NATIONAL OPEN UNIVERSITY OF NIGERIA

SCHOOL OF EDUCATION

COURSE CODE: ECE 227

COURSE TITLE: ORGANISATION AND SERVICE PROVISION IN EARLY CHILDHOOD EDUCATION

COURSE GUIDE

**ECE 227
ORGANISATION AND SERVICE PROVISION IN EARLY CHILDHOOD EDUCATION**

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INTRODUCTION

Education is a veritable tool in the process of development in any nation. As a result of this, there is the need for each level of education to be properly administered. Early Childhood Education teachers should possess accurate knowledge, information and tools that are needed for effective management. This course is therefore to equip the students with a clear and deep understanding of organisations and administrative functions in early childhood education.

It is also the focus of this course to provide students with insight to work harmoniously with various groups within or outside the school system.

WHAT YOU WILL LEARN IN THIS COURSE

ECE 227- Organisation and Service Provision in Early Childhood Education is a two credit units course which is designed to expose you to general knowledge on organisation and service provision in early childhood education. Here, we shall examine the knowledge and functions of administrators and supervisors. Also, policy professionalism and behavioural issues will be discussed.

COURSE AIMS

This course aims at introducing you to the dynamics and principles of organisation and service provision in early childhood education.

COURSE OBJECTIVES

The objectives of this course shall be to:

- examine the basic components of organisation, administration and service provision in early childhood education
- discuss administrative and organisational techniques in early childhood education
- examine behavioural characteristics within an organisation
- highlight and discuss basic principles of supervision in early childhood education
- examine programme planning in early childhood education
- analyse and examine fiscal management and budgeting in early childhood education
- outline basic indicators of quality provision in early childhood education.

WORKING THROUGH THIS COURSE

This course requires you to match your study with practical observation. The content will provide you with background information on the course. It is expected that you will match the information provided with visit to early childhood education centres to acquaint yourself with practical knowledge on administration of organisations and service provision.

You are equally advised to attend tutorial sessions. Further, it is pertinent for you to consult other textbooks, and/ or journals to enhance your knowledge of this course.

COURSE MATERIALS

The course materials consist of a course guide and study units which will be provided for you.

In addition, references and further reading are provided to enhance your knowledge in this field.

STUDY UNITS

This course consists of 15 units in three modules.

Module 1   **Fundamentals of Organisation in Early Childhood Education**

Unit 1	Meaning, Functions and Components of Early Childhood Education
Unit 2	Meaning and Functions of Educational Administration
Unit 3	Administrative Structure in Early Childhood Education
Unit 4	School Service Provision and Record Keeping in Early Childhood Education
Unit 5	Behaviour within an Organisation I – Motivation

Module 2   **Administrative Techniques in Early Childhood Education**

Unit 1	Behaviour within an Organisation II – Group Dynamics
Unit 2	Behaviour within an Organisation III – Conflict Resolution
Unit 3	Supervision in Early Childhood Education
Unit 4	Professionalism of Early Childhood Education
Unit 5	Child Care Agencies

Module 3   Programme Planning in Early Childhood Education

Unit 1   Planning in Early Childhood Education
Unit 2   Decision Making in Early Childhood Organisation
Unit 3   Quality Control in Early Childhood Organisation
Unit 4   Budgeting in Early Childhood Education
Unit 5   Fiscal Management in Early Childhood Education

REFERENCES/FURTHER READING

Akinbote, O., Oduolowu, E. & Lawal, B. (2001). *Pre-Primary and Primary Education in Nigeria: A Basic Text.* Ibadan: Stirling Horden Publishers.

Ajayi, A.O. (1989). *Basic Concepts of Administration Planning and Economics of Education.* Ibadan: Gabesther Publishers.

Akinbote, O. (2006). *Organisation and Administration of Pre-Primary and Primary Education in Nigeria.* Ibadan: University of Ibadan Distance Learning Centre.

Nwankwo, J.I., Nwokafor, J.N., Ogunsanwo, O.A, & Ighalo, S.A. (1981). *Educational Administration and Supervision.* Ibadan: Institute of Education, University of Ibadan.

Akinbote, O. (2001). 'Administration in Primary and Secondary Schools'. In Ladipo, S.O. & Ogunsaya, M. (Eds). *Application and Practice in Education.* Oyo: Andrian Publication Series.

Ozigi, A.O. (1977). *A Handbook on School Administration and Management.* London: Macmillan Education Limited.

ASSESSMENT

There are two components of assessment for this course. The Tutor-Marked Assignment (TMA) and end of course examination.

TUTOR-MARKED ASSIGNMENT

The TMA is the continuous assessment component of your course. It accounts for 30% of the total course. All of these must be answered before you will be allowed to sit for the

end of course examination. The TMAs would be given to you by your facilitator and returned after you have done the assignment.

END OF COURSE EXAMINATION

The examination concludes the assessment of the course. It constitutes 70% of the whole course. You will be informed of the time of examination.

**MAIN
COURSE**

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UNIT 1   MEANING, FUNCTIONS AND COMPONENTS OF EARLY CHILDHOOD EDUCATION

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1.0   Introduction
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        3.2   Functions in Schools which are related to the Concept of Organisation
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1.0   INTRODUCTION

The word, '*organising',* has been used to refer to different things, this is simply because human beings live in company of each other with their goals and objectives. An organisation consists of people who carry out different tasks which are coordinated to contribute to organisational goals. The word *organisation* therefore means different things to different people because of its components. Various scholars in different fields have attempted to define organisation. However, in this course we shall be talking about organisation in schools.

2.0   OBJECTIVES

At the end of this unit, you should be able to:

•   explain the meaning of organisation
•   analyse the functions of organisation
•   identify and discuss the major components of organisation in

early childhood education.

3.0   MAIN CONTENT

3.1   Meaning of Organisation

The concept of organisation has been described in many ways by experts in sociology and administration. For instance, Ezewu (1983) a sociologist defined organisation as a social unit that pursue specific goals which they are structured to serve. Some examples given by him include schools, prisons, and churches among others.

Similarly, Nwankwo (1982) has defined organisation as:

a.   A group of persons working together

b.   A network of relationships among individuals and activities

c.   A process of executive functions aimed at ensuring that resources, activities and authority relationships are so coordinated to achieve specified goals.

Thus, organisation in schools deals with the arrangement or grouping of activities and services (in the school) into units or parts to make the work and plan of the administration simpler in execution, programme and schedule.

The second definition of organisation, according to Nwankwo is suitable for school as an organisation. It says organisation is a network of relationships among individuals, and activities, which define the structural and or strategic arrangement of persons' positions and roles. This arrangement helps to achieve the objectives of the school curriculum.

3.2   Functions in Schools which are related to the Concept of Organisation

- **Communication**

Communication is the means by which people are linked together in an organisation to achieve its common goal(s). Communication is important because it enables the administrator to:

i.   Establish and disseminate goals

ii.   Develop plans for the achievement of goals

iii.   Organise human and other resources efficiently and effectively
iv.   Select, develop, and appraise members of the organisation

v.   Lead, direct, motivate and create a climate in which people want
        to contribute

vi.   Control performance.

- **Coordination**

It involves harmonizing the differences in opinion as to how group goals
can achieved and individual objectives can be harmonized within group
objectives to realise the stated goals of the organisation.

- **Directing**

In an organisation, this is a principle or unity of direction. It simply
means selection, inventory, appraiser and training of people so that they
can assist in the accomplishment of organisational goals and objectives.
The administrator who must be involved in the directing function must
be knowledgeable about the functions of each staff as dictated by the
goals/objectives of the organisation. The most important instrument for
effective directing especially in schools is the planning and controlling
devices put in place.

SELF-ASSESSMENT EXERCISE

i.   Define organisation in schools

ii.   Identify three organisational functions in schools.

3.3   Components of Early Childhood Organisation

The early childhood institution is an organisation that has specified
goals. These goals can be achieved through effective planning and
management of the various components through which the curriculum is
put into practice daily, weekly, termly or yearly. There are six major
components of school organisation which are central to all the activities
that go on in early childhood institution/centres.

These components have been identified by Akinbote, Oduolowu and
Lawal (2001), as:

3.3.1 Duration of the Course

This refers to the number of years spent at each of the level of education to achieve the desired goals. For children aged two to three years, they usually spend another three years in nursery/pre-primary institutions. But day care/crèche accepts children from the age of six weeks to two or three years.

3.3.2 Length of the School Year

This refers to the number of weeks or months a school is opened in a year. The length of the school year in Nigeria is not more than thirty six weeks divided into three terms of approximately twelve weeks each. The three terms are marked by holiday periods which may vary from two to eight weeks.

The nursery/pre-primary schools which are owned by private individuals and organisations often determine their own holiday periods. It must be noted that majority of these schools planned their holiday to tally with that of government owned schools.

3.3.3 The School Time Table

This is an important component of the school organisation. It is the planned daily routine which shows the sequence of activities for any particular period of the day. A well-prepared timetable will enable the school to implement the curriculum. All the school subjects to be taught and activities should be carefully planned and the periods for them allocated so that everybody will know what activity is taking place during each period.

In planning, and constructing the school timetable, factors such as the ratio of pupils to teachers, the teaching space available, the availability of facilities and equipment should guide the head teacher and or the most senior staff in the school.

The duration of periods for nursery school classes should not be more than 20 to 25 minutes in the morning period and between 15 to 20 minutes in the afternoon period.

3.3.4 The School Subjects

The school is specifically established to help pupils acquire some knowledge, skills, attitudes, and values that will make them responsible and useful members of the society. The classification of the teaching and

learning activities into specific branches of knowledge is known as subject. Many factors influence the choice of subjects at any level of education. These include learners' interest, age and ability, the needs of the society, and government policies among others.

3.3.5 Classes, Grades and Streams

The grouping of pupils into classes according to their age is the most popular in Nigerian schools. Thus, in pre-primary or nursery classes you often find the three year old in nursery 1, the four and five year old in nursery II and III respectively. In a situation where there are more children of the same age group coming for admission, the children may be grouped into two or more classes hence there is nursery 1A, B, C, D. This is what is referred to as streams or arms in the school. In nursery schools the children must not be more than 20 in a class.

3.3.6 Staffing

This refers to the allocation of teachers to the appropriate classes. The schools, their goals and objectives often determine the type of teachers and other staff members to recruit. The teacher is the most important factor needed for the success of any education enterprise.

Nwagu (1978) posited out that the teacher is the most expensive and also the most indispensable factor in the school system. No matter how efficient and well intentioned the school administrator may be, he/she cannot achieve success without the support and cooperation of well qualified, dedicated, and adequate staff.

Recruiting, developing and retraining of teachers are not easy tasks. Therefore, the training and recruitment should be carefully done. It is not enough to fill up the classrooms with anybody as teacher.

4.0   CONCLUSION

Organisation has been described as any social system established specifically for a purpose or purposes. Early childhood educational institution can be seen as a social system which consists of individuals working together and sharing mutual relationships for the attainment of common goals.

5.0   SUMMARY

The unit above discusses:

- The concept and meaning of organisation

- Functions of organisation

- Components of organisation.

6.0   TUTOR-MARKED ASSIGNMENT

Enumerate the major components of early childhood education.

7.0   REFERENCES/FURTHER READING

Akinbote, O., Oduolowu, E. & Lawal, B. (2001). *Pre-primary and Primary Education in Nigeria: A Basic Text.* Ibadan: Stirling Horden Publishers.

Ajayi, A.O. (1989). *Basic Concepts of Administration Planning and Economics of Education.* Ibadan: Gabesther Publishers.

UNIT 2   MEANING   AND   FUNCTIONS   OF
            EDUCATIONAL ADMINISTRATION

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7.0   References/Further Reading

1.0   INTRODUCTION

In our first unit, we examined the concept of organisation. Organisation
was described as a network of relationships among individuals, and
activities which implies the structural and or arrangement of positions
and roles. School as an organisation will therefore require administrators
to put in place or arrange these activities and also to assign roles to
individuals involved in the day to day activities of the school. In this
unit, we shall be learning about the meaning of educational
administration, functions and principles.

2.0   OBJECTIVES

At the end of this unit, you should be able to:

•   explain the meaning and functions of educational administration
•   enumerate the principles of educational administration.

3.0   MAIN CONTENT

3.1   Meaning of Educational Administration

Having understood that an organisation is a group of people whose
activities are coordinated towards common goals or objectives, it means
that there must be someone that coordinates the activities aimed at
achieving these stated goals/objectives. The activities that people within
an organisation engage in require proper planning, coordination,
supervision and direction by selected member(s) of the group; this is
referred to as administration.

Educational administration is concerned with using method, principles and practices to establish, develop, and execute the goals, policies, plans and procedures necessary to achieve the objectives of education. This process means the arrangement of human and material resources available for education carefully and systematically using them for the achievement of educational objectives. Hence, an administrator may be described as an executive head of the organisation because he/she is responsible for making decisions and implementing policies and programmes.

In the school situation, the administrator is the manager and he/she may be regarded as a disciplinarian because of the way discipline is used.

3.2   Functions of Educational Administration

The main function of educational administrators can generally be said to be that of implementation. Due to the nature of their job, they are knowledgeable about the day to day activities and programmes of the school, more than any other person in the institution. The school administrators have to deal with teaching and non-teaching staff, pupils, parents and members of the public.

Apart from these, other functions include:

3.2.1 Programme Planning and Policy Making

This function implies that the school administrator contributes in different capacities and at different levels in the formulation of plans. Also the administrators help in the interpretation of educational plans and policies at the state, local and school levels.

3.2.2 Provision and Maintenance of Funds and Facilities

This function often referred to as school business administration is one of the most crucial functions of the school administrator. Though, most educational administrators have limited control over the sources of funds for the schools, many of them at times influence the provision of funds and facilities.

The school administrator must ensure that the funds and facilities are effectively used and well maintained to achieve desired objectives.

3.2.3 Employment and Development of Personnel

This function is referred to as school personnel administration. The ideal educational administrator identifies and indicates the staff needs of the school or the educational system as well as the specific type of personnel needed to meet those needs.

In the school, the head teacher ensures proper employment, placement, use, motivation, development, welfare and professional development of the staff under his/her administration.

3.2.4 Curriculum Development and Programme of Instruction

School programme management constitutes one of the most important functions of the educational administrator. The ultimate goal of educational administration is the improvement of learning and learning opportunities. The school head teacher works with the classroom teachers, pupils and supervisors in the selection of appropriate curricular or school activities, choice of subjects, textbooks, work scheduling, use of instructional facilities, teaching methods and methods of evaluating school and students' progress.

3.2.5 Student Personnel Services

This function includes the selection, orientation, placement, guidance and counseling of pupils. The administrator ensures that every pupil is given adequate opportunity and motivation to learn. The school should encourage extracurricular activities such as games, as well as ensuring that adequate school health services transportation (bus), moral and civic orientation, discipline and adequate interpersonal relations are maintained.

3.2.6 Maintenance of Effective Interrelationship with the Community and External Agencies

The educational system as an open system and a social organisation thrives on effective interrelationships within it and with the society/community. The school administrator must endeavour to promote school community relations through the participation of the school in community activities or projects and the community's participation in some aspects of school life. The head teacher should prepare and supply information about the school to interested members of the public and other visitors to the school.

