THE USE OF ASSESSMENT AND EFFECTIVENESS OF EARLY CHILDHOOD EDUCATION IN RINGIM LOCAL GOVERNMENT AREA, JIGAWA STATE, NIGERIA

BY

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DECLARATION

This thesis is my original work and has not been presented for a degree or any academic award in any University or Institution of learning.

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APPROVAL

We confirm that the work reported in this thesis was carried out by the candidate under our supervision.

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DEDICATION

This work is dedicated to my wife Aisha and children Asiya, Halima, Muhammad, Abdulkarim and Rumasau who have supported and encouraged me throughout my study. They have always strong and sacrificed a lot for me to be where I am now today.

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ABSTRACT

The study established the relationship between the use of assessment and effectiveness of early child hood education in Ringim Local Government Area. The following specific objectives guided this study and these were i) to find out the use of assessment in early child hood education in Ringim Local Government Area; ii) to examine the level of effectiveness of early child hood education in Ringim Local Government Area and (iii) to establish the relationship between the use of assessment and level of effectiveness of early child hood education in Ringim Local Government Area. The study adopted descriptive correlation design to find out the relationship between the use of assessment and effectiveness of early childhood education. .Questionnaires and interview were used to gather data from 100 respondents which include school administrators, teachers and parents from preschools. Frequency, percentage and means were used to analyze the data. Pearson Linear Correlation Coefficient was used to establish the relationship between the use of assessment and effectiveness of early childhood education at 0.05 level of significance. The study found out the use of assessment in early childhood education has a mean of 2.88 which means satisfactory. The level of effectiveness in early childhood education has a mean of 2.59 which means high. There is a relationship between the use of assessment and effectiveness of early childhood education has a sig. value of 0.004 which is lower than 0.05 level of significance. Based on the findings the following conclusions were made; there is still a need to improve the use of assessment and use varied assessment methods, the level of effectiveness of early childhood education was high, the children have develop cognitive, social-emotional and physical aspects. The use of assessment directly affect the effectiveness of early childhood education. It is recommended that teachers and school administrators must use varied assessments to assess the pupils to improve the effectiveness the early childhood education. And since the results of assessment provide the parents the information about the progress of their children.

CHAPTER ONE

INTRODUCTION

1.0 INTRODUCTION

This chapter presents background of the study, statement of the problem, purpose of the study, specific objectives, research questions, hypothesis, scope of the study and significance of the study.

1.1 Background of the Study

The background of the study is presented in four perspectives, historical, theoretical, conceptual and contextual.

1.1.1 Historical Perspective

Early childhood education for children under compulsory age involving elements of both physical care and education. Apart from the critical contribution to cognitive stimulation, association, child development and early education, they are in essential service for employed parents. They may be free, in particular those programs delivered under education auspices, or they may charge income-related fees, but in almost all of Europe they are heavily subsidized by government. The services are voluntary and take up is where the programs are free or at very modest and the quality adequate. Some European countries have guaranteed a place for all children by the time they reach a certain age. They may be permitted to enter albeit without right to participate when they 3 or 4 as in much of Asia and Africa. And they end when compulsory primary school begins at age 5, 6 or 7. But access is very limited in most countries in Africa, Asia and Latin America (Kamerman, 2006).

Most African countries have pre-primary enrollment of less than ten percent but rates vary greatly in the region. The situation varies across countries with eastern and southern Africa accounting for 62 percent of the participating children. The programs are largely private with 80 percent of the children enrolled in private programs children (Kamerman, 2006). The origin of early childhood education in Nigeria according to Maduewesi (1999), dated back to early 1960 when the colonial masters were in

charge of governance in Nigeria. The earliest Nigerians beneficiaries of the early childhood education were naturally those associated with the missionaries. Many Nigerians attach a great deal of importance to education. Even though it costs a great deal to keep a child in the nursery school, parents especially those who themselves never went to school think that money spent on child education is money well invested.

