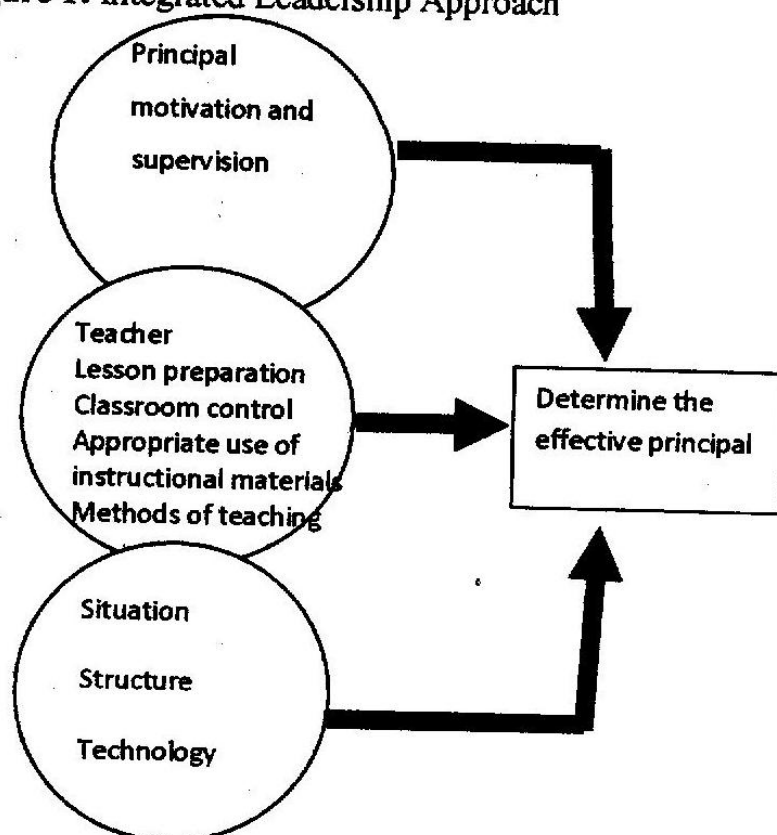
The purpose of supervision is to improve effectiveness and performance of teachers, enable them to willingly contribute their quotas towards the improvement of quality of instructions in schools. It is important for the head teacher as supervisor of the school to create a good organization climate by giving adequate incentives that make their subordinates willingly to increase their performance. Thus, supervision offers guidance to the teacher, so that he can become competent in self-improving and intern, enable the teacher to have confidence in himself as a professional in the school system.

According to Igwe (2001), to supervise means to direct, oversee, guide or to make sure that expected standard are met. Thus, supervision in a school implies the process of ensuring that principles, rules, regulations and methods prescribed for purposes of implementing and achieving the objectives of education are effectively carried out. Supervision therefore involves the use of expert knowledge and experiences to oversee evaluate and coordinate the process of improving teaching and learning activities in schools in order to achieve sustainable peace and national development in early childhood care education.

The theoretical framework of this study based on the Integrated Approach to leadership. This model focused attention to the forces within the leader, the

subordinate and the particular situation, including cultural differences in subordinates and the situation especially custom and tradition, level of education, the standard of living or experience. This could be applicable in the school in that, the supervisory approach in early childhood care education is associated with the head teacher. The subordinates represent the teachers or caregiver. The main task of the head teacher is to create a conducive atmosphere for the teachers to be able to achieve desired changes in students. However, the theory left a lot of gap in that, it laid emphasis on what is expected of leaders such as considering the need, demands, expectations and abilities of subordinates without giving consideration to what is expected from subordinates. This is depicted in figure 1.

**Figure 1: Integrated Leadership Approach**



**Source:** Adapted from Hersey and Blanchard (1982, p. 77).

Figure 1 shows that supervision is an integral part of leadership. This implies that head teachers as leaders need to optimally provide in-training supervision in order to



energize teachers to perform maximally for the enhancement of sustainable peace and national development.

Onuka (2005) conducted a study on integration and innovation in early childhood education and implications for quality teacher preparation. The study was a descriptive survey research, with one hundred and twelve (112) sampled preschool teachers. Eight research questions and three hypotheses guided the study. Early Childhood Programme Instrument on Integration and Innovation (ECPAI) was constructed, validated and used in eliciting responses from the respondents. The data collected were analyzed using percentage, mean, and Paired Sample tests. The study revealed a significant difference in the opinions of public and private preschool teachers toward integration and innovative practices in early childhood education in Nigeria. It was equally revealed that Early Childhood Education (ECE) programme in Nigeria is influenced by traditional, uncreative approaches. Thus, training and retraining of focus teachers and stakeholders in ECE was highly recommended. The study is quite related to the current study in that quality teacher preparation is needed for innovation in early childhood education. However, the study left a lot of gap in that it did not examine supervision as a critical factor in innovation of early childhood care education. Also the study did not carried out in Zamfara State.