The above functions reveal that the educational administrator is involved in the totality of the education enterprise.

SELF-ASSESSMENT EXERCISE

What are the functions of educational administration?

3.3 Principles of Educational Administration

Principles of educational administration are descriptive guides which help the school administration to make sound and useful decisions. They are not laws but they reveal to the administrators some of the most common ways of viewing and taking actions. These administrative principles serve the following purposes:

1. They guide the actions of the administrator

2. They describe techniques for understanding and treating different administrative situations

3. They form the basis for administrative actions

4. They prepare the administration against the consequences of his/her actions or decisions

5. They protect the school against irrational administrative actions and the administrator against high handedness on members of the school community.

3.3.1 Major Principles of Educational Administration

1. Fundamental Principle

This is basic and important principle that applies to organisation and control of education. It is further enlarged and sometimes referred to as universal principles of administration and under this we have:

a. Responsibility

This implies that at all levels of the organisation, each person has his or her own responsibility, i.e. area and capacity of influence and should act responsibly. Each individual must dutifully and seriously perform the task assigned to him/her and conferred by the office he/she is occupying.

b. Delegation of Authority

This refers to departmental or sectional functions that are assigned or entrusted to a staff or a group of staff according to their specialty, expertise, position or roles. This is simply because the head teacher or administrator alone cannot perform all the roles and at the same time be everywhere he/she is needed. Delegation of authority therefore ensures ease of administration and encourages expertise, while ensuring participation and support or collaboration among the staff.

c.   Communication

This is an easy and quick flow of and access to information in every organisation. People must know what, why, how, when, who and where things are happening in their work environment. Communication enhances democratic administration because it encourages deliberation, consultation and formation of opinions.

2.   The Humanitarian Principle

The humanitarian principle focuses on decision making in an organisation. The educational administrator must know how and when to make decisions and how, as well as when others must make decisions. There are three principles under this. These are:

a.   Democracy

This implies that those that will be affected by a decision must have a say in the formulation and development of the decision. In the school setting, the students, parents, and staff must participate in decisions regarding school rules and regulations, school activities, discipline, and extracurricular activities.

b.   Justice

Justice in educational administration advocates that everyone must not be biased or prejudiced under the law. In essence, school rules must be obeyed by everybody and the administrator must use his or her discretion in applying the law, rules or regulation on individuals or groups since differences may occur. Notably, the administrator is advised to make room for exceptions while employing uniform application of justice. However exceptions must not be allowed to become the norm and obedience to authority must be stressed.

c.   Human Relations

This principle affirms the statement 'friendliness begets friendliness'. Since the administrator deals with human beings who have varied needs, expectations, feelings, emotions, interests and backgrounds, he/she must learn how to relate to get and make the best out of each individual. This principle emphasises words such as respect, courtesy, kindness, confidence, trust, sincerity and open mindedness in dealing with people. The administrator should be a friend to all but not a special friend to anybody in the school.

3.   The Prudential Principle

The prudential principle encourages judicious use of all resources by staff and administrator. This principle involves:

a.   Economy

This implies that the administrator must be judicious in the use of funds. Provision should be equally made for checks and balances, accurate accounting, proper planning and optimal utilisation of resources.

b.   Responsibility and Authority

This principle demands that all responsibilities must be accompanied with commensurate authority to exercise it. Everybody must know to whom and for what he or she is responsible to or for.

c.   Loyalty

Each staff must be loyal to the organisation, i.e. the school, the task and functions to support the goals of the institution. The administrator must learn how to harness loyalty of all members without frustrating or exploiting such loyalty.

d.   Employment of Staff

This requires that the administrator must ensure that the right and qualified staff are employed. In the employment of staff, there should be adequate and careful selection, appointment, placement, training, re-training, and staff development without bias or favouritism.

4.   The Principle of Change

This principle advocates for change as at when necessary without disrupting the stability of education. The principle involves:

a.   Adaptability

This advocates that the administrator must be flexible and be able to adapt to changes in the environment; situations or developments within the school as well as the society. The administrator must not be rigid; he/she must welcome new ideas, innovations and methods.

b.   Stability

This emphasises the need to preserve the educational goals, practices and programmes that have proven very useful in the past for future and

immediate use so as to serve as a measure of stability in the organisation. This is because everything cannot be flexible or changed at all times. Even when change is necessary, stability demands that it should be gradual to ensure evolution rather than revolution in the management of the school.

5.   The Bureaucratic Principle

The bureaucratic principle tends to be the most significant of all administrative principles. Even though it is common, it may not be the best for organisations in education. The bureaucratic principle's key element involves:

a.   Stipulated Rules

This refers to some official functions that are bound by rules. Bureaucracy believes in creating rules and regulations which cover the rights, duties and operations of all staff. These rules are meant to avoid the need for finding new solutions for every problem.

b.   Division of Labour

This means that everybody must perform the roles or duties assigned by the authority to him or her. There must be adequate provision of necessary authority and resources to carry out or perform the assigned tasks.

c.   Hierarchy of Authority

This implies that the lower officer is under the control and supervision of a higher one. That is power flows from the top.

d.   Employment and Promotion of Staff

This demands that only staff that have adequate training should be employed and promoted as at when due.

e.   Impersonality of Official Matters

This indicates that the administrator should be impersonal in his/her official dealing and should not personalise the means of administration. In order words, the administrator should not own any property of the organisation; neither should he/she reflect his personal interest in dealing with official matters.

f.   Emphasis on Official Matter

This suggests that all events and activities must be recorded and all members are expected to follow the recorded rules, regulations and procedures.

SELF-ASSESSMENT EXERCISE

What are the purposes of administration principle?

4.0   CONCLUSION

The administrator is in charge of the day to day running of the school. The principles of administration are to guide the administrator on possible actions in specific situations. The administrator is therefore expected to identify and use the principle so as to be effective and successful in running the school.

5.0   SUMMARY

In this unit, we have discussed the meaning and functions of educational administration. We have also discussed the principles of educational administration.

6.0   TUTOR-MARKED ASSIGNMENT

1.   Define the term educational administration.
2.   What are the functions of educational administration?

7.0   REFERENCES/FURTHER READING

Akinbote, O. (2006). *Organisation and Administration of Pre-Primary and Primary Education in Nigeria*. Ibadan: University of Ibadan Distance Learning Centre.

Nwankwo, J. I., Nwokafor, J.N., Ogunsanwo, O.A, & Ighalo, S.A. (1981). *Educational Administration and Supervision.* Ibadan: Institute of Education, University of Ibadan.

UNIT 3   ADMINISTRATIVE STRUCTURE IN EARLY
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1.0   INTRODUCTION

I want you to imagine a situation whereby the school is run without an
order of hierarchy and relationship. I am sure you would expect a non-
conducive atmosphere in such a school setting. I should join you then in
advocating for having administrative structure in a school system. In this
unit therefore, efforts shall be made towards making you to have a full
grasp of what it takes to have a functional administrative structure in a
school as either a school teacher or head teacher.

2.0   OBJECTIVES

At the end of the unit, you should be able to:

•   explain the meaning of administrative structure
•   illustrate the administrative structure of early childhood education
•   enumerate the characteristics of organisation and administration
•   explain the need for the knowledge of educational administration
       by teachers
•   identify the qualities of a good administrator.

3.0   MAIN CONTENT

3.1   Meaning of Administrative Structure

Structure means the framework or patterns of organisation within which people work. It includes the internal positioning of official roles and the network of relationship among the officials.   In education, administrative structure means the process of logically arranging posts, sharing authority and responsibility and establishing work relationships that will enable both the institution and the individual to realise their mutual objective.

3.2   Administrative Structure of Early Childhood Education/ Nursery Education
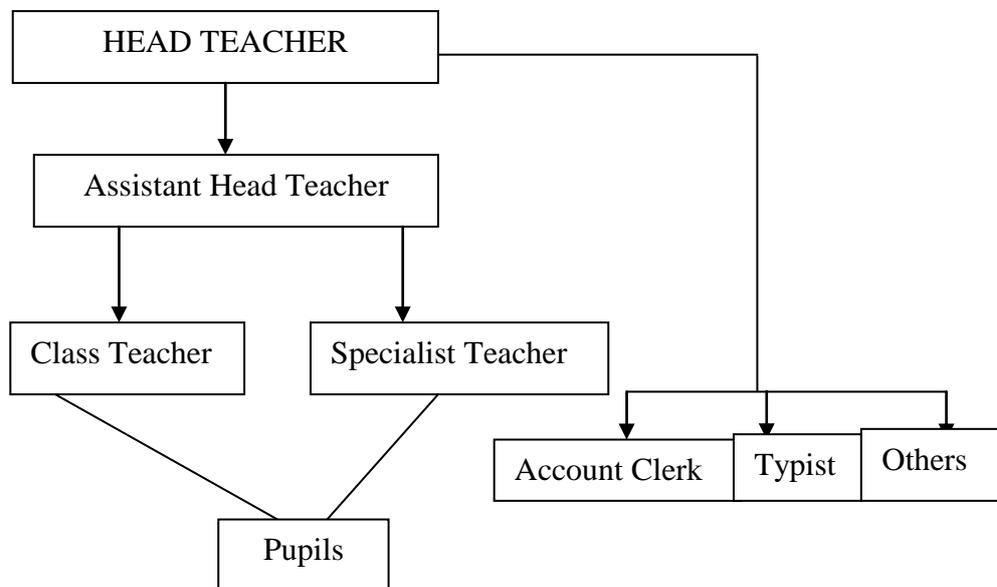
SELF-ASSESSMENT EXERCISE

Highlight the administrative structure of early childhood organisation.

3.3   Characteristics of Organisation and Administration

An organisation is based on certain characteristics and principles which are necessary for survival and achieving the set goals.

Some of these characteristics can be related to early childhood education administration.

i.   Effective administration depends on proper organisation. Early
        childhood education centre/nursery schools are established with
        specific aims and objectives.

ii.   The organisation must have a definite structure and system for
        providing leadership. In nursery school/pre-school setting, the
        head teacher is the executive head of the institution, there may be
        a deputy and other personnel of various ranks all of whom are
        given specific responsibilities. There are others like clerical staff,
        messengers, nannies, nursery aids, gardeners, cooks, cleaners,
        nurses, etc. Every worker has a specific job to do. If the school
        organisation is to fulfill its aims, it must have an effective and
        efficient leadership and division of labour.

iii.   An effective organisation must have clearly defined goals and
        purposes which binds its members together. For example, the
        main aim of early childhood education is to develop the child
        holistically emphasising the physical, emotional, social, as well
        as cognitive development of the child. If the aims of an
        organisation are not clear, it will lack a sense of direction and
        purpose. There could also be conflict, confusion and lack of
        direction and progress.

iv.   There is need for personnel policies in an organisation. For
        example, there should be policies for selecting the right type of
        staff to ensure maximum productivity. There should be policies
        covering staff promotion, development welfare and pension
        schemes so as to maintain staff morale. A system of reward and
        punishment is equally inevitable in an organisation.

v.   There should be proper coordination of functions, activities,
        interests, and assignments, if the organisation is to perform its
        functions properly and achieve its aims. Coordinating activities
        will be one of the principal functions of an administrative head,
        and will ensure that things go on smoothly and efficiently without
        delay or conflict.

vi.   The members of an organisation must have a sense of security.
        No member of an organisation should entertain any fear of
        insecurity in his/her job as long as the duties are discharged
        conscientiously and efficiently. A feeling of insecurity among
        members of staff may seriously lower morale and consequently
        affect productivity and the attainment of common goals.

vii.   Cooperation is most essential for the efficient running of an
        organisation. This implies that an establishment should be

functioning as one in unity with all members of various units working together. Lack of cooperation could have disastrous consequences leading to confusion, inefficiency, mistakes, and disappointment.

viii.   An effective organisation should maintain effective machinery for planning, and decision-making. There should be short and long term plans aimed at accomplishing specific objectives and general aims of the establishment.

ix.   If an organisation is to make satisfactory progress it should develop an objective means of periodically evaluating programmes and policies in order to ascertain to what extent it is achieving its aims. Whatever evaluation device used by organisation should be valid, reliable and replicable.

3.4   Importance of Educational Administration to Teachers

In Nigeria, most school heads have no regular training courses, because it is wrongly believed that a school administrator does not require any special training and all that is needed is experience on the job. This has been the practice in the country, but with rapid expansion of the educational system and the increase in school sizes, it is now important that teachers in training who eventually will be the head of the school need to be knowledgeable in rudiments of educational administration. Schools are now becoming complex institutions facing many complicated problems of pupils and staff, hence there is need to equip the teachers who will handle the situation and the accompanying problems effectively.

Akinbote (2001) gave the following reasons for student teachers to study educational administration:

1.   It will help to introduce students to the various techniques of resource programme planning, policy making, and implementation in education.

2.   It helps them to learn how to work harmoniously with various groups within and outside the school system in order to achieve the goals and objectives of education.

3.   It exposes the teachers to the various approaches for improving teaching and learning as well as solving various administrative problems associated with population explosion in schools.

4.   It also exposes teachers to the different kinds of leadership and

their styles of administration in schools.

5.   It also enhances their ability to adequately keep necessary school
      records and to communicate effectively.

SELF-ASSESSMENT EXERCISE

Justify the inclusion of educational administration as a course in the
programme of study for early childhood education teachers.

3.5   Qualities and Characteristics of an Administrator

Functioning as a school administrator is not easy. He or she is not
appreciated; he/she is misunderstood at times and sometimes despised
by those for whom he/she works. He/she is blamed for many things for
which he/she is not directly responsible.

Despite these, he/she must possess certain characteristics which will
affect his/her leadership quality. Therefore, an effective and successful
administrator must have many or all of the following personal attributes:

3.5.1 Technical Skills

- He/she must have the ability to organise and delegate
  responsibility and authority. He/she has to plan ahead, budget the
  time, and work in a systematic manner to ensure that everything
  goes well.

- He/she must have a sound knowledge of what the job entails.
  He/she must be well versed not only in a particular field but in
  other areas and have up to date general knowledge of events, and
  developments. He/she must be able to express his/her thoughts
  and ideas clearly and intelligently.

- School administrators are also teachers who should possess
  teaching skills. He/she must be able to demonstrate the teaching
  ability and other teachers should learn from their techniques of
  teaching.

- To be a successful administrator, he/she must possess an ability
  to work with others and obtain cooperation so that goals of the
  establishment would be achieved.

- In order to obtain cooperation, he/she must have the ability to
  carry others along, treat others with respect and acknowledge
  individual differences.

3.5.2 Traits of Personality

- He/she must be modest and not give the impression that he/she is the boss and the most important, while others are not.

- He/she must possess the virtue of friendliness by being personally interested in the welfare and problems of both staff and pupils.

- He/she must be frank and honest in dealing with people and in handling the school property. He/she should not set double standards.

- He/she must be ready to accept other people's opinion or point of view on issues.

- He/she must be committed to the work by displaying responsibility and doing his/her best at all times.