In general it is strongly held that children who attend nursery schools are automatically superior academic achievers over their peers who do not. Thus it gave further filling to the growth and increase of preschool services. Effectiveness of preschools is very paramount to the growth and development of the children since most them are left in the care of teachers in the preschools. In Nigeria, the government realized the importance of early childhood education and included in its National Policy on Education (NPE, 2004). Access to pre-primary education is placed on child development, safety and mental skills. The implications are that staff and equipment have to be adequate to uphold the philosophy and achieve the objectives of pre-primary education. But the proliferation of pre-primary schools shows that the government is not controlling the establishments of these schools as proposed in the National Policy on Education which can affect its effectiveness. (Durojaiye, 1997).

1.1.2 Theoretical Perspective

The study was grounded by Jean Piaget's Theory of Cognitive Development (1936). The theory explains how a child constructs a mental model of the world. It disagreed with the idea that intelligence was a fixed trait, and regarded cognitive development as a process which occurs due to biological maturation and interaction with the environment. . Piaget became intrigued with the reasons children gave for their wrong answers to the questions that required logical thinking. He believed that these incorrect answers revealed important differences between the thinking of adults and children. Before Piagets work, the common assumption in psychology was that children are merely less competent thinkers than adults. The theory showed that young children think in strikingly

different ways compared to adults. It is also believed that children are born with a very basic mental structure (genetically inherited and evolved) on which all subsequent learning and knowledge are based.

1.1.3 Conceptual Perspective

Assessment methods is a process of gathering information about a child to provide educators, parents and families what the child knows and what the child can do. Under assessment methods are informal and formal methods. Informal assessment method includes observation checklist, portfolio and teacher rating. Observation checklist can be made minimal or no intrusion into childrens activities. All the facets of development including intellectual, linguistic, social-emotional, and physical development on a regular basis. Portfolios are a record of data that is collected through the work children have produced over a period of time. Teacher ratings are useful in assessing childrens cognitive and language abilities as well as their social-emotional development. Formal assessment method include standardized tests. Standardized tests are tests are created to fit a set of teaching standards. These tests are administered and scored in a standard manner and are often to assess the performance of children in a program.

Effectiveness refers to the degree to which something is successful in producing the desired results. (https://www.meriam-webster.com). It includes number of enrollees, infrastructure and teachers qualifications and teacher pupils ratio.

1.1.4 Contextual Perspective

There was an urgent need and demand of early childhood education in Nigeria because parents believed that those pupils who attend early childhood education have superior academic performance compared to their peers who did not attend preschools. It was there a perfect setting for the great scramble for early childhood places but with the laundering of Universal Primary Education (UPE) and liberalizations of educational opportunities which has leaked down to early child hood level.

Since many women are going out to work for employment leaving their young children at home. Thus became filling the growth and increase of early child hood services (Maduewesi, 1999).

Since the increase of early child hood, effectiveness becomes a problem. In public early child hood there are many pupils per class with only one teacher to teach the pupils and who is not qualified to teach in preschools. The private preschools have lesser number of pupils but their teachers are not also qualified to teach in early child hood. Most of the early child hood are operated by private individuals and organizations and therefore profit oriented. Most of the preschools employ semi-literate nannies. The flexibility in the operation of preschools the philosophical foundations of early childhood education which caters for social, emotional, intellectual and physical needs of the child may not be achieved (Evan, 2001).

1.2 Statement of the Problem

The idea behind the fusion of assessment and instruction is relatively simple and rests on three fundamental assumptions (Meisels and Atkins-Burnett, 2000). The first is that assessment is a dynamic enterprise that calls on information from multiple sources collected over numerous time points, reflecting a wide range of child experiences and caregiver interpretations. The second assumption is that the formal act of assessment is only the first step in the process of acquiring information about the child and the family. Through intervention by putting into practice the ideas or hypotheses raised by the initial assessment procedures more information will be acquired that can serve the dual purpose of refining the assessment and enhancing the intervention. Third, assessment is of limited value in the absence of instruction or intervention. The meaning of an assessment is closely tied to its utility to its contributions to decision making about practice or intervention or its confirmation of a childs continuing progress.

However, assessments to provide teachers with information that can serve as a basis for pedagogical and curriculum decisions; tends to affects the teaching and learning process. Nearly all early

childhood educators rely on some form of informal monitoring of child learning in order to design programs and plan curricula that is, in order to engage in pedagogy.

1.3 Purpose of the Study

The study investigated the relationship between the use of assessment and effectiveness of early childhood education in Ringim Local Government Area, Jigawa State, Nigeria.