### **Statement of the Problem**

Supervision is another key variable to effective early childhood education programme. Lack of proper supervision system in place inhibits achieving desired of teaching and learning outcome in early childhood centers. Supervision being an important component of educational administration is mainly aimed at ensuring compliance in schools classrooms management with a view to encourage that right things are done at right times. A school supervision exercise can be conducted on routine/regular basis to ensure that schools activities are monitored. This therefore, suggests that for a supervision to be effective, it has to be properly planned for and carried out in an organized manner with a view to effect and sustains best practices in ECCE centers. Despite the important roles of supervision as highlighted above, it was observed that most of the ECCE centers in Zamfara State are not properly supervised. Therefore, researcher felt that there was need to investigate into the synergy of the key variable which is supervision of early childhood education in Zamfara State with a view to determine the relationship between supervision and early childhood care education for sustainable peace and national development in Zamfara State.

### **Objectives of the Study**

The objectives of this study are to find out:

- (1) The relationship between efficiency of supervision and early childhood care education for sustainable national development in Zamfara State.
- (2) The relationship between follow-up supervision and early childhood care education for sustainable national development in Zamfara State.

### **Research Questions**

In addressing the problem as above, the following research questions were raised:

- (1) Is there any relationship between efficiency of supervision and early childhood care education for sustainable national development in Zamfara State?
- (2) Is there any relationship between follow-up supervision and early childhood care education for sustainable national development in Zamfara State?

### **Research Hypotheses**

The following hypotheses were formulated and answered:

- (1) There is no significance relationship between efficiency of supervision and early childhood care education for sustainable national development in Zamfara State?
- (2) There is no significance relationship between follow-up supervision and early childhood care education for sustainable national development in Zamfara State?

### **RESEARCH METHODOLOGY**

The study adopted a descriptive research design. This design was considered suitable for the study because it gives the researcher the opportunity of obtaining the opinion of sample population to infer the opinion of the entire population. The population of this study comprised 270 teachers and 112 head teachers in public and private early childhood care centers in Zamfara State. Samples of 159 teachers were selected from 112 early childhood care centers, by the use of Krejcie and Morgan (1971) table for determining sample size from a given population.

The instruments used for data collection for this study was researcher constructed questionnaire titled Supervision and Sustainable Early Childhood Care Education

Questionnaire (SSECCEQ) was used for the study. The instruments were validated by the experts in the Faculty of Education and Extension Services, Usmanu Danfodiyo University, Sokoto. The experts looked thoroughly into the adequacy of the structure, quality, volume and content of the instruments and whether they measures what they are supposed to measure or not. The reliability was determined with the use of Cronbach's Alpha to obtain reliability indexes of 0.81. The instruments were administered by the researcher with the help of research assistants to the teachers of the sampled public senior secondary schools. This method facilitated on the spot collecting of the completed instrument. The data collected were analyzed using Pearson Product Moment Correlation Coefficient.

### **Data Analysis and Results**

This study provides a descriptive analysis of extents of supervision and sustainable early childhood care education. Simple frequencies and percentages were used in the description.

Table 1 below presents the percentage and frequency response of teachers who responded to the research questionnaire on supervision and early childhood care education in Zamfara State.

**Table 1: Extent of Efficiency of Supervision and Early Childhood Care Education for Sustainable National Development in Zamfara State**

S/N	Principals' Methods of Supervision	Agreed		Disagreed	
		Freq.	%	Freq.	%
1.	Efficient supervision helps to ensure compliance to ECCE rules and regulations.	105	66	54	34
2.	Efficient supervision helps to make teachers become more aware of their duties.	99	62	60	38
3.	Efficient supervision helps to detect and correct acts of indiscipline.	120	75	39	25
Total		324	68	153	32
Average		108	68	51	32

Items in table 1 presents above, summaries of respondents' views were on the efficiency supervision. Majority of the respondents 66%respondents agreed that efficient supervision helps to ensure teachers' compliance with ECCD rules and

regulations. Item two indicated that 62% respondents agreed that efficient supervision helps to make teachers become more aware of their duties. Majority, 75% agreed that efficient supervision helps to detect and correct acts of indiscipline.