3.5.3 Intellectual Qualities

Leadership demands a lot of intellectual qualities such as sound judgment, resourcefulness, initiative, broad-mindedness, originality and ability to foresee and analyse problems and be able to proffer solutions.

4.0 CONCLUSION

The administrative structure is critical to the well-being of the school. While the head teacher occupies the leadership position, he/she must possess adequate knowledge and technical capability in facing the task ahead.

5.0 SUMMARY

The unit above discussed the meaning and concept of administrative structure. It also gave a graphic illustration of administrative structure in early childhood education. Characteristics of organisation and administration as well as qualities of administrators were equally discussed.

6.0 TUTOR-MARKED ASSIGNMENT

1. i   Define what is meant by administrative structure
2. Identify five characteristics of an organisation.

7.0   REFERENCES/FURTHER READING

Akinbote, O. (2001). "Administration in Primary and Secondary Schools". In Ladipo S.O. & Ogunsaya M. (Eds). *Principles and Practice in Education.* Oyo: Andrian Publication Series.

Ozigi, A.O. (1977). *A Handbook on School Administration and Management.* London: Macmillan Education Limited.

UNIT 4   SCHOOL SERVICE PROVISION AND RECORD KEEPING IN EARLY CHILDHOOD EDUCATION

CONTENTS

1.0   INTRODUCTION

The preceding chapters introduced you to the concept of school as an organisation. It described the meaning and components of organisation in early childhood education. Functions of educational administration and the administrative structure in early childhood education were also highlighted. From these, we discovered that early childhood organisation is all about service provision. To achieve the stated goals and objectives, there is the need to provide some essential services. These services are vital to the welfare of both the pupils and personnel.

2.0   OBJECTIVES

At the end of this unit, you should be able to:

•   enumerate the essential services to be established in early childhood centres
•   explain the maintenance and use of such facilities
•   identify various records to be kept by the teacher and head teacher in the school.

3.0   MAIN CONTENT

3.1   Service Provision in Schools

These are physical facilities such as classrooms, libraries, recreational and health facilities. The location of the school should be in a conducive environment for teaching and learning. It should not be beside a factory that generates a lot of noise, and could pose health hazards. This will not make the pupil's learning environment conducive. Schools should not be sited near markets.

(a)   Classrooms

Apart from the site, the classroom should have wide windows and be cross-ventilated. The ceiling should be high enough to enable adequate air circulation in the room. The provision of tables and chairs should match the age of the pupils so that there will be no danger to their health with the use of in-appropriate wrong sizes of furniture. Adequate instructional materials should equally be provided.

(b)   Libraries

These are essential for education and efforts should be made by the school administrator to establish a good library in the school. The library should have adequate text books, and instructional materials, for both staff and pupils. Children should be trained to acquire reading habit through their regular use of school and class libraries. The collection in the library should cover all area of the curriculum content that are relevant to the immediate society.

(c)   School Health Clinic/Sick Bay

There is need for this to meet emergency medical needs of children while at school. The school may not be able to build a school clinic by itself, but should make provision for first aid drugs in a box on the shelf at a corner of the classroom. This would be useful and handy in case of emergency.

This can be useful for the treatment of minor ailments and in offering first aid to injured pupils or staff. It may not be possible to employ a permanent health staff due to lack of funds but there should be a member of staff trained and assigned to this.

(d)   Recreational Facilities

The school play ground should be located away from the classrooms and offices. Arrangement should be made for the maintenance of the playground where there are facilities for indoor games. The rooms should be opened only when it is time for games. Adequate play materials should be provided at early childhood education centres, because play is one of the most important activities for children learning at this age.

(e)   School Transport

Some schools own vehicles purchased at times at the instance of parent-teachers association. These are to be used for conveying children from

home. The control and use of such vehicles is the responsibility of the school administrator.

SELF-ASSESSMENT EXERCISE

Identify various services that should be provided in early childhood education.

3.2 Record Keeping in Early Childhood Education

Education laws require that every educational institution keeps and operate school records. There are other records not required by law, but they are kept because they provide a useful source of information not only for the school but also for other members of the community.

3.2.1 The Importance of Keeping Records

a. School records provide useful information on the activities going on in the school.

b. School records keep and provide scholastic achievement of pupils' general behaviour and overall academic performance in all the school subjects.

c. They serve as a source of information for inspectors of education that come to the school.

3.2.2 Types of Records in Early Childhood Centres/Schools

The following are the main types of school records to be found in most schools:

a. Admission Register

The register shows the list of all pupils enrolled each year into the school. It also shows their age, date of enrollment, admission numbers and home addresses.

b. Attendance Register

This register shows the class attendance each day. The register is usually marked twice a day by the class teacher. The information regarding the number of pupils present as well as the number absent on any day must be submitted to the head teacher to enable him to keep the school daily attendance notice board up to date.

c.   The Log Book

This is a daily record of the significant happenings which takes place
when the school is in session. It is kept by the head teacher and all
important entries should be briefly signed and dated. Events such as
change in staff, dates of opening and closing the school term,
examination, visits by dignitaries and special occasions can be entered
into the log book. If it is properly kept, the log book serves as a
historical record of the school.

d.   Cumulative Record

This is a continuous record or combination of record, which contain
comprehensive information about each pupil and which provide a
summary of the pupils career in the school. A cumulative record card
shows full particulars of the progress of each pupil.

e.   Scheme of Work

Work record shows the plan of work to be covered by each class during
the term and the school year. It is also the work envisaged for the school
year. It is usually contained in a prescribed syllabus. It is the
responsibility of the class teacher to breakdown the syllabus for each
class into topics to be covered each week. The scheme of work should
be drawn up before the school year begins.

f.   Record of Work

This shows the teachers plan of work in each subject area and the actual
work covered weekly. Entries are usually made at the end of each week.
The head teacher is supposed to ensure that all entries are correctly
made. The record of work is helpful when a teacher leaves the class and
another takes over.

g.   Official Correspondent Files

The head teacher must keep several files for all official correspondence
connected with the school. Files must be opened to cater for all the
school official correspondences e.g.

1.   General circulars from the state ministry of education

2.   Correspondence with local authorities

3.   Confidential reports

4.   Confidential or personnel files.

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h.   **Stock Book**

This book shows a careful record of the supply of equipment and inventory of school property.

i.   **Minutes of Staff Meeting**

This is a full record of staff meetings, discussions and decisions. One of the staff is nominated to take minutes of the staff meetings.

j.   **The Supervisory Notebook**

The supervisory note book may be considered both as a control and an evaluative instrument of the head teacher. The records in the book should be accurate, concise and realistic. It forms an important guide to the head teacher in his/her day to day activity.

k.   **Health Record Book**

As children are bound to be sick occasionally, it is important to keep a health record book which shows the names of the sick pupils, the treatment given and for how long.

Apart from the above records, it is also advisable to have the following in schools:

- A copy of school syllabus or programmes of study

- A copy of the National Policy on Education

- A copy of education laws or edicts

- A copy of the school calendar.

SELF-ASSESSMENT EXERCISE

List seven records and give the reasons for keeping these records in the school.

4.0   CONCLUSION

The unit above discusses the various services and records in schools to ensure maximum functions as well as helping in achieving the set goals

5.0   SUMMARY

In this unit, you have learnt about service provision in schools and records to be kept by the teacher and head teacher in schools.

6.0   TUTOR-MARKED ASSIGNMENT

What are the purposes of record keeping in schools?

7.0   REFERENCES/FURTHER READING

Akinbote, O. (2001). "Administration in Primary and Secondary Schools". In Ladipo S.O. & Ogunsaya, M. (Eds). *Principles and Practice in Education*. Oyo: Andrian Publication Series.

Ozigi, A.O. (1977). *A Handbook on School Administration and Management.* London: Macmillan Education Limited.

UNIT 5   BEHAVIOUR WITHIN AN ORGANISATION I - MOTIVATION

CONTENTS

1.0   Introduction
2.0   Objectives
3.0   Main Content
        3.1   Concept of Motivation
        3.2   Functions of Motivation
        3.3   Theories of Motivation
        3.4   Techniques for Motivation
        3.5   Hints on Motivating Employers/Staff
4.0   Conclusion
5.0   Summary
6.0   Tutor-Marked Assignment
7.0   References/Further Reading

1.0   INTRODUCTION

An organisation is a social unit with a network of relationship among individuals and activities. As a result of interaction, there is bound to be different types of behaviour. Behaviour is not accidental within an organisation; it is as a result of human interaction. The head teacher/administrator in school is daily faced with a variety of problems in the school associated with the teachers as well as pupils. This creates anxiety and curiosity in the mind of the teacher/headmaster on how to understand the underlying factors which explains the behaviour of pupils as well as teachers. Thus, the basic question which we will deal with is "why" as it relates to behaviour, what are those factors which motivate individuals for action?

2.0   OBJECTIVES

At the end of this unit, you should be able to:

• 	define motivation
• 	explain the functions of motivation
• 	identify the theories of motivation that are useful in early childhood institution as an organisation
• 	list the techniques for motivating employees/staff
• 	enumerate hints on motivating employers/staff.

3.0   MAIN CONTENT

3.1   Concept of Motivation

Historically, motivation comes from the Latin word "movers" which means to move. Thus, we may say the literal meaning of motivation is the process of arousing movement in an organism. The movement is produced and regulated through the release of energy within the tissues.

Every layman and scholar has their definition of motivation. Usually one or more of the following words are included in the definition. These are; desire, want, wishes, aims, goals, drive, motives and incentive.

Here are some of the definitions:

Berelson and Stainer defined it as 'inner state that energises, activates channels behaviour towards goals.'

Sandford and Wrights-man described motive as 'restless, a lack, a year, a force once in the grip of a motive the organism does something'.

Bernard says motivation refers to all these phenomena which are involved in the stimulation of action towards particular objective, where previously there was little or no movement toward those goals.

According to Maslow, motivation is constant, never ending, fluctuating and complex and that it is an almost universal characteristic of particularly every organised state of affairs.

The key to understanding motivation thus lies in the meaning and relationship between needs and drives that aid goals. Motivating staff is one of the simplest yet most complex of an administrator's functions.

It is simple because people are basically motivated or driven to behave in a way that they feel leads to reward, but complex because what one person considers an issue might not be so considered by another person. It might even be considered useless. But whatever motivation is, it is the "bottom line" of administration. Administrators get things done through other people and if they cannot motivate the employees/staff they may not be successful enough in administration. Performance is considered to be a function of ability and motivation.

3.2 Functions of Motivation

1. Motivation Energises and Sustains Behaviour

Motive energises the behaviour of an individual and arouses him/her for action. Motive not only energises the behaviour but sustains interest and behaviour for a longer period in the activity. Motive or drive (two terms that can be used interchangeably) are set up to alleviate needs. Drives are action oriented and provide an energizing thrust towards goal accomplishment.

2. Motives Direct and Regulate Behaviour

It is often described as guided, directed and goal oriented. The motivated behaviour is in specific direction. A goal can be defined as anything which will alleviate a need and reduce a drive. Thus attaining a goal will tend to restore psychological or physiological balance and will reduce or cut off drive.

3. Behaviour is Selective

Under motivated condition, the behaviour of an individual does not move in haphazard way. It is directed toward a specific goal which the individual set for himself/herself.

SELF-ASSESSMENT EXERCISE

i.   Define motivation.

ii.   What are the functions of motivation in an organisation?

3.3 Theories of Motivation

There are several theories of motivation but only two will be discussed because of their relevance to organisational structure. These theories are:

1.   Abraham Maslow's Theory of Hierarchy of Needs

2.   Frederick Herzberg Hygiene's Theory of Needs.

1. Abraham Maslow's Theory of Needs

Maslow developed a hierarchical order of needs from physiological to self- actualisation needs. These needs are physiological, safety, love, esteem and self-actualisation. The order of these needs starts from basic survival lower order needs to higher order needs.

- Physiological need (lowest)

- Safety needs

- Love needs

- Esteem needs

- Self-actualisation (highest).

3.3.1 Abraham Maslow's Theory of Hierarchical Needs

1.   Physiological Needs

This is the lowest level and is the most basic needs we all have e.g. food, drink, shelter and rest.

2.   The Safety Needs

When the physiological needs are successfully fulfilled, the safety needs become activated. They become the need which the person tries to satisfy, the needs that motivate him/her. These are the needs for protection against danger or deprivation and for security.

3.   The Social Needs

These are the needs for belongingness and love. These are needs of intimate relationship with other members of the society, being accepted as a member of any organised group, needing a familiar environment as family circle. These needs are dependent on the fulfillment and satisfaction of previous categories of needs.

4.   The Esteem or Ego Needs

Esteem needs are divided into two categories, these are needs relating to: (i) self esteem, self respect, self regard and self valuation. (ii) respect from others, reputation, social success and fame.

5.   Self-Actualisation

This is the highest and ultimate need. This is the need for self fulfillment, the need we all have to become the person we feel we have the potential of becoming.

3.3.2 Frederick Herzberg's Hygiene Theory of Needs

According to Frederick, man has two different set of needs. One is the "lower level" set needs. It derives from man's desire to avoid pain and satisfy his basic needs. These include such things as feeding, clothing, shelter as well as the need for money to pay for these things.

The other is a "high level" set of needs. This set of needs relates to the unique human characteristics, the ability to achieve a difficult task, to obtain prestige and to receive recognition.

The above mentioned theories are very useful. They help explain what motivates people and they help to see what sort of needs the administrator can focus on satisfying. When it comes to administration, the administrator needs some specific techniques in applying these theories.

3.4 Techniques for Motivation

Three techniques have been identified. These are:

1.   Management by Objectives (MBO)

2.   Job enrichment

3.   Kick in the pants (KITA)

1.   Management by Objectives (MBO)

Management by objectives means managing with the objectives of the organisation in mind. This consists of 5 basic steps:

(a)   Set the Organisation's Goals

Establishment of an organisation wide strategy has to achieve these goals: Clear and attainable and specific goals help channel energies in specific direction and the subordinate will know the basis on which he will be rewarded.

(b)   Joint Goal Setting

Establishment of short term performance targets between administrators and subordinates. Allowing subordinates genuine participation in establishing their own goals can increase their commitment to these goals and thereby their performance. It can make them feel more involved and thus appeal to their higher level needs.

(c)   Performance Reviews

Organise frequent performance review meetings between the subordinates and the administrators.

(d)   Set Checkpoint

Establishment of major checkpoints to measure performance.

(e)   Feedback

Discussions often take place between the administrators and their subordinates at the end of a defined period to assess the results of their joint efforts. Feedback that is specific, relevant and timely help satisfies the needs of workers because they know where they stand.

2.   Job Enrichment

Opportunities for growth on the job are a good motivator for staff. One way to do this is through job enrichment. That the administrator recognises his staff's job makes it more interesting and challenging. This is done by giving the staff more autonomy and allowing them do much of the work and duties done by the superior.

3.   Kick in the Pants

A kick in the pant either positive or negative is a useful way of getting someone to do what you want them to do. More pay, fringe benefits or threats do motivate the staff to do more.