1.3.1. Specific Objectives

The study sought to answer the following questions:

1. To find out the level of use of assessment in early child hood education in Ringim Local Government Area.
2. To examine the level of effectiveness of early child hood education in Ringim Local Government Area.
3. To establish the relationship between the use of assessment and level of effectiveness of early child hood education in Ringim Local Government Area.

1.3.2. Research Questions

1. What is the level of use of assessment in early child hood education in Ringim Local Government Area?
2. What is the level of effectiveness of early child hood education in Ringim Local Government Area?
3. Is there a relationship between the use of assessment and effectiveness of early child hood education in Local Government Area?

1.3.3. Null Hypothesis

Ho: There is no relationship between the use of assessment and effectiveness of early child hood education in Ringim Local Government Area, Jigawa State, Nigeria.

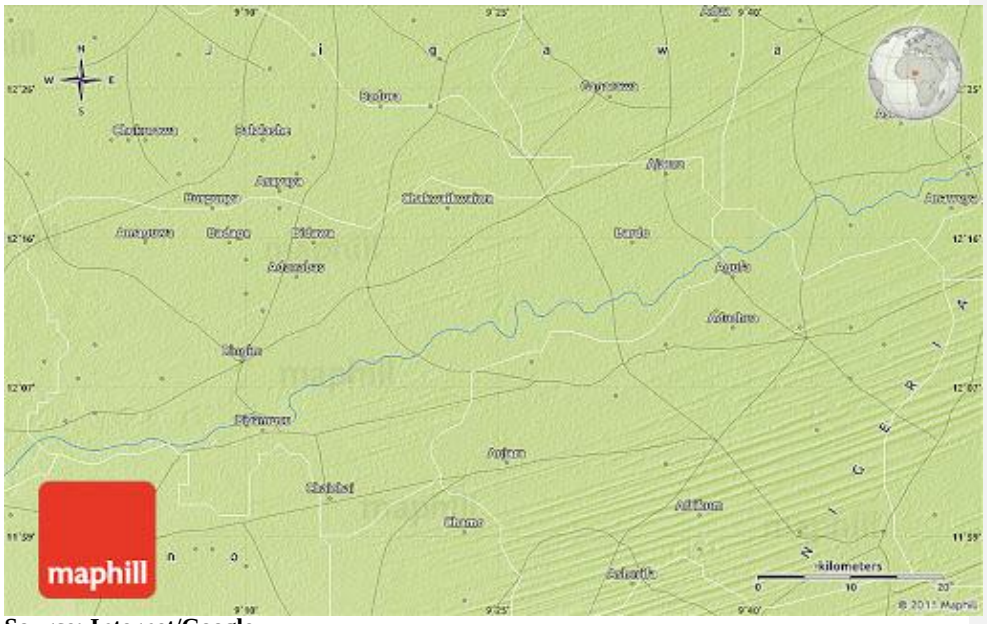
1.4 Scope of the Study

The scope of the study included geographical scope, content scope, theoretical scope and time scope.

1.4.1. Geographical Scope

The study was conducted in Ringim Local Government Area in Jigawa State, Nigeria. There are five (5) private early child hood schools; where by all the schools were used purposively in the study.