**Table 2: Extent of Follow-up Supervision and Early Childhood Care Education for Sustainable National Development in Zamfara State**

S/N	Principals' Methods of Supervision	Agreed		Disagreed	
		Freq.	%	Freq.	%
1.	Follow-up supervision by the school head improves teaching quality.	135	85	24	15
2.	Regular follow-up supervision conducted in school.	89	56	70	44
3.	Follow-up supervision encourages teacher's punctuality and competencies.	120	75	39	25
Total		344	72	133	28
Average		115	72	44	28

An item in table 2 presents summaries of respondents' views on follow up supervision. Majority of the respondents 85% respondents agreed that follow up supervision help to improve teaching quality. Majority, 56% of the respondents agreed with the view that follow-up supervision is done regularly in schools. Item three indicated that 75% agreed with the view that follow-up supervision encourages teacher's punctuality and competencies in schools.

### **Hypotheses Testing**

The analysis method applied in the course of the research work was the use of Pearson Product Moment Correlation Coefficients to test the set hypotheses using 0.05 level of significance.

**H<sub>01</sub>:** There is no significant relationship between efficiency of supervision and early childhood care education for sustainable national development in Zamfara State.



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**Table 3:** The Relationship between Efficiency of Supervision and Early Childhood Care Education in Zamfara State.

Variable	N	$\bar{x}$	Sd	Df	Cal-r	P.value	Decision
Efficiency of supervision	159	38.60	6.33	316	0.95	0.00	Rejected
ECCE	159	29.75	4.77				

Table 3 indicates that calculated r-value = 95 and p-value notation is 0.00 at 0.05 level of significance. This shows that there is positive and significant relationship between Efficiency of supervision and early childhood care education for sustainable national development in Zamfara State. Therefore, the null hypothesis which states that there is no significant relationship between efficiency of supervision and early childhood care education for sustainable national development in Zamfara State is rejected.

**H<sub>02</sub>:** There is no significant relationship between follow-up supervision and early childhood care education for sustainable national development in Zamfara State.

**Table 4:** The Relationship between Follow-up Supervision and Early Childhood Care Education in Zamfara State.

Variable	N	$\bar{x}$	Sd	Df	Cal-r	P.value	Decision
Follow-up supervision	159	39.8	6.71	316	0.96	.000	Rejected
ECCE	159	29.5	4.77				

Table 4 indicates that calculated r-value = 0.96 and p-value notation is .000 at 0.05 level of significance. This shows that there is positive and significant relationship between follow-up supervision and early childhood care education for sustainable national development in Zamfara State. Therefore, the null hypothesis which states that there is no significant relationship between follow-up supervision and early childhood care education for sustainable national development in Zamfara State is rejected.

## **Summary of Major Findings**

The major findings of this study were summarized as follows:

1. There is positive and significant relationship between efficiency of supervision and early childhood care education for sustainable national development in Zamfara State.
2. There is a positive and significant relationship between follow-up supervision and early childhood care education for sustainable national development in Zamfara State.

## **Discussion of Findings**

Results from hypothesis one revealed that there is a positive and significant relationship between efficiency of supervision and early childhood care education for sustainable national development in Zamfara State. Analysis of research hypotheses one states that when there is efficiency supervision of the early child care centers, it will help teaching activities of the teachers to improve. Majority of the respondent agreed that class room supervision by the school head and proprietors is always taking place and this has greatly contribute in improving the effective delivery of teaching and learning in most of the early child care centers in Zamfara state. The finding supported by Igwe (2001) that Supervision involves the use of expert knowledge and experiences to oversee evaluate and coordinate the process of improving teaching and learning activities in schools in order to achieve sustainable peace and national development in early childhood care education.

Results from hypothesis two showed that there is positive and significant relationship between follow-up supervision and early childhood care education for sustainable national development in Zamfara State. Similarly research hypothesis two indicates that follow up supervision assist very significant the school routine in achieving effective early childhood care education for sustainable peace and national development in Zamfara State. The findings supported by Manga (2012) that supervision involves the assessment of proper implementation of policy, correction of identified weaknesses, direction and redirection of deficits for the attainment of stated aims, objectives and goals of an education system at a given level.

## **Conclusion**

The findings of this study show that efficiency of supervision in early childhood education was adequate in Zamfara State. Also follow-up supervision is done



regularly in early childhood care education in Zamfara State for sustainable peace and national development.

### **Recommendations**

1. Government and head teachers should continue to intensify their role of supervision so as to ensure that early child care education is in good condition for sustainable peace and national development.
2. Head and proprietors should continue to keep regular supervision for the improvement of teachers performance. Regular supervision of classroom should be part of head teacher daily schedules. This will help the head teachers to know the quality of teachers work and advice appropriately in order to achieve effective early childhood care education for sustainable peace and national development.

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