3.5   Hints on Motivating Employers/Staff

i.   Let the staff know that you consider them valuable and capable individuals. The need to treat people with respect and honesty is a very important element in motivation. Maslow refers to it as the need for esteem and self actualisation, while, Herzberg calls it recognition.

ii.   Make sure the subordinate has tools to work with. No matter the amount of reward if the staffs do not have materials to accomplish the task, they would not be motivated. If there is need for training, ensure that they get it. In addition, make sure that the organisation has a structure and the support staff needed.

iii.   Avoid dissatisfiers on the job. Ensure that salary and working conditions are adequate, accurate, as they are necessary motivators.

iv.   Set fair, achievable goals and communicate them: Staff work better when they know what the goals are and that the standards for evaluation are consistent and fair.

v.   Never belittle or criticise your staff in front of others.

vi.   Let your people know how they are doing. Feedback improves performance and morale.

vii.   Use group dynamics. The administrator should improve the social and emotional climate of the organisation.

SELF-ASSESSMENT EXERCISE

Mention theories of motivation that are relevant to an organisation.

4.0   CONCLUSION

Motivation refers to those inner forces which energize and move individuals to behave the way they do. The external environment such as the reward system and leadership that can exert on this drive and make people behave in different ways are impacted by motivation.

5.0   SUMMARY

In this unit , you have learnt about:

- Concept of motivation

- Functions of motivation

- Theories of motivation that is useful in an organisation

- Techniques for motivating the staff/employees

- Hints on motivating the staff or employees.

6.0   TUTOR-MARKED ASSIGNMENT

How can the administrator motivate the employees?

7.0   REFERENCES/FURTHER READING

Akanni, J.A. (1991). *Management Concept, Techniques and Cases.* Ibadan: Julab Publishers.

Rhauham, S.S. (1978). *Advanced Educational Psychology.* New Delhi: Vikas Publishing House.

MODULE 2   ADMINISTRATIVE TECHNIQUES IN EARLY CHILDHOOD EDUCATION

Unit 1   Behaviour within an Organisation II – Group Dynamics
Unit 2   Behaviour within an Organisation III – Conflict Resolution
Unit 3   Supervision in Early Childhood Education
Unit 4   Professionalism of Early Childhood Education
Unit 5   Child Care Agencies

UNIT 1   BEHAVIOUR WITHIN AN ORGANISATION II– GROUP DYNAMICS

CONTENTS

1.0   Introduction
2.0   Objectives
3.0   Main Content
    3.1   What is a Group?
    3.2   Characteristics of Human Group
    3.3   Early Childhood Educational Institution as a Group
    3.4   Leadership in Schools
    3.5   How to Improve Group Relationship in the School
4.0   Conclusion
5.0   Summary
6.0   Tutor-Marked Assignment
7.0   References/Further Reading

1.0   INTRODUCTION

Dynamics means changing behaviour, feelings or thoughts of individuals are influenced and determined by the behaviour and characteristics of others. Staff members in an organisation interact in groups. All day, they move and work in social groups because an organisation is best described as a social system established for specific purposes.

The staff works via mutual relationship to achieve the stated purposes. The school thus consists of teachers, pupils, administrators, and supporting staff who interact and form a formidable group to achieve the goals of the institution.

2.0   OBJECTIVES

At the end of this unit, you will be able to:

- define a group and group dynamics
- identify properties of human groups
- identify the characteristics of early childhood education institutions as a group
- identify the elements of leadership
- explain the styles of leadership
- discuss the ways of improving group relationship in schools.

3.0   MAIN CONTENT

3.1   What is a Group?

Group has been defined from different angles by different scholars. Sheriff and Sheriff defined a group as a social unit consisting of a number of individual who stand in role and status relationships to one another.

Miller (1967) equally defined group in terms of its goals and objectives. According to him, a group is a unit composed of two or more persons who come into contact for a specific purpose and consider the contact meaningful.

Bass (1960) approached the definition of a group from the angle of motivation and satisfaction of needs. He says that an individual joins a group because it satisfies his needs and the membership of the group is rewarding to the individual. Mc David (1968) similarly defined a group as a social psychological group in an organised system of two or more individuals who are interrelated so that the system performs some function, has a standard set of role relationship among its members and a set of norms that regulate the functions of the group and of its members.

From the above definitions, you can see that there is interaction among the members of a group that binds them together.

The personality and behaviour of members constituting the group undergoes perpetual changes. Behaviour is not static. Hence, group dynamics means change in behaviour through interaction in the group. It refers to the forces which operate in group situations. It studies the structure of the group and other attributes which emerge out of group interaction.

3.2   Characteristics of Human Group

Human group has certain characteristics which distinguish it from animal group. Therefore a group must have the following characteristics in order to be called a group.

i.   Motivational Base

This means that the members of the group must share some common aims or objectives so that their activities may be goal-oriented. The motivational base differs from group to group. It depends on the type of group and its ultimate goal.

ii.   Organisation

The group must have a well organised structure and composition. The roles should be well-defined. The group must have rules, regulations, and a set of norms which bind the individual members.

iii.   Interdependence

The members of a group are woven into a web. They are influenced by each other's actions and reactions.

iv.   Structure

Structure is a very essential property of a group in order to attain its aims and objectives. Structure of the group may be in terms of power. It may be hierarchical in nature in which the power is vested in the highest authority of the group.

3.3   Early Childhood Educational Institution as a Group

Having discussed the characteristics of a group, now we will see whether the nursery school class fulfills the characteristics of a group. Early childhood educational institution/class has the following essential properties.

a)   Common Goal

The staffs have a common goal. All the members attempt to reach the goal as stipulated by the policy. The goal of the school is well-defined.

b)   Organised Structure

Early childhood education has a well defined structure. There are positions and roles that are clearly spelt out.

c)   Motivation

The staff members are motivated for the achievement of a common goal.

d)   Leadership

The institution has a leader. The functions of a leader are discharged by a teacher in the class and the head teacher in the school as a whole. Leadership is of different types and styles.

SELF-ASSESSMENT EXERCISE

Identify the characteristics of early childhood educational institution as a group.

3.4   Leadership in Schools

Leadership is a key process in any organisation. The success or failure of any organisation is attributed to its leadership. Leadership is concerned with the execution of those policies and decisions which help to direct the activities of an organisation towards its specified goals. The school administrator is essentially a leader of staff and students of the school.

3.4.1 Elements of Leadership

There are certain basic elements which are characteristic of leadership. These are:

i.   Authority

It means the right conferred on an administrator in an organisation to take decision in the course of discharging his responsibility, it enables him to require the subordinate to accept the decision and if necessary enforce them. Decisions coming from superiors and affecting their subordinates are therefore authoritative. Authority does not mean that the leaders must dictate. There is need for discussion and consultation with various people before decisions are made.

ii.   Power

Power is a necessary element of leadership. Power means the capacity to use force. Power is the force behind authority in administration. Therefore, there is need for a leader not to use the power bestowed upon him arbitrarily.

iii.   Responsibility

Responsibility is the ability to execute duties in accordance with the official procedure. A good leader must therefore work within the confines of authority and power.

iv.   Delegation of Responsibility

Is the process whereby the leader of an organisation transfers the responsibilities of some actions as well as some decisions in a particular area to members of staff.

v.   Decision Making

This is an important element of administrative leadership. It is an attempt to solve organisational problems. It involves the selection of a course of action from various possibilities. A decision must always be made about who is to do what, how will it be done, when and where it will be done. Decision is a daily function of the leaders because one decision affects the other.

vi.   Expertise

No one can lead a formal organisation successfully without having a good grasp of what the organisation aims to achieve. Expertise grows out of specialisation and experience. It is only when an administrator is an expert in providing leadership that is when high quality and progressive decisions can be made.

3.4.2 Styles of Leadership

There are various types of leaders. It is worthy to note that no two leaders are alike in the way they administer their organisation. Three types of leaders are going to be discussed for this purpose.

a.   Democratic Leader

The democratic leader respects every member of the group. Decision making and planning are based on consultation, deliberation, and participation among the group. Praise and criticism are given objectively.

b.   Autocratic Leader

With an autocratic leader, decisions are made solely by him/her. An autocratic leader does not trust anybody and he/she can be rigid.

c.   Laissez-Faire Leadership

The leadership takes a passive stance towards the problems of the group or the organisation. This leader is very tolerant and the subordinates are free to do what they want. The laissez-faire leader attempts to pass the responsibility for decision making to the group. This type of leadership is extremely slow in process and often produces chaotic results.

3.5   How to Improve Group Relationship in the School

- Good group relationship plays an important role in the organisation. The head teacher should therefore strive to improve and create conducive environment for all staff.

- The head teacher should respect the unique personality of individual staff. He/she should treat staff as important, capable, intelligent and creative.

- The head teacher should adapt to the characteristics of the work. Goals should be set and the staff should be relied upon to get the job done.

- There should be effective communication within the school, because sometimes lack of proper communication can cause disharmony.

- The head teacher should act like a leader. He should be impartial and his handling of problems should be psychological. In all aspects, he/she will have to act like the kind of person whom the staff will want to look up to, in other words, the head teacher should be a role model.

- The head teacher should delegate duties. No matter how competent he is, he cannot do all the work himself.

- Delegation of duties not only gives freedom, but allow for more important things to be done. Delegation of duties gives the teachers sense of belonging and responsibility.

- Effective teams should be built in the school. The organisation can function well when its personnel work not as individuals but as members of an effective work group.

SELF-ASSESSMENT EXERCISE

Highlight the elements of leadership.

4.0   CONCLUSION

The school is a social unit where group formation and interaction is inevitable. In any group there is always a leader. The leader guides, modifies and direct actions of the group.

5.0   SUMMARY

In this unit, you have learnt the following:

- Group and group dynamics

- Properties of human group

- Characteristics of early childhood education as a group

- Elements of leadership

- Styles of leadership

- Ways of improving group relationship in schools.

6.0   TUTOR-MARKED ASSIGNMENT

1.   Define a group and mention its characteristics
2.   How can a leader improve group relationship among the staff?

7.0   REFERENCES/FURTHER READING

Akanni, J.A. (1991). *Management Concept, Techniques and Cases.* Ibadan: Julab Publishers.

Rhauham, S.S. (1978). *Advanced Educational Psychology.* New Delhi: Vikas Publishing House.

UNIT 2   BEHAVIOUR WITHIN AN ORGANISATION III- CONFLICT RESOLUTION

CONTENTS

1.0   INTRODUCTION

Conflict is an everyday occurrence even in healthy organisations. If properly managed, it can have positive outcome for the individuals involved and the organisation as a whole. But if mismanaged or ignored, conflict can destroy an individual or organisation.

Conflict can arise from individual differences, ambition or from rivalry between subgroups or factions. All leaders and members of the organisation need to be alert to group dynamics that can spill into conflict.

2.0   OBJECTIVES

At the end of this unit, you should be able to:

- define conflict and competition
- identify the common causes of conflict in an organisation
- identify the signs of conflict between individuals and groups
- examine how to build teamwork and cooperation so as to minimise the possibility of conflict
- explain how to manage and resolve conflict situations in an organisation.

3.0   MAIN CONTENT

3.1   What is Conflict?

Conflict is defined as a state of disagreement or argument between people or groups, this can happen in any organisation. Competition usually brings out the best in people as they strive to be top in their field, sport, affairs or work. In fact, fair and friendly competition often leads to new sporting achievements, scientific inventions or outstanding effort in solving community problem. When competition becomes unfriendly or bitter, conflict can arise and this can bring out the worst in people.

3.1.1 Common Causes of Conflict in an Organisation

Causes of organisational conflict are many and varied. The most common causes are:

i.   Scarcity of resources (finance, equipment, facilities, etc.)

ii.   Different attitudes, values and or perceptions

iii.   Disagreement about needs, goals, priorities and interest

iv.   Poor communication

v.   Poor or inadequate organisational structure

vi.   Lack of teamwork

vii.   Lack of clarity in roles and responsibilities.

3.2   Signs and Stages of Conflict in an Organisation

In an organisation or a workplace, there are two main types of disputes/ conflicts which may arise as a result of interaction. These are:

a.   Dispute of right

b.   Dispute of interest.

Dispute of Right

This is where people or groups of people are entitled by law, contract, previous agreement or by established practice to certain rights. Disputes of right will focus on conflict issues such as employment contract, legally or enforceable issues or customary practices. A dispute of right is usually settled by legal decision or arbitration and not by negotiation.

Disputes of Interest

Where the conflict may be a matter of opinion, such as where a person or group is entitled to some resources or privilege (such as better working condition, access to property, increments in wages, etc.) because there is no established law or right, a dispute of interest will usually be resolved through collective bargaining or negotiation.

Stages of Conflicts

The handling of conflict requires awareness of its various developmental stages. If leaders in the situation can identify the conflict issue and how far it has developed, they can sometimes solve it before it becomes much more serious. Typical stages include:

- Where potential for conflict exists – in other words where the people recognise lack of resources, diversity of language or culture may possibly result in conflict, e.g. where they are not sensitive to the diversity or lack of resources.

- Latent conflict where a competitive situation could easily spill over into conflict e.g. in the workplace where there are obvious differences between groups of people.

- Open conflict – which can be triggered by an incident and suddenly become real conflict.

- Aftermath conflict – a situation where a particular problem may have been resolved but the potential for conflict still exists. The potential may be even greater than before if one person or group perceives itself as being involved in a winner/looser situation.

3.3   Signs of Conflict between Groups of People

In the organisation, leaders and members should be alert to signs of conflict between colleagues, so that they can be proactive in reducing or resolving the conflict by getting to the root of the issue. Typical signs may include:

- Colleagues not speaking to each other or ignoring each other

- Contradicting and bad-mouthing one another

- Deliberately undermining or not cooperating with each other to the downfall of the team.

3.4   Building Teamwork and Cooperation

Teamwork and cooperation are essential in an organisation which aims to be effective and efficient, and not likely to be divided by conflicting factions. The best teamwork usually comes from having a shared vision or goal, so that leaders and members are all committed to the same objectives and understand their roles in achieving those objectives. Important attributes in achieving teamwork and minimising potential conflict include a commitment by team members to:

- Share information by keeping people in the group up-to-date with current issues

- Express positive expectations about each other

- Empower each other – publicly crediting colleagues who have performed well and encouraging each other to achieve results

- Team-building – by promoting good morale and protecting the group's reputation with outsiders

- Resolve potential conflict – by bringing differences of opinion into the open and facilitating resolution of conflicts.

Especially in workplace situations, it is necessary to have agreed mechanisms in place for groups of people who may be antagonistic (e.g. management and workers) to collectively discuss and resolve issues. This process is often called "collective bargaining", because representatives of each group come together with a mandate to work out a solution collectively. Experience has shown that this is far better than avoidance or withdrawal, and puts democratic processes in place to achieve "integrative problem solving", where people or groups who must find ways of cooperating in the same organisation do so within their own agreed rules and procedures.

SELF-ASSESSMENT EXERCISE

What are the likely signs of conflict in an organisation?

3.5   Conflict Management and Conflict Resolution

a.   Conflict Management

It refers to the long-term management of intractable conflicts. It is the label for ways by which people handle grievances, standing up for what they consider right and against what they considered to be wrong.