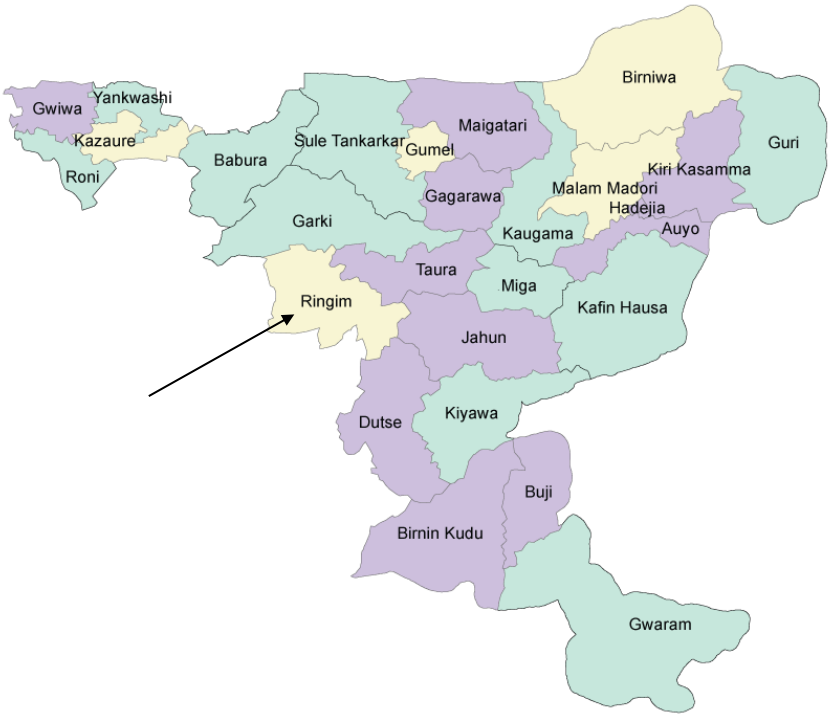
Ringim is a Local Government Area (LGA) of Jigawa State, Nigeria. Its headquarters are in the town of Ringim, the LGA has an area of 1,057 km² and with the GPS Coordinates of 120 17˙N, 9⁰ 28˙0˙ E. Beneath was a map of Ringim Local Government of Jigawa State with 11 Districts.



Source: Internet/Google

Historical background of the area

Ringim emirate came into being in November, 1991 as a result of the creation of Jigawa state from Kano state on 27 August 1991. The emirate consist of four Local Government Areas, viz: Ringim, Taura, Garki and Babura.The picture below shows the map of Jigawa state, with 27, local government area.



Source: Internet/Google

Economic Development

Historically, Ringim Local Government is popular all over the country for its economic development. The area has a fertile land for both wet and dry seasons farming activities. The Local Government produces both subsistence and cash crops and also has great number fruits trees scattered along the bank of the river. In addition to the farming activities majority of the populace, engaged in marketing. These economic resources enable most of the parents to possess means of paying their children's school fees. The town was famous for its rich in groundnuts, tobacco production and trade, this motivated the British to construct railway from Kano to Nguru via the town.

Educational Development

Year 1930, was the beginning of various educational developments in Ringim. In 1930, the first elementary school was established in Ringim (Katutu Primary School). Pupils recruited for 1931 was 39. In 1954, another elementary school (Sabon Gida Senior Primary School) was established. As a result of UPE programme in 1976 more schools were constructed in Ringim town and the pupils' enrolments increased, Galadanchi primary school and conversion of St. Peters into Sabon Gari primary school. This brought the number of primary schools in Ringim into four in addition to a number of Islamiyya Schools. In 9176, Government Secondary School was formally moved to Ringim after it stayed temporarily for two years at dawakin Tofa and a higher institution under Jigawa Polytechnic was established in 1991.

1.4. 2. Content Scope

The study focused on the use of assessment which included observation checklist, portfolio and teachers rating and standardize tests. Effectiveness of early childhood education includes cognitive, social-emotional and physical development..

1.4.3. Theoretical Scope

The theoretical scope of the study was Piaget's (1936) theory of cognitive development. It explains how a child constructs a mental model of the world. He disagreed with the idea that intelligence was a fixed trait, and regarded cognitive development as a process which occurs due to biological maturation and interaction with the environment.

1.4.4. Time Scope

The study was conducted from May 2019 to December 2019.

1.5. Significance of the Study

The findings of the study will be beneficial to the following stakeholders:

School Administrators. The findings of the study will serve as baseline information for the schools administrators the importance of assessment in the effectiveness of the early child hood education. It will help them improve the management of the school.

Teachers: The findings of the study will guide the teachers to have a good information on the use of assessment in assessing early childhood education. This will help them improve the effectiveness of early childhood education.

Parents: The findings of the study will provide the parents information the effective preschools in the area. They can choose the early childhood education where they will enroll their children.

Future Researchers: The findings of the study will help future researcher's additional information on assessment methods and effectiveness of early child hood education in their research.

CHAPTER TWO

RELATED LITERATURE

2.0 Introduction

This chapter presents theoretical review, conceptual framework, related studies done by other by researchers and gaps identified.