Conflict management is the process of planning to avoid conflict where possible and organising to resolve conflict where it does happen, as rapidly and smoothly as possible. A conflict management concern is an ongoing process. Whichever form of conflict management will be used in any given situation is predicted and explained by the social structure of the case.

b.   Conflict Resolution

Conflict resolution refers to resolution of the dispute to the approval of both parties.

c.   Conciliation

The dictionary defines conciliation as "the act of procuring good will or inducing a friendly feeling". South African labour relations legislation provides for the process of conciliation in the workplace, whereby groups who are in conflict and who have failed to reach agreement, can come together once again to attempt to settle their differences. This is usually attempted before the more serious step of a strike by workers or a lock-out by management is taken; and it has been found useful to involve a facilitator in the conciliation process.

d.   Mediation

When negotiations fail or get stuck, parties often call in an independent mediator. This person or group will try to facilitate settlement of the conflict. The mediator plays an active part in the process, advises both or all groups, acts as intermediary and suggests possible solutions. In contrast to arbitration (see below), mediators act only in an advisory capacity - they have no decision-making power and cannot impose a settlement on the conflicting parties. Skilled mediators are able to gain trust and confidence from intransigent conflicting groups or individuals.

e.   Arbitration

This is the appointment of an independent person to act as an adjudicator or judge in a dispute to decide on the terms of a settlement. Both parties in a conflict have to agree about who the arbitrator should be, and that the decision of the arbitrator will be binding on them all. Arbitration differs from mediation and negotiation in that it does not promote the continuation of collective bargaining. The arbitrator listens to and investigates the demands and counter-demands and takes over the role of decision-maker. People or organisations can agree on having either a single arbitrator or a panel of arbitrators whom they respect and accept their decision as final in order to resolve the conflict.

f.   Negotiation

This is the process where mandated representatives of groups in a conflict situation meet together in order to resolve their differences and to reach agreement. It is a deliberate process, conducted by representatives of groups, designed to reconcile differences and to reach agreements by consensus .The outcome is often dependent on the power relationship between the groups. Negotiations often involve compromise - one group may win one demand and give in on another. In the workplace, unions and management representatives usually use negotiations to resolve conflicts.

SELF-ASSESSMENT EXERCISE

Explain how to build teamwork in an organisation.

4.0   CONCLUSION

Conflict in any organisation is an unavoidable experience or situation. Leaders and members of the organisation need to have ways of keeping conflict to a minimum and solving problems caused by conflict before it becomes a major obstacle to achieving the stated objectives of the organisation.

5.0   SUMMARY

In this unit, you have learnt the following:

- Conflict and competition

- Common causes of conflict in an organisation

- Identify the signs of conflict (between) groups and individuals

- How to build teamwork and cooperation

- How to manage and resolve conflict situation in an organisation.

6.0   TUTOR-MARKED ASSIGNMENT

1.   What are the causes of conflict in an organisation?
2.   As a head teacher, how can you resolve conflict among your members of staff?

7.0　REFERENCES/FURTHER READING

Akanni, J.A. (1991). *Management Concept, Techniques and Cases.* Ibadan: Julab Publishers.

Rhauham, S.S. (1978). *Advanced Educational Psychology.* New Delhi: Vikas Publishing House.

**UNIT 3   SUPERVISION   IN   EARLY   CHILDHOOD
            EDUCATION**

CONTENTS

1.0   INTRODUCTION

This unit sets out to describe the concept of supervision and the reasons
for supervision in early childhood education. It seeks also to examine
the basic principles of supervision and methods of supervision.

2.0   OBJECTIVES

At the end of this unit, you should be able to:

- explain the concept of supervision
- identify the needs/reasons for supervision
- examine the basic principles of supervision
- discuss the methods of supervision
- highlight the qualities of a supervisor.

3.0   MAIN CONTENT

3.1   Concept of School Supervision

School supervision is the process of seeking out, defining and
controlling the conditions for improving the teaching and learning
environment. This process involve using expert knowledge and
experience to oversee, evaluate and improve the condition and methods
of doing things connected with the teaching-learning process in schools.
Thus both instruction and personnel are supervised to improve teaching

and learning for the utmost benefit of the child who is regarded as the centre of education. There is the inspectorate arm of the ministry of education that is charged with the responsibility of supervision.

3.2   Forms of Supervision

(a)   Full Inspection or Inspection for Government Approval

These are done prior to giving the institution license to operate. The facilities and location are to be duly certified before the school can open to admit pupils. It is rather unfortunate that inspection is hardly carried out as a result of explosion in the number of nursery/primary schools now.

(b)   Routine Inspection

This is done periodically to inspect the various aspect of the school life such as the teachers, pupils, facilities available, the budget, the system of evaluation, library, playing ground etc. This is carried out with the aim of assessing standards and suggestions for possible improvement.

(c)   Inspection for Operational Development

This is carried out in only a few selected schools. The inspectors visit each school for a number of days to observe the various aspects of the school system in operation. At the end of the visit, they will hold discussions with staff and exchange views. The reports of the various schools submitted at the end of the visits are studied to formulate policies on general school administration and a blue print can then be developed and circulated to all schools for implementation.

(d)   Special Visit

These are visits by the inspectors to a school for a particular purpose e.g. to ascertain the method of teaching or to see the health facilities as the case may be.

(e)   Follow up Visits

These are paid to schools following full inspection to investigate what actions had been taken on the recommendations made in the report on the full inspection.

3.3   Basic Principles of Supervision

i.   Supervision is a cooperative, team type service. There should be a collaborative effort between the teacher and supervisor.

ii.   All teachers need, and are entitled to supervisory help. This is the responsibility of the head teacher.

iii.   Supervision should be adapted to meet the individual needs of the staff and should focus on school goals and objectives.

iv.   Supervision should help to clarify educational objectives and goals.

v.   Supervision should assist in the organisation and proper administration of co-curricular activities for the pupils.

vi.   The responsibility for improving the programme for the school supervision rests with the teacher for his/her classroom and the head teacher for his/her school.

vii.   There should be adequate provision for supervision in the annual budget.

viii.   Supervision should help interpret and put into practice the latest findings of educational research.

SELF-ASSESSMENT EXERCISE

Highlight the forms of supervision.

3.4   Roles of the Supervisor

The supervisor can help teachers and the school in various ways such as:

(1)   The supervisor and the teacher can together observe the growth, development and needs of individual pupils and thereafter cater for those needs.

(2)   Helping teachers to evolve various approaches and techniques such as individualised instruction, group testing and evaluation.

(3)   Helping teachers to develop a more ideal classroom climate and environment suitable for learning process.

(4)   Keeping abreast with current trends and innovation in education by sending teachers to workshop, conferences and seminar.

(5)   Providing or giving demonstration in various aspects of teaching skills to teachers.

(6)   Helping the teacher in diagnosis and remediation of learning difficulties.

3.4.1 Qualities of a Supervisor

A supervisor is a person formally designated by the organisation to interact with members of the teaching – learning system to improve the quality of teaching/learning. He/she is therefore a leader whose mandate involves giving advice, refreshing, motivating, stimulating, encouraging and overseeing certain groups for better productivity. To accomplish these tasks, he/she must therefore possess the following qualities which include:

1.   Understanding the meaning of and issues in supervision.

2.   Being intellectually and professionally current and always ready and willing to educate teachers.

3.   Being a person of high integrity and good moral standing.

4.   Consistent, humble, friendly, and fair in dealing with issues on supervision.

5.   Possessing keen interest and commitment to professional development of teachers.

6.   Patient, tolerant, and recognising individual differences among teachers.

7.   Being firm, fair and open in handling complaints and issues of administration in the school.

3.5   Methods of Supervision

There are two levels of supervision. These are

1.   Within – school supervision

2.   Between school supervision.

I.   Within-School Supervision

This is the supervision carried out by different leaders in the school e.g. the school head teacher, subject heads, and class or form masters. Their goal is to see that each person in the school or group works well towards the achievement of the school objectives.

II.   Between School Supervision

This involves the activities of the subject heads and or the ministry of
education officials in visiting schools and ensuring that the school is
working hard towards the realisation of educational objectives of the
nation.

3.6   Reasons for Supervision

Several reasons have been pointed out for supervision. These are to:

1.   Improve teachers' competencies.

2.   Discover special abilities and qualities possessed by teachers.

3.   Know the effectiveness of classroom management by teachers.

4.   Assess the school and identify some of its urgent needs.

5.   Provide a guide for staff development.

6.   Evaluate the balance and scores of the achievement of the school
        or recommended objectives.

7.   Examine record keeping in accordance with relevant education
        laws and regulations.

8.   Advise the staff and management about up to date equipment and
        instructional materials which can be used to improve the quality
        of instruction.

SELF-ASSESSMENT EXERCISE

What are the qualities of a good supervisor?

4.0   CONCLUSION

From this unit, we have learnt that there is need for supervision in
schools to improve instruction and learning. Also, supervision
encourages the teachers to release their potentials, making them better
teachers.

5.0   SUMMARY

In this unit, you have learnt about the roles of supervisors as well as the
basic principles of supervision.

6.0   TUTOR-MARKED ASSIGNMENT

1.   Identify the two methods of supervision.
2.   Explain the basic principles of supervision.

7.0   REFERENCES/FURTHER READING

Akanni, J.A. (1991). *Management Concept, Techniques and Cases.* Ibadan: Julab Publishers.

Rhauham, S.S. (1978). *Advanced Educational Psychology.* New Delhi: Vikas Publishing House.

UNIT 4   PROFESSIONALISM OF EARLY CHILDHOOD EDUCATION

CONTENTS

1.0   INTRODUCTION

The quality of learning that young children experience is of crucial importance for both their future and nation. In guiding young children's learning and development, early childhood teachers must possess the knowledge, skills and sensitivity to interact successfully with not only the young child, but also parents, guardians, professionals, community organisations and others whose actions affect children. Moreover, they must accommodate young children's interests and needs in a diverse society.

Whatever the setting (child care centres, home care, Head Start programmes, nursery schools, kindergartens, public or private primary schools), qualified teachers of young children should be recognised professionals in their field. Early childhood teachers in public or private school should be graduates of an accredited four-five-year degree programme or post-graduate degree in teacher preparation programme with professional study and experience recognising the unique educational needs of young children.

2.0   OBJECTIVES

At the end of this unit, you should be able to:

- define professionalism
- identify teacher preparation on requirement
- explain teaching and learning in early childhood
- outline the laboratory experience.

3.0   MAIN CONTENT

3.1   Concept of Professionalism

A profession is a vocation requiring knowledge of some department of learning or science. A professional is one who follows an occupation as a means of livelihood or gain, or one who is engaged in one of the learned professions. Therefore professionalism is exhibited by either the professional character, spirit or methods or the standing or methods of a professional as differentiated from an amateur.

Professionals are expected to:

a.   Establish a special relationship with clients

b.   Have a lack of self-aggrandisement

c.   Be involved in all aspects of the profession

d.   Publicise what the profession is and does.

Becoming a professional therefore involves:

i.   Unique training

ii.   Formal education

iii.   Achieving credentials

iv.   Activity in continuing education opportunities

v.   Joining and being actively involved in professional associations.

3.2   Early Childhood Education Teachers' Professional Development

Teacher preparation requirements demands that teachers of early childhood education should be well acquainted with the broad spectrum of child development, beginning with the prenatal period and including infant/toddler, pre-primary, primary and elementary school age children. An early childhood specialty should be developed within the broad scope of teacher preparation. The specific preparation for teachers of young children should include the following areas:

3.2.1 General Education Requirement

To be able to help young children explore and interpret the world around them in a way that makes sense to them, teachers must be broadly and liberally educated persons. Teacher preparation experiences, therefore, should include:

- An acquaintance with good music, art and literature

- A knowledge of health, safety and nutrition

- An understanding of the physical and biological aspects of the world and the universe

- A knowledge of mathematical concepts

- An ability to articulate one's thoughts orally and in writing

- An ability to read with comprehension, analyse, interpret and judge a wide range of written material

- A knowledge of technology as an educational resource, instructional tool and curriculum component

- A comprehension of the variety and complexity of communication patterns as expressed by people of differing cultural and socioeconomic backgrounds in a global context

- A knowledge and understanding of differences and similarities among societies and cultures, both at home and abroad

- An awareness of the social, historical and political forces affecting children and the implications for education within individual nations and world contexts.

3.2.2 Foundations of Early Childhood Education

Experiences should be designed to clarify the philosophical, historical, psychological, cultural, social and ethical foundations of early childhood education. The early childhood teacher should develop a personal philosophy and approach to the learning/teaching process consistent with current research and education theories.

3.2.3   Child Development

Teachers of young children should possess a broad synthesis of knowledge of child development principles derived from studying research in the social and behavioural sciences that influence learning (i.e., biology, physiology, psychology, sociology and anthropology).

In addition to knowledge of child development theory and research, teachers should study children in a variety of situations to understand better the meaning and degree of variation and exceptionality among individuals. Moreover, techniques for observing and recording such behaviour need to be developed in accordance with research and theory.

3.3   Learning and Teaching

Learning as a process and the role of the teacher in facilitating that process should be emphasised. All areas of development—cognitive, physical, social- emotional, aesthetic and oral (or ethical) — should be included. Examples of topics for study include; how learning takes place; factors that influence learning; climates for learning; and accommodation of children's needs, including special needs, interests, attitudes and motivations.

The early childhood professional must be familiar with both curriculum, content and instructional strategies that encourage children to become interested in learning in a wide variety of education context as well as to facilitate and encourage learning appropriate to ability and level of the child. The teacher preparation programme should include technique for:

• Planning that integrates young children's needs and developmental stages with the teachers' education philosophy as well as local, state/province and national mandates.

• Selecting and evaluating prepared materials and creating new materials consistent with stated goals and objectives.

• Adopting a variety of curriculum models to meet individual as well as group needs. Creating learning environments that foster creativity, healthy concepts, regard for others, and intellectual and physical growth in balanced proportions.

• Integrating play, a growth process, as an integral part of a child's intellectual, social /emotional, physical and aesthetic development.

• Implementing a programme of learning for young children that

includes all curriculum areas such as language (oral and written, literature, reading), mathematics, and use of technology; science (physical, life, earth and space, science and technology), social studies (geographical, political, historical, economical, cultural, anthropological), performing and visual arts (music, dance, theater art, film) and physical education.

- Recognising the potential and need to integrate content across the curriculum, where appropriate, in varied education context.

- Developing classroom management and guidance techniques for children.

- Implementing appropriate roles for teachers, parents and peers in social contexts to encourage responsible social development.

- School/parent/community relationships that involve them in the educational process.

- Assessing and evaluating children's total development (intellectual, social/emotional, aesthetic, physical) using authentic, performance-based assessment.

- Working with professionals and community organisations.

- Developing leadership ability for appropriate context.

3.4 Professional Laboratory Experiences

Early childhood teachers should have well-planned laboratory experiences under the supervision of experienced and qualified teachers of young children, at a variety of levels throughout the teacher education program. Laboratory experiences should include observation, participation, student teaching and seminar discussion. The program should encompass ongoing practice and increasing to more complex involvement with children in a variety of education settings (e.g., public/private schools, child care facilities, pre-school, Head Start). Field and clinical experiences should be conducted at quality sites that are accredited and registered.

SELF-ASSESSMENT EXERCISE

Highlight the teacher preparation programme requirements for early childhood teacher.

4.0 CONCLUSION

In this unit, we have identified the areas in the curricula that should be addressed in professional preparation programme for teachers of children from birth to eight years of age since no system of education can rise above the quality of the teachers. Teachers of young children should be trained to enhance maximum output in young children.

5.0 SUMMARY

In this unit, you have studied:

• Professionalism and expectation from the professionals as well as the education of professionals.

• Identification of early childhood teacher preparation requirements.

• Learning and teaching in early childhood.

• Laboratory experiences in early childhood.

6.0 TUTOR-MARKED ASSIGNMENT

1. Define professionalism
2. What are the general education requirements in preparation of early childhood education teacher?

7.0 REFERENCE/FURTHER READING

Australian College of Educators (ACE). Position paper on preparation of Early Childhood Education Teachers.

UNIT 5   CHILD CARE AGENCIES

CONTENTS

1.0   INTRODUCTION

In recognition of the importance of early child care and stimulation, adequate attention has been given to education and socio-emotional, physical and intellectual development of children all over the world. Various organisations and agencies are now providing integrated education and care quality framework for pre-school children all over the world. Their activities are helping in transforming early years and child care services.

2.0   OBJECTIVES

At the end of this unit, you should be able to:

- identify various child care organisation
- discuss the objectives of the organisations/agencies
- discuss the relevance of these agencies in Nigeria.

3.0   MAIN CONTENT

3.1   Head Start Project (United States of America)

Head Start, the United States Government's early-childhood development programme began in 1965 as a six week summer experiment in using child development series to fight President Lyndon Johnson's war on poverty. The 15% legislation for project Head start authorised a set of organised summer programmes for children aged four and five whose socio-economic status predicated their failure or marginal success in elementary school. Action

programmes are accomplished through the Federal Government to local community agencies whose responsibility was to guarantee that child, family and community welfare would be maintained.

The seven objectives which have guided the national Head Start programme conducted under federal auspices since 1965 (GrutDerg, 1969) are as follows:

i.   Improving the child's health and physical abilities.

ii.   Helping the emotional and social development of the child by encouraging self-confidence, spontaneity, curiosity and self discipline.

iii.   Improving the child's mental processes and skills with particular attention to conceptual and verbal skills.

iv.   Establishing patterns and expectations of success for the child to create a climate for confidence iry his future learning efforts.

v.   Increasing the child's capacity to relate positively to family members and others, while, at the same time strengthening the family's ability to relate positively to the child and his problems.

vi.   Developing in the child and his family a responsible attitude toward society, and fostering constructive opportunities for society to work together with the poor in solving their problems.

vii.   Increasing the sense of dignity and self worth within the child and his family.

These are not dissimilar to those of conventional nursery and kindergarten programmes as:

> *A typical afternoon includes a nap, outdoor play and miscellaneous activities such as cooking project, experiments with various classroom materials, book browsing, record listening, and game playing.*

The Head Start Project is a Comprehensive Programme and it is interdisciplinary in nature. It provides health educational and social services. It aims at moving pre-school children and their families toward self-education, social services, health services, parent involvement and career development.

The importance and benefits of this project cannot be overemphasized when one considers the cognitive and affective impact on the children, and broadly, the value of less direct and specific intellectual-academic benefits from Head Start Project. For instance, great mass of data that describe the characteristics of educationally disadvantaged children have been published (Cazden, l996; HcUmalh, 1967; Melchanbauin, 1972; D. Moore, 1071; Stodolsky and Cesser, 1967). These data have been designed to identify these children's behavioural deficits rather than their strengths.

Commonly reported deficiencies (Grotherg, 1969) among disadvantaged children include:

1. Developmental language response patterns (e.g. vocabulary size, sentence length, and syntax)

2. Logical reasoning skills (e.g. the ability to categorise concepts; deal with causal relations and exercise sequential thought)

3. Auditory discrimination skills

4. Attentional responses (e.g. high motor impassivity) and

5. Selected social-emotional behaviour (e.g. greater dependency conflicts, lessened intellectual achievement, responsibility and less consistency in relationship with adults.

With the objectives of the Head Start project, all these deficiencies are adequately looked into and are corrected to the barest minimum through the provision of adequate facilities and resource materials, stable and well-organised model staff, staff satisfaction with the consultant services of model sponsors, and belief in the value of the model content (Bissell, 1973).

The broader contributions of Head Start include: the reintroduction of strong parental involvement and family life education with early childhood education.

It became increasingly clear that the programme success enhanced when intervention efforts are designed to parents activity and to educate them (Gordon, 1970; Gray, 1968; McCaity, 1963; Weedart, Lamble, and Wiliman 1969).

Four kinds of change in association with Head Start are:

a.   greater involvement of the poor in making decisions about institutional policies that affect them

b.   greater employment opportunities   within   the   public schools at the para professional levels

c.   increased emphasis upon the educational needs of poor and minority groups and

d.   more adequate health services for the poor.

Ellis D. Evans (1975) believes that Head Start is among the most significant educational and social experiments in American history.

3.2   Crèche   Parentales   (Parentales   Creche)/Association Collectives   Enfants   Parents   Professional   (ACEPP) France

This project works with children and parents on migrant families and those living in disadvantaged neighbourhoods. The fundamental difference between other child care centres and crèches parentales is that the parents work at the crèches.

Each crèche has a rate and each parent has to work with the professionals once a week, mostly for half a day. They can therefore always talk to caregivers about their children. They also know what is happening to their children in the crèche and can see the benefits of the system. Though parents do get a lot out of working in the crèches, in some cases it is difficult to fit the rate in with their work, they must have flexible working hours so that they can spend half a day.

ACEPP project works not only in multicultural situations but also with disadvantaged people. This means that not only do many of the project's families have different cultures from the mainstream French, but they are also in very difficult income situations. ACEPP wants to give all children a good start in life.

They believe that children who speak mother tongue would be easily assimilated immersed in the use of language of the host country in a setting where there are no challenges or confrontation. In the crèches, caregivers constantly speak French, not in a difficult way, but can stimulate the children to reduce the language challenge that they will face later in the formal school system.

In the crèches, there is a mix of migrant children and French children. However, ACEPP tries to train the caregivers in a way that enables

them to understand children's behaviour irrespective of their cultural background. For example, a child may behave in ways that caregiver perceives as strange and they may stigmatise that child, or assume that he or she is not doing things correctly. Crèche Parentales try to make sure that the caregivers understand that cultural differences exist, even with babies.

Babies are born in and grow up in a certain culture and receive certain responses from their parents, which determine this behaviour patterns and habits. Children talk in a certain language, they eat certain foods, they have a certain place in their society. This is very important and must be understood by the caregivers.

Unfortunately, most of the caregivers receive very standardised training - they learn what appears to be the "Universal" way to raise children. ACEPP's work is to make them realise that the package of knowledge that they received in their training is a part of their own culture. They then have to try to perceive what is going on in the family, in child rearing for example, in terms of cultural understanding.

ACEPP trains caregivers to be aware of these differences and to be prepared to talk about them with the parents without judgments. They learn to understand how a culture works and how it is reflected in the behaviour of the children, for example, in certain cultures, children may shout, while in others, they are expected to be quiet. In the latter example, caregivers should not make a value judgment saying "this child is shy" - but should realise that it is just a part of the child's culture.

Similarly, with children who make a lot of noise, this too may mean that a child is behaving the way children are expected to behave in his or her culture, ACCEP works with caregivers to enable them to understand both the children and their parents. They have to learn the approach to welcome families to the crèches, which makes them feel comfortable enough to express themselves and feel very confident that their children are in good and safe hands.

3.3 The Early Child–Care Development and Education (ECCDE) – Nigeria

According to the FGN/UNICEF Master Plan of Operation for 1991-1995 Programme of Cooperation, the major thrust of the ECCDE project is to:

• Improve the overall development of children under the age of six years

- Strengthen the structures for appropriate ECCDE Interventions

- Reduce the shortage of trained personnel and the lack of adequate facilities

- Strengthen the provision of informal, low-cost community - based pre-primary care and education in selected schools

- Strengthen the communities of the focus Local Government Areas (LGS) of the country.

Output Objectives of the Project

The activities of the ECCDE Project were to benefit 142,000 children of pre-school age. The output objectives of the project were to:

i.   Set up 920 low-cost, community-based ECCDE centres

ii.   Provide early stimulation through non-formal learning opportunities to 92,000 children aged between three and five years

iii.   Support and promote health and nutrition services to 50,000 children under two years of age

iv.   Train 5,000 child-care providers and 700 trainers and supervisors in improved ECCDE techniques and practices

v.   Orient 2,000 personnel from existing day-care centres (MPO 1991).

Approach

The project was designed to:

a.   Use community based, low-cost ECCDE approaches to focus on the physical, psycho-social and cognitive development of children aged under six years

b.   Support and assist the revision of different curricula to include components and messages relevant to early child care and development

c.   Assist in introducing appropriate, standardised and affordable teaching and learning materials

d.   Assist the government to develop and introduce a comprehensive
        certificated training course for ECCDE personnel in Nigeria and

e.   Promote awareness of the need for ECCDE and public
        participation in the planning and delivery of services to children
        of pre-school age (NPE, 1991).

3.4   OMEP

Early Child Care Development Education Programme in Nigeria:
Organisation Mondiale Pour L'Education Pre-Scolaire (OMEP)

The objectives of organisation mondaile pour l'education pre-scolaire
(OMEP) a French body which is translated in English as World
Organisation for Early Childhood Educational Programme are:

a.   To promote the well being, development, and happiness of each
        child in the family, institution, society and the world at large and

b.   To assist in improving basic early childhood, through research,
        workshops, talks and seminars to caregivers and parents.

As a result, OMEP's ideals for child care centres are:

•   Children who often wander around when mothers are busy
        selling, have a chance to be looked after and cared for.

•   There will be less danger of accidents among these children. The
        child will be able to socialise with other children and learn to
        share and play together.

•   The health of the children will be monitored. While the physical,
        emotional and educational needs will also be attended to.

•   Parents will feel at ease about the safety of their children and the
        output will improve.

•   The centre will improve the children's language skills and
        provide opportunity for each child to attain his/her potential
        ability.

Since the early years of the child are the most important, it is good to
give him/her an early start as this will also influence the parents at
home, and the quality of life of the children will improve.

The funding of the centre is done through the following ways:

- Parents pay token fees as determined by the project committee.

- Being a community-based project, appeals are often sent to the public and OMEP members for donations.

- Fund raising activities such as fun fare, bring and buy sales, parent's day, children's art exhibitions and so on are organised.

- Parents are involved in raising funds through the Market/women's Association and Women's Commission.

3.5 Bernard Van Leer

Bernard Van Leer Foundation of the Netherlands

Brief History

Bernard Van Leer foundation is a private grant making foundation which was established in 1949 and based in Netherlands. The foundation funds and share knowledge about work in early childhood education. For the past four decades, the foundation has been funding field work in over 40 countries of the world and disseminating lessons learnt through its publications.

The Mission

The mission of Bernard Van Leer foundation is to improve opportunities for children up to age eight who are growing up in socially and economically difficult circumstances. The foundation views its work as both an end in itself and a long-term means of promoting more cohesive, just and creative societies for all.

The foundation is guided by both a child rights framework which emphasizes children's quality of life in the belief that investment in early years pay long term social dividends by shaping the next generation of adults and families. It is the belief of the foundation that attention to the material and physical well being of young children is not enough. Children also need support to develop socially, emotionally, culturally and spiritually.

The Approach

The foundation works by primarily supporting projects which are implemented through local partner organisation to ensure sensitivity to culture and context. It has been funding field work that sought to build on the strength of communities and traditional family care giving

practices. It has consistently sought to identify low-cost and early replicable strategies to improve children's well being and development.

Practice

The foundation is currently supporting over 200 projects through local partner organisations around the world. Of these, around 50 are in sub-Saharan Africa. Half of these projects deal directly and the other indirectly with young children in the context of HIV/AIDS. The foundation has made over 100 grants to programmes focusing on young children affected by HIV/AIDS.

SELF-ASSESSMENT EXERCISE

Highlight different approaches used in achieving the objectives of ECCDE in Nigeria.

4.0 CONCLUSION

The unit above discusses the various objectives and activities of childcare organisation/agencies. These childcare organisations are guided by child right framework which emphasizes improving children's quality of life through provision of health, educational and social services.

5.0 SUMMARY

In the unit above, you have learnt about:

- Head Start Project U.S.A
- Crèche Parentales France
- The Early Care Development Nigeria
- OMEP – Nigeria
- Van Leer – Netherlands.

6.0 TUTOR-MARKED ASSIGNMENT

Identify and discuss two child care agencies objectives.

7.0 REFERENCE/FURTHER READING

Akinbote, O., Oduolowu, E. & Lawal, B. (2001). *Pre-Primary and Primary Education in Nigeria. A Basic Text.* Ibadan: Stirling-Horden Publishers.

MODULE 3   PROGRAMME PLANNING IN EARLY CHILDHOOD EDUCATION

Unit 1   Planning in Early Childhood Education
Unit 2   Decision Making in Early Childhood Organisation
Unit 3   Quality Control in Early Childhood Organisation
Unit 4   Budgeting in Early Childhood Education
Unit 5   Fiscal Management in Early Childhood Education

UNIT 1   PLANNING IN EARLY CHILDHOOD EDUCATION

CONTENTS

1.0   Introduction
2.0   Objectives
3.0   Main Content
       3.1   Concepts of Planning and Educational Planning
       3.2   Purposes and the Need for Educational Planning
       3.3   Roles of the School Administrator in Planning
       3.4   Barriers to Educational Planning
4.0   Conclusion
5.0   Summary
6.0   Tutor-Marked Assignment
7.0   References/Further Reading

1.0   INTRODUCTION

This unit discusses one of the common sets of activities in management which is planning. Simply put, planning is setting direction for something and then working to ensure that direction is followed. In order to ensure effective and smooth running in early childhood education, adequate planning is needed. The unit further discusses the purpose, conditions and barriers of effective planning.

2.0   OBJECTIVES

At the end of this unit, you should be able to:

- explain the purpose of planning in early childhood education
- examine the conditions for effective planning
- identify the roles of the administrator in school system planning
- highlight barriers to educational planning.

3.0   MAIN CONTENT

3.1   Concepts of Planning and Educational Planning

Planning is deciding now or in advance on what to do in the future. Planning is a general process of establishing priorities for future action. It involves action, aspirations, and priorities of the organisation. The purpose of every plan therefore is to make it possible for the stated objectives of the organisation to be accomplished. Hence, plan focuses on the objectives or mission of the organisation. The success of the activities may not be realised unless factors such as objectives, necessary equipment, methods of handling the activities and duration of the programme are clearly understood. Educational planning usually takes place at the national level, state level, local and institutional levels. At the national and state level, the plans lay down broad objectives, strategies and targets while the details are worked out at the local and institutional level.

3.1.1   What is Educational Planning?

Educational Planning has no single definition that is universally accepted and regarded as the only one. Therefore there are several definitions of educational planning.