2.1. Theoretical Review

The study was guided by an organizational theory of efficiency and effectiveness which was propounded by Chester Bernard (1938). The theory state that the function of the chief executive of an organization is to ensure efficiency and effectiveness in the organization, efficiency being employee centered and effectiveness being employer and task oriented.

In any organization setting, effectiveness entails the accomplishment of the organizational objectives through task related activities that will enable the organization attain its goals while efficiency entails all efforts geared towards attaining staff welfare and better working condition. Both attainment of organizational goals and enhancing staff welfare are necessary ingredients for sustenance of the organization. The manner in which the chief executive handles these as to establish a synergy between the duo is of paramount importance to the life and very existence of the organization.
Truly, efficiency and effectiveness of an organization depend solely on the quality and quantity of human and material resources input invested into the organization as well as the level of prudence employed by the chief executive in managing the available resources, human and materials in the organization.

The theory of efficiency and effectiveness therefore holds that a synergy must exist between the availability of the quantity and quality of inputs and prudential management of all the resources

human and materials of the organization. If the organizational educational goals will be achieved and the organization will continue to exist.

In a school setting, principals and heads of schools are expected to be prudent in management of all resources available in the school (staff, fund, school plant, all facilities etc) even in the face of their limited supply if organizational goals will be achieved and the organization continue to exist.

2.2. Conceptual Framework

The diagram below shows the independent variable and dependent variable as well as intervening variable.

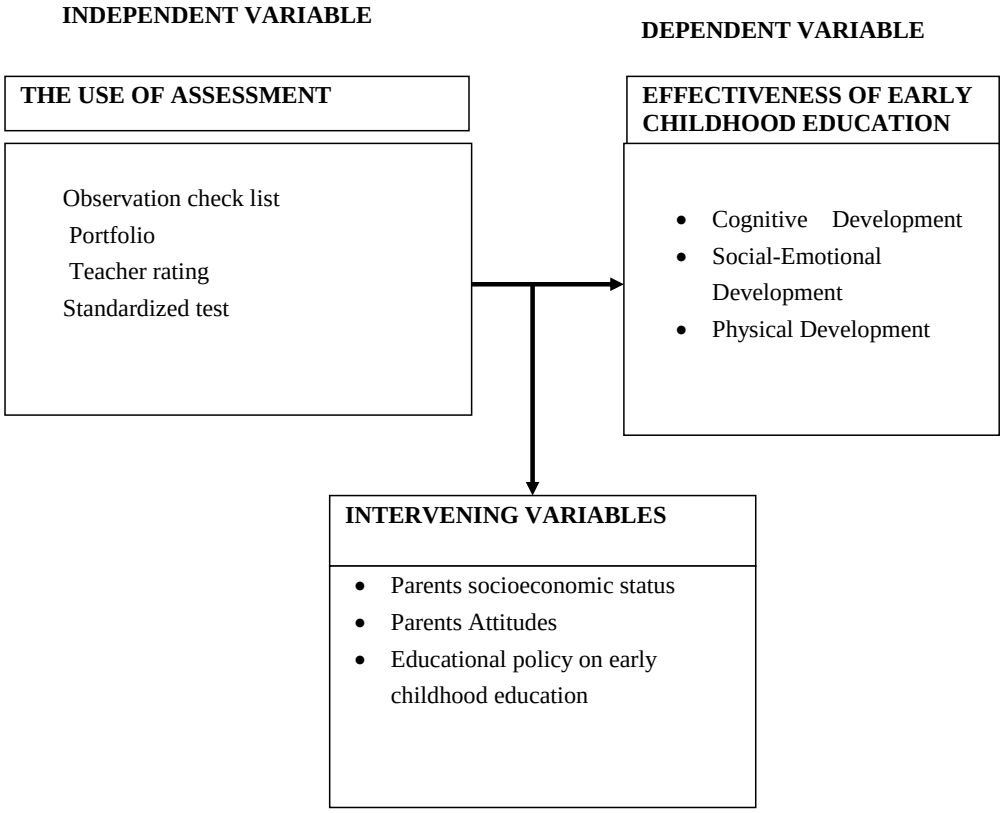


Figure 2.1. Diagram showing the relationship between the use of assessments and effectiveness of preschools and the intervening variables.