Beeby (1967) defined educational planning as the exercise of foresight in determining the policy, priorities and cost of educational system, having due regard for economic and political realities for the system's potential for growth and the needs of the country educational system.

Agabi (1995) equally defined it as the rational and scientific process by which a given society consciously directs its future actions in education with the view of optimising available resources used in the pursuit of desirable educational goals.

As it is observed in these two definitions of planning, we can see that the key elements in planning is the need of what to be done,(objectives), how it is to be done (rationally or scientifically), when it is to be done (future), who is to do it (society or people) and with what (available resource).

3.2   Purposes and the Need for Educational Planning

The purpose and the need for educational planning as identified by Agabi (1995) and Adepoju (1998) are to:

1.   Establish educational goals, objectives and activities for achieving them

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2.   Determine space, personnel and materials required to achieve educational goals

3.   Ensure adequate investment in education

4.   Avoid wastage of resources and enhance internal and external efficiency in the education system

5.   Channel the efforts and activities of operators of the system towards the achievement of set educational goals

6.   Allocate scarce resources required for education to satisfy the various competing needs in a rational way and

7.   Enhance educational growth and development.

Conditions for Effective Educational Planning

Effective educational planning must involve the following no matter the level of planning (Federal, State or a specific school system). These are:

1.   There must be a clearly defined goals/objectives

2.   The plan should be simple not complicated

3.   There should be provision for a proper analysis and grouping of standard for their functioning

4.   The plan must not only be flexible but must also be open to adjustments

5.   All available resources must be engaged.

3.3   Roles of the School Administrator in Planning

The planning role of the school head teacher/administrator includes the following:

a.   Definition of the objectives of the school within the overall national educational objectives

b.   Planning of the school buildings and other physical structures

c.   Programme and activities planning

d.   Resource and facilities planning including school budget

e.   Allocation of duties and functions to school personnel

f.   Work scheduling i.e. time table.

School Objectives

In order to plan, at the beginning of each school year, the school head must endeavour to meet with the parents and teachers to examine the school objectives and programme. Generally, the objectives of any school is teaching and learning, therefore the overall aim at the end of each year and at the completion of the programme should be clearly defined. These objectives should reflect the overall national and state objectives.

School Plant

The head teacher should consult with the teachers and parents on a suitable site and location for the school. They should set up the plans for the positioning of the classrooms, play grounds, and other conveniences, bearing in mind the welfare of pupils and the staff. The location must be accessible to every individual within the school premises.

Programme Planning

The school administrator should consult with parents, staff, ministry officials and other interest groups to prepare a comprehensive programme of activities for the school bearing in mind the objectives and general goals of education. A good programme must be sequential, continual and integrated. Both the extracurricular and curricular and co-curricular activities must relate to one another. The National Curriculum for Early Childhood Education (FGN/NERDC, 2006) is a useful reference point in this regard.

Resource Planning

The school administrator must note that funds and facilities for the school are limited, therefore must plan for ensuring continuous supply of those resources. The plans for resource acquisition, use and accounting depend on clear specification of the objectives and programme of the school as well as the setting up a systematic programme of budgeting, accounting and control.

Distribution of Functions

Who does what and how in the school should be specified. Functions ordinarily stem from the nature and types of programmes in the school.

This calls for the school administrator's good knowledge of his staff in terms of their training, experience and interests. This knowledge will assist him/her on how to place the staff on the job and assign appropriate duties to them.

Work Scheduling

This depends on the type of activities and or programmes of the school. The administrator has to consider scheduling of work to involve the activities time span, time load of each activity, the most suitable or allocation time to each activity. He/she then must work out the time table or schedule for the total activities. A well prepared time table will allow for proper implementation of the school curriculum.

The following questions will assist the administrator to accomplish the task of scheduling:

a.   What specific activities will be required to attain the objectives of the school?

b.   What amount of task should be allocated with regards to the values of the programme to each activity?

c.   Who should be responsible for each activity?

d.   Where and when will the activity take place? What facilities or resources are required or demanded by a given activity?

e.   What relationship exists between activities?

f.   How shall the activities time, period, teacher and other consideration in the school be presented on the time table?

The appropriate answer to these questions will be a good working sheet for the administrator to work within the scheduling of activities.

3.4   Barriers to Educational Planning

According to Atanda and Waheed (2006), most educational plans had failed in Nigeria as a result of the following:

i.   Lack of knowledge about the purpose and goal of the education system

ii.   Lack of adequate information on the part of the teachers and other experts

iii.   Bureaucracy in government parastatals

iv.   Lack of continuity of the plan due to political instability

v.   Wide gap between the planner and the implementers

vi.   Economics and financial problem

vii.   Lack of adequate and reliable data

viii.   Lack of adequate training for the planners and decision makers

ix.   Lack of prior feasibility studies

x.   Poor monitoring and evaluation system.

SELF-ASSESSMENT EXERCISE

What are the conditions for and barrier to educational planning?

4.0   CONCLUSION

In this unit, we have seen that planning is a method of guiding the administrators for effective decision making. It is the first step in the management process. Before the administrator can organise, control or exert influence, he/she must have adequate plan that will give purpose and direction to achieve the stated goals.

5.0   SUMMARY

In this unit, you have learnt about:

- Planning and educational planning

- Purpose and the need for educational plan

- Barriers to educational planning.

6.0   TUTOR-MARKED ASSIGNMENT

1.   Explain the concept of educational planning
2.   Why do we need to plan in early childhood education?

7.0   REFERENCES/FURTHER READING

Nwankwo, J. I., Nwokafor, J. N. & Ogunsanwo, O.A. (1981). *Education Administration and Supervision.* Nigeria: Heinemann Educational Books.

Ozigi, A. O. (1977). *A Handbook on School Administration and Management.* London: Macmillan Education Limited.

**UNIT 2   DECISION MAKING IN EARLY CHILDHOOD
             ORGANISATION**

CONTENTS

1.0   INTRODUCTION

This unit sets out to discuss one of the major functions of administration. The school administrator has to take important decisions at the school level because it is on the basis of these decisions that the administrator can effectively achieve the aims and objectives of the school. Also, the unit seeks to examine how effective decisions can be implemented.

2.0   OBJECTIVES

At the end of this unit, you should be able to:

- explain the meaning of decision-making
- identify how decisions can be made
- highlights the hints on effective decisions
- explain committee and decision making
- identify the decision level in educational administration.

3.0   MAIN CONTENT

3.1   What is Decision Making?

Decision making is defined as the selection of a course of action from various possibilities and options. A choice of what is to be done next is always confronting the administrators. A decision must always be made about who is to do what, how it will be done, when and where it will be done.

Decision making can be regarded as a conscious choice between alternative courses of action. Effective decision making must be rational.

There are two main types of administrative decisions. These are:

a.   Organisational and Personal Decisions

A decision made by the administration may be organisational or personal. Personal decisions are the decisions which the administrator makes concerning himself/herself, such as a decision to either go for further training or retire from service. While organisational decisions are decisions which the administrators make concerning the school and its functions.

b.   Basic and Routine Decisions

Basic decision is the type of decision that affects the goals, functions or services of the organisation. These decisions are unique and long term. They concern issues like policies, large scale plans or investments, students' enrolments, staffing, school plan and facilities. Routine decisions can be regarded as minor day to day decisions in the school.

3.2   How to Make Decisions

Administrative activities centre on decision making. The following are ways by which decisions are made:

i.   State the problem

ii.   Recognise, define and limit the problem

iii.   Analyse and evaluate the problem

iv.   List the options.

v.   Select the best options

vi.   Establish criteria or standards by which solutions will be evaluated or judged as acceptable and adequate to the need

vii.   Collect data

viii   Formulate and correct the preferred solution

ix   Put into effect the preferred solution:

- Programme the solution

- Control the activities in the programme

- Evaluate the result and the process.

3.3 Hints on Effective Decision Making

a. The environment must be conducive for decision making. This means that a decision must be made at the right time, place and through the proper channel (due process).

b. All those to be directly affected by a particular decision should in one way or another be involved in the process of arriving at a decision. This implies participatory, democratic or consultative decision-making. Taking part in decision making will help the participants to develop a sense of belonging and boost morale which in turn promotes team building and the implementation of the decisions made.

c. It is also important to explore as many options as possible. The more options considered, the better it would be in arriving at a good decision.

d. Communication must be clear: This implies that effective channel and media must be employed in communicating the decisions to those that or will execute them.

e. Adequate control and direction must be provided to ensure that decision is conclusively executed.

3.4 Committees and Decision Making

Administration involves group work. In early childhood education, the administrator i.e. the head teacher has to deal with groups. Hence, there is need for committees to be set up. There could be finance, social, welfare, time table, sport committees etc. such committees could be ad hoc or standing.

Ad hoc committees are usually appointed and they are temporary. They can be disbanded, while standing committees may not be disbanded even after the conclusion of their assignments. It is sometimes called structured committee. Their decisions are advisory just like that of ad hoc committees.

School administrators should take necessary steps to ensure that members of staff appointed to a committee will give good representative as well as individuals with different abilities and interests.

3.4.1 Advantages of Committee in Decision Making

i.   It encourages group deliberations and makes the school system manageable or governable

ii.   The output from committee decisions is often superior to that which could have been obtained from any other member working independently

iii.   Committees can increase teacher's motivation level and generate support from teachers of different levels

iv.   It enables the teachers to accept the implementation and recommendations because they also participate in decision making.

3.4.2 Disadvantages of Committees in Decision Making

i.   Setting up a committee on issues may waste time. Many of these committees may be too unwieldy and it could take time to arrive at a consensus

ii.   Lack of individual action can also be a disadvantage, sometimes there are some things that are better accomplished by individuals than by committees

iii.   The need for consensus on decisions may tend to discourage creativity.

3.5   Decision Level in Educational Administration

The school administration can be broadly divided into three:

i.   Top Level: At this level, the emphasis is on overall planning and strategic decision making. Decisions can be taken on both exceptional and general issues such as resumption dates and the school calendar. The decisions here which are often policies executed by the commissioner for education, permanent secretary, director general or other education sector policy makers.

ii.   Middle Level: At this level, basic operation decisions are taken. It is at this level that the decisions of the top level are translated to operational activities. Example of people at the middle level are chief inspector of education, local inspector of education, head teacher, supervisors etc.

iii. Lower Level: At this level, basic decisions on teaching and classroom management are executed by the lower level management. At times, the authority may implement certain decisions taken by the lower level. Examples of officials at the lower level are the class teacher and Head of Department (HOD).

Organisational Pyramid for School Administration
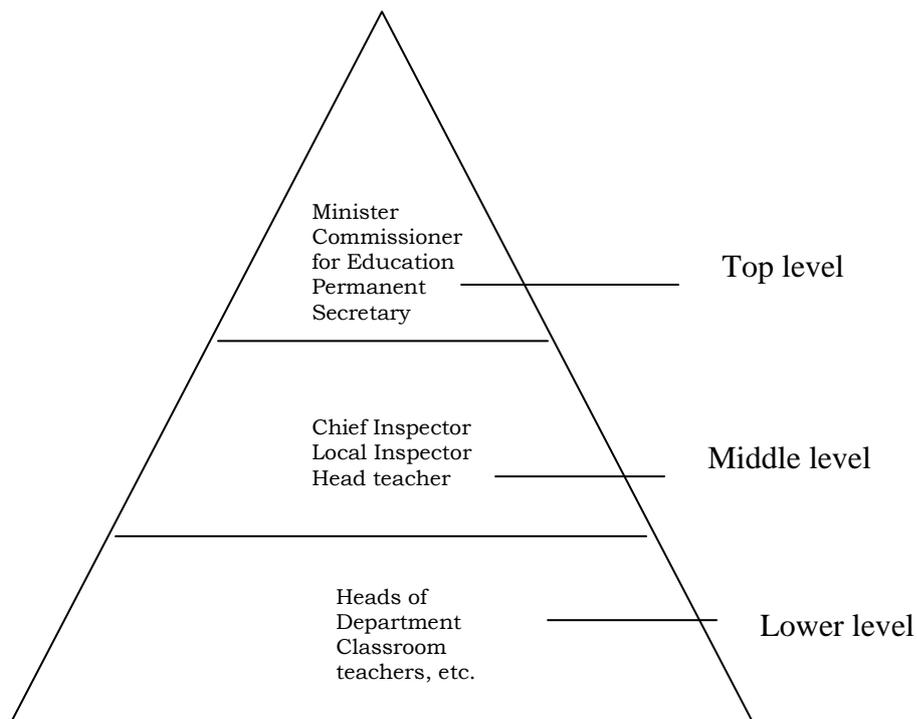
SELF-ASSESSMENT EXERCISE

Highlight the hints on effective decision making.

4.0   CONCLUSION

From this unit, we have seen that the ability of the head teacher as an administrator is to make and or guide decisions. This is critical to the success of the school system. The head teacher does not have to make all the decisions, but he must assume the responsibilities of overseeing the implementations of the decisions made.

5.0   SUMMARY

In this unit, you have learnt:

- The meaning of decision making

- How decisions are made

- Hints on effective decision

- Committee and decision-making

- The decision level in education administration.

6.0   TUTOR-MARKED ASSIGNMENT

1.   What do we mean by decision making?
2.   How can decisions be made?

7.0   REFERENCES/FURTHER READING

Nwankwo, J. I., Nwokafor, J.N. & Ogunsanwo, O.A. (1981). *Education Administration and Supervision.* Nigeria: Heinemann Educational Books.

Ozigi, A.O. (1977). *A Handbook on School Administration and Management.* London: Macmillan Education Limited.

**UNIT 3   QUALITY CONTROL IN EARLY CHILDHOOD
            EDUCATION**

CONTENTS

1.0   Introduction
2.0   Objectives
3.0   Main Content
       3.1   Concept of Quality
       3.2   Indices of Quality Delivery in Early Childhood Education
       3.3   Quality Control in Early Childhood Education
4.0   Conclusion
5.0   Summary
6.0   Tutor-Marked Assignment
7.0   References/Further Reading

1.0   INTRODUCTION

This unit discusses the conditions that are expected in early childhood education programme. It will discuss various indices of quality control in early childhood education.

2.0   OBJECTIVES

At the end of this unit, you should be able to:

•   define quality control in education
•   identify various indices of quality delivery system in early childhood education
•   analyse quality control process.

3.0   MAIN CONTENT

3.1   Concept of Quality

Quality can be defined as the degree of excellence a thing possesses and it is considered in terms of accuracy and timeliness.

In education, quality can be described as the long term commitment and continuous improvement of learning with the active participation of both teaching and non teaching staff to meet or exceed parents or guardians expectations. In other words, quality means effective management.

3.2   Indices of Quality Delivery in Early Childhood Education

Quality in education depends upon the following factors:

a.   Quality Environment

There must be a highly hygienic and conducive environment for learning. The classrooms must be spacious enough and the play ground properly maintained. Landscaping and beautification of the compound with flowers is necessary. All the school facilities must equally be designed and arranged to suit the objectives of the school programme.

b.   Quality Personnel

The quality of staff is very important in the school organisation. The teacher is an indispensable factor in the school. It is possible for a school to have a good curriculum, nice environment, adequate instructional materials, good classrooms and other facilities; however, if there are no good teachers to make the best use of them, these are useless. Therefore, the quality of the staff is an important indicator in the delivery of quality services in the school.