The above diagram shows the independent variable which the use of assessment which includes observation checklists, portfolio, teacher ratings and standardized tests. The dependent variable which is effectiveness of early childhood education is measured in terms of cognitive, social-emotional and physical development of the children.. The intervening variables which may have

influence on both the independent and dependent variables includes parent's socioeconomic status, parent's attitude and educational policy in early childhood education.

2.3. Related Studies

2.3.1. The Use of Assessment in Early Childhood Education

Assessment methods are process of gathering information about the child and provide educators, parents and families with critical information about a Childs development and growth. Reviewing the information and then using the information to plan educational activities that are a level the child can understand and is able to learn from. Assessment is very critical part of a high quality, early childhood. When educators do an assessment they observe a child to get information about what he/she knows and what he/she can do.

Assessment is arguably the most powerful policy tool in education. Not only can it be used to identify strengths and weaknesses of individuals, institutions and indeed whole systems of education; it can also be used as a powerful source of leverage to bring about change In recent times, and for a number of reasons, the early childhood profession in many countries has been asked to implement assessment procedures that document children's learning and progress. This dissertation tells about the work of a number of early childhood practitioners who have been looking for a way to do this. (Broadfoot, 2004)

Assessment must be useful to accomplish the multiple and interrelated purposes of early care and education and early intervention. Assessment is critical for detecting possible problems and, through intervention, averting later more intractable and complex difficulties. Children must be able to access programs through flexible eligibility determination processes; assessment is crucial for planning individualized interventions, for monitoring progress through regular repeated assessments, and for documenting the impact of quality programs. Above all, assessment must have treatment validity—there must be an essential similarity or linkage among program goals, individual child objectives, and the developmental competencies that are assessed. Materials and methods of assessment must

help families and professionals to identify instructional objectives and methods for helping (Bagnato, 2007).

Assessment is very important because it can provide a record of growth in all developmental areas cognitive, physical/motor, language. Social-emotional and approaches to learning. It can identify children who may need additional support and determine if there is a need for intervention or support services. It will help educators plan individualized instruction for a child or for a group of children that are at the same stage of development. It helps to identify the strengths and weaknesses within a program and information on how well the program meets the goals and needs of the children and it provides a common ground between education and parents or families to use in collaborating on a strategy to support their child.(Snow and Van Hemel, 2008).

2.3.2 Different child assessment methods

Stacie G. Goffin and Valora Washington (2007) postulates that "methods of child assessment can be informal (conducting natural observations, collecting data and children's work for portfolios, using educator and teacher ratings) and formal (using assessment tools such as questionnaires and standardized testing). Both methods are effective and can help inform educators and parents about a Childs progress".

Observations can be made with minimal or no intrusion into children's activities. Educators can observe all facets of development, including intellectual, linguistic, social-emotional, and physical development, on a regular basis.

Portfolios are a record of data that is collected through the work children have produced over a period of time. The collection clearly shows the progress of a child's development. Portfolios can be an important tool in helping facilitate a partnership between teachers and parents.

Educator Ratings are useful in assessing children's cognitive and language abilities as well as their social-emotional development. These ratings can be linked to other methods of assessment, such as standardized testing or other assessment tools.

Parent Ratings integrate parents into the assessment process. Parents who are encouraged to observe and listen to their child can help detect and target important milestones and behaviors in their child's development.

Standardized Tests are tests created to fit a set of testing standards. These tests are administered and scored in a standard manner and are often used to assess the performance of children in a program.

2.3.3 Different types of child assessment systems

Judy et al., (2007) viewed that "there are two different types of assessment systems. Both are used to guide decisions about a child's development and program resources". The process of choosing the right assessment tools varies for each early childhood program. Below are some general guidelines for implementing assessment into your program (Jablon et al., 2007).

Assessment aligns with instructional goals and approaches. Different types of assessments have different purposes. It is important to first determine what should be measured; then find the assessment program that best assesses those goals.

Assessor knows the child. The adult conducting the assessment should have a pre-existing relationship with the child. Ideally the assessor is the educator.

Assessment is "authentic." Assessment should take place in a Childs normal setting. The assessment should reflect everyday relationships and experiences. It should be conducted in familiar contexts and settings (such as the classroom).

Observations are ongoing and diverse. For a comprehensive assessment, observations should be made at a variety of children's activities and be ongoing in order to fully see the progress of a child.