Right from the recruitment of teachers, up to their allocation to specific classes, care has to be taken. Any careless appointment of incompetent teachers can destroy whatever good intentions the proprietor may have for the school. In the private nursery school, it is the proprietor/proprietress that employs the teachers and head teachers.

It is necessary that both head teacher and teachers are qualified and experienced. But unfortunately, in an attempt to cut cost sometimes they employ unqualified teachers who are paid cheaply. Nevertheless, the teachers employed must be given training and adequate staff development programme should be arranged for them. The training must aim at improving staff competencies and productivity, which could include workshops, in-service training, seminars etc. The school administrator should ensure that good personnel policies are formulated and implemented appropriately in the school.

The staff must equally be motivated so as to enhance their commitment towards the achievement of the school's objectives.

c.   Quality Resources

The administrator must ensure that quality resources are available in the school. Quality and durable materials must be purchased. The

school library and health clinic must be well equipped and be of standard. He/she must ensure that there are appropriate and adequate teaching materials in the school. Various instructional materials, outdoor and indoor equipment must be made available in the school.

d.   Quality of Output

The quality of output should reflect on the pupils, if new parents or guardians are to patronise such schools. The administrator must ensure that everything is done to produce the best in the pupils. The staff must be punctual, diligent, relentless in teaching and discipline of the children. There must be an effective and qualitative method of instruction that would yield good results in terms of quality pupils. The curricular content must strictly adhere to what is stipulated in the policy on early childhood education of the country. When the parents (customers) are satisfied with the quality of output (pupils produced), there is the tendency for more parents to be interested in sending their children to get admitted into that school.

3.3   Quality Control in Early Childhood Education

The issue of quality control in education is concerned with the measurement and judgement of the processes and outcome of the educational activities. The purpose is to maintain the existing practice and if there is need a change can be instituted. Therefore quality control in education is based on the premise that good education can be better.

The following will guide the administration in quality control of the school:

i.   Collection of Data

Data collection assists the school administrator in knowing whether there is growth, improvement, effectiveness and success in all aspect of the school programme. The data on population, financial activities, staff enrolment, etc. will show whether there is reduction or increase in enrollment. This can equally show the deviation and reasons for it.

ii.   Evaluation

Evaluation means appraising or determining the existent to which the stated objectives have been achieved. Whenever a judgement is made about the effectiveness of a programme, an evaluation has been made. It involves taking inventory of all phases of the educational programme.

3.3.1 What is to be Evaluated?

Curriculum: the school administrator has the responsibility of determining whether the pupils are learning what they are supposed to know and whether they are making satisfactory progress individually or collectively. There are two types of curriculum evaluation:

a.   Formative Evaluation

This type of evaluation is used to improve the quality of teaching for the advantage of pupils to ascertain what the pupils have failed to learn.

b.   Summative Evaluation

This is aimed at testing the level or degree of understanding of a course and ending up with award of grades, reports or certificates.

3.3.2 Pupils Evaluation

Apart from the usual weekly, terminal or annual promotion examination which only show level of performance, there is need to evaluate the conditions and environment under which pupils learn. This is to ensure maximum quality delivery at the school. This can be done through interviews or discussion with the teachers and supervisors. The head teacher can get a cross-sectional view of the learning atmosphere of the school by occasionally teaching in various classes. This will help him verify various opinions and know the pupils more intimately.

3.3.3 Staff Evaluation

Evaluation of staff and their teaching effectiveness is important in ensuring the progress and determining the quality of the school. To a great extent, the quality of education provided depends on teaching effectiveness and attitude of the staff. The administrator therefore, must attempt to know how each member of staff is getting on and how well he or she is performing their duties. Staff evaluation should be a means of assessing effectiveness on a teacher in the performance of his job and where these shows a negative trend, there would be the need to investigate the causes with a view to making him or her more effective.

The following is the list of possible items that can be used in teacher evaluation:

i.   Preparation of lesson notes

ii   Provision of instructional aids

iii   Knowledge of subject content

iv   Teaching methods and procedures

v   Relationship with pupils and staff

vi   Class and discipline of pupils

vii   Teachers appearance

viii   Conduct and administration of examination

ix   Punctuality and attendance

x   Cooperation with the head teacher

xi   Participation in co-curricular activities

xii   In-service course(s) attended

xiii   Additional qualification

xiv   Out of school report.

3.3.4 Programme Evaluation

In every educational institution, it is necessary for the school administrator to evaluate the performance of the school against the goals and objectives of the society and the community. This is another measure of quality control of the school. This may be done in the form of an annual report, although unfavourable aspects of the school are usually not for public consumption. The head teacher should have a proper look of his/her school at the end of each school year and assess the successes and failings in order to make amends in the subsequent years. Such evaluation will give the school a fresh opportunity to refocus on areas of failure or complaints from consumers or immediate community.

SELF-ASSESSMENT EXERCISE

What are the quality control processes in early childhood education?

4.0   CONCLUSION

From this unit, we can see that quality control is needed in early childhood education programme to enhance optimum performance.

Quality is what parents are looking for in schools. If they get it they will be satisfied, that is why quality control is fundamental to the process and outcome in early childhood education.

5.0   SUMMARY

In this unit, you have learnt about:

- Quality control in early childhood education

- Various indices of quality delivery in early childhood education

- Quality control process.

6.0   TUTOR-MARKED ASSIGNMENT

Identify the various indices for quality delivery.

7.0   REFERENCES/FURTHER READING

Ozigi, A. O. (1977). *A Handbook on School Administration and Management.* London: Macmillan Education Limited.

Nwankwo, J.I., Nwokafor, J.N. & Ogunsanwo, O.A. (1981). *Educational Administration and Supervision.* Nigeria: Heinemann Educational Books.

UNIT 4   BUDGETING   IN   EARLY   CHILDHOOD
            EDUCATION

CONTENTS

1.0   Introduction
2.0   Objectives
3.0   Main Content
       3.1   Concept of Budgeting
       3.2   Types of Budget in Education
       3.3   Budget Preparation in Early Childhood Education
4.0   Conclusion
5.0   Summary
6.0   Tutor-Marked Assignment
7.0   References/Further Reading

1.0   INTRODUCTION

No school administrator can effectively administer his/her school
without financial resources at his disposal. In every school money is
needed to attract, retain and develop both human and material resources,
to renovate school building, procure instructional materials etc. in order
to fulfill these financial obligations successfully, funds management
should be planned effectively.

2.0   OBJECTIVES

At the end of this unit, you should be able to:

•   define budgeting
•   enumerate the advantages of budgeting
•   identify basic types of budget
•   analyse the steps involved in preparation of budget.

3.0   MAIN CONTENT

3.1   Concept of Budgeting

Budgeting in simple terms means the expected total revenue and
expenditure for each year, and the estimated total revenue and
expenditure for each year, based on estimates of income accruing to the
government or organisation. Budgeting is the formulation of plans for a
given period in numerical or monetary terms. An educational budget is a
document or statement of anticipated results either in revenue and
expenditure and capital budgets or in non-financial terms as in budget of

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direct labour, hours, materials, school fees and other income. An educational budget must be based on general objectives of education as stated. Budgets are always forecast of future activities. They are detailed.

3.1.1   Advantages of Budgeting

a.   The budget enables the school administrator to identify the areas of need and the significance of respective services in the school

b.   Budget correlates planning and allows authority to be delegated without loss of control

c.   Budget assists in putting the responsibility for each school function to exactly where it belongs. Each teacher or each departmental head taking responsibility for identifying the needs of his/her unit

d.   Budgeting encourages prudence and enhances economy in the use of materials. It also prevents waste in that it limits the expenditure of specific functions

e.   Budget forces the administrator to study and or re-examine their operations and to search for the best means of obtaining maximum results from the limited resources

f.   The school budget cautions the administrator against unrealistic optimism over unrestricted expansion of programmes or activities

g.   The budget helps in the co-ordination of the different units towards the general goals of the school.

h.   It serves as a means of checking inefficiency in school activities, services and programmes.

3.2   Types of Budget in Education

a.   Revenue and Expense Budget

This budget spells out the plan for revenue and operating expenses. The principal income in revenue budget is the school fees. Others are earnings from grants, donors and revenue from auxiliary enterprises. Operating expense budget in early childhood education has to do with expenses classification and the units of organisation in its structure. These budgets may deal with individual items or departments, e.g. salaries and allowances of teaching and non teaching staff, expenses on educational aids, office equipment, outdoor and indoor equipment etc.

b.   Capital Expenditure Budget

This type of budget outlines expenditure for capital projects such as equipment, inventories and other items that require care, because it gives definite plan for spending the funds on particular items or enterprise.

c.   Cash Budget

The cash budget is simply a forecast of cash receipts and disbursement against which cash expenditure is measured. This is very important in early childhood education because the availability of cash to meet obligations as at when due is the first requirement of existence. Cash budget shows the availability of excess cash which makes it possible to plan for profit making or investment surpluses.

SELF-ASSESSMENT EXERCISE

Identify basic types of budget in early childhood education.

3.3   Budget Preparation in Early Childhood Education

One of the major functions of the school administrator concerns the management of school funds and facilities. He/she has to follow a procedure for school budget preparation. This procedure is stated in stages:

Stage I

The administrator prepares estimate of the expenditure and income for the coming fiscal year. The teachers or heads of units are asked to submit a list of items on activities for the next school year.

Stage II

The list of estimates and request from different teachers and head of units are collated and reviewed during a special budget meeting, between the administrator and the account clerk or bursar.

Stage III

The school administrator submits the school budget to the proprietor or board of governors or the ministry of education in the case of public schools. On receiving the proposed budget, the budget is pruned to meet the available funds or to be in line with the established ceiling of expenditure.

Stage IV

An operating school system budget is prepared after the final approval by the appropriate authority. This will indicate estimated revenue and expenditure for various items, services or units for the coming year.

Stage V

The prepared budget is implemented. Here the approved budget requires periodic reports (weekly, monthly, quarterly, half yearly) comparing estimates with actual expenditure for specified periods normally a school term.

4.0   CONCLUSION

From this unit, we have learnt that budget is a plan for total annual estimates which is based on the income accruing to the school. The school administrator is saddled with the responsibility of planning the budget by following the stated procedures bearings in mind the benefit of budgeting.

5.0   SUMMARY

In this unit, you have learnt the following:

•   Definition of budgeting

•   Benefits of budget

•   Types of budget

•   Steps involved in preparation of budget.

6.0   TUTOR-MARKED ASSIGNMENT

1.   Define budgeting
2.   Highlight the steps involved in budgeting

7.0   REFERENCES/FURTHER READING

Nwankwo, J. I., Nwokafor, J. N. & Ogunsanwo, O. A. (1981). *Educational Administration and Supervision.* Nigeria: Heinemann.

Ozigi, A.O. (1977). *A Handbook on School Administration and Management.* London: Macmillan Education Limited.

UNIT 5   FISCAL   MANAGEMENT   IN   EARLY
          CHILDHOOD EDUCATION

CONTENTS

1.0   INTRODUCTION

Adequate and accurate financial management is vital to the development
and success of schools. The school as an organisation has to calculate its
profits or losses each year, specifically early childhood education
demands a huge financial responsibility for the control and management
of school finance. The administrator is held accountable for all
expenditure and revenue for the school.

2.0   OBJECTIVES

At the end of this unit, you should be able to:

•   explain fiscal management in early childhood education
•   examine the roles of fiscal management in early childhood
       education
•   describe cash flow and managing payments and receipts.

3.0   MAIN CONTENT

3.1   Fiscal Management

Fiscal management provides budgeting and accounting support to the
school. The fiscal management unit is responsible for the development
of the school annual budget, from initial planning to final passage by the
board of governors or the proprietor,

Fiscal management builds the fiscal infrastructure of the school,
manages its ongoing accounting and report responsibilities of the school

to the public and prepare for external and internal audit.

1.   In addition to these, fiscal management services equally include:

    i.   Organisation-wide budget as well as supporting programme level budgets

    ii.   Cost allocation plan

    iii. Cash flow analysis

    iv.   Chart of accounts

    v.   Templates for monthly and quarterly financial reports, including budget-to-actual comparisons

    vi.   Identifying providers and consultants to assist with other critical systems, including payroll, processing employee benefits packages, and other human resource needs.

2.   Implementation of financial reporting to include assistance with:

    i.   Purchase orders

    ii.   Client billing: fixing fees to be paid for services in the school such as payment for school fees, midday meal, sport fees, etc.

    iii. Donor tracking/fund raising programme for the school

    iv.   Staff training.

3.   Development of a customised fiscal policies and procedures manual

4.   Outsourcing accounting and fiscal management services to include:

    i.   Processing donation and recording vendor payments

    ii.   Recording payroll expenses

    iii. Reconciling bank accounts

    iv.   Preparing financial reports

    v.   Managing the financial reporting and vouchering process for grants and contracts.

5.   Audit preparation support.

SELF-ASSESSMENT EXERCISE

Examine the roles of fiscal management in Early Childhood Education.

3.2   Cash Flow in Early Childhood Education

Cash flow is the inflow and outflow of money in an organisation. It involves movement of money into and out of the organisation. In school, there may not be enough money to meet the obligations and services incurred by the school.

Cash flow allows the school administrator to determine the budget for different things as approved.

It also enables the school administrator to know what payment has been made and for what.

3.3   Managing Payments and Receipts

The school administrator is expected to bank all income whether fees or items sold such as books, refreshment, uniform etc. no matter how small the money may be, it is supposed to be banked.

The administrator should avoid keeping cash in the office. Any money paid to the bank must have a teller, which must be brought to the school office. School receipts should be issued for teller given. The receipts must be issued in serial orderliness.

Payments

Payments can be made through the following:

1.   Petty cash: A fixed amount of petty cash should be agreed upon. Before taking another petty cash the previous one must be duly accounted for. Petty cash paid must be signed for by the recipients on a petty cash voucher and receipt shown as a proof of payment of all items. Another name for petty cash is imprest.

2.   Cheque payment: Cheque payment must be minted on the cheque payment voucher. All receipts and documents related to a transaction must be attached for proof and ought to be carefully checked by auditors.

3.   Ledger: All money spent no matter how small must feature in the ledger book and must be traceable to petty cash voucher or cheque payment voucher.

SELF-ASSESSMENT EXERCISE

What do you understand by cash flow?

4.0   CONCLUSION

From this unit, we have learnt fiscal management is a monitoring activity of agency spending expenditures, equipment and commodities. Fiscal management also monitors spending of grant and answers questions from the general public.

5.0   SUMMARY

In this unit, you have learnt about:

• Fiscal management and fiscal management services

• Cash flow, managing payments and receipts.

6.0   TUTOR-MARKED ASSIGNMENT

Identify and discuss five fiscal management services.

7.0   REFERENCES/FURTHER READING

Nwankwo, J. I., Nwokafor, J. N. & Ogunsanwo, O. A. (1981). *Educational Administration and Supervision.* Nigeria: Heinemann.

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