2.3.4 Types of assessment method

2.3.5 Informal Assessment

While informal assessment rely more heavily on observational and work sampling techniques that continually focus on child performance, processes, and products over selected periods of time and in variety of contexts. Portfolio systems for tracking various elements of assessment are typically utilized. Observation checklist can be made with minimal or no intrusion into children activities. Observation checklist simply lists the skills that you want the child to perform. Check off each item the child is able to do. The children can be observed in all facets of development including intellectual, linguistic, social emotional and physical development on daily basis. Portfolio is a record of data that is collected through the work children have produced over a period of time. The collection clearly shows the progress of a Childs development. Portfolio can be an important tool in helping facilitate a partnership between parents and teachers. Teacher ratings are useful in assessing childrens cognitive and language abilities as well as their social —emotional development (Jabion, et al., 2007).

2.3.6 Formal assessment

Formal assessments usually entail the use of standardized tests, tests that must be administered according to prescribed time limits, instructional and scoring procedures and administration guidelines. Scores are usually compared the scores of a normative or comparison group. Formal tests usually fall into the following categories; achievement tests, readiness tests, developmental screening tests, intelligence tests and diagnostic tests. While informal assessments rely more heavily or observational and work sampling techniques that continually focus on child performance, processes, and products over selected periods of time and in a variety of contexts. Portfolio systems for tracking various elements of assessment are typically utilized.

Catherine et a.,l (2008) posit that "observing and documenting a childs work and performance over the course of a year allows an educator to accumulate a record of the childs growth and development.

With this information, educators can begin to plan appropriate curriculum and effective individualized instruction for each child". They further emphasized that this assessment record is also a great tool to share with parents so they can follow their Childs progress at school, understand their Childs strengths and challenges, and plan how they can help extend the learning into their homes.

Shelly, (2007) postulated that "assessments measure a student's ability and track his progress as he improves his skills. The progress aspect makes assessment an ongoing process for teachers. An evaluation at the beginning of the year creates a baseline for subsequent assessment tools. A combination of formal and informal assessments gives a better picture of the young child's skills".

Observation

Observations offer an informal assessment method for everyday use. Watching how the child performs various tasks, interacts with peers, speaks and moves provides a glimpse of the child's abilities. For a more structured evaluation, ask each child to perform a particular task as you observe him. For example, ask the child to identify letters written on index cards. Make notes about the child as you observe him. An observation notebook allows you to keep all of your notes in one spot.

Checklists and Rubrics

Checklists and rubrics create a more concrete way to evaluate young children. Create your own checklists and rubrics to focus on the skills you deem a priority. A checklist simply lists the skills that you want the child to perform. Check off each item she is able to do. A rubric uses a scale to show the degree of mastery. Include at least three levels for each task. The lowest level means the child is unable to perform the task. The highest level indicates mastery of the task. The levels in between allow you to indicate the child falls somewhere in between. Perform a checklist or rubric on each child at regular intervals throughout the school year to compare progress.

Portfolios

A portfolio contains concrete examples of the child's skills. Gather examples throughout the year to show how the child's skills change. If possible, ask the child to perform the same task at various times in the year. One example is to ask the child to draw different shapes. At the beginning of the school year, he might not have the ability to draw any of the shapes correctly. By the end of the year, you should see progress toward more recognizable shapes.

Parent Assessments

Parents provide another point of view in assessing young children. Invite parents into the assessment process for a more comprehensive look at each child's abilities. A conference with the parents gives you a chance to discuss informally the parents' opinions of the child's skill set. A written survey or inventory is another way to give parents a chance to evaluate their children.

2.3.7 Effectiveness of Early Childhood Education

Vandell and Wolfe, (2000) posits that "high quality early care and education has been associated with both short-term and long-term cognitive, social, and emotional benefits for young children's development. When quality is discussed, it is typically measured by two dimensions: (1) *process* variables (e.g., the nature of children's interactions with adult caregivers) and (2) *structural* variables (e.g., the characteristics that can be regulated by policy and that create beneficial conditions for children's development, including adult: child ratios, group size, and teacher training). In discussions of quality, curriculum — or the content of what is taught to children has not been the focal point until recently".

Throughout the evolution of early childhood education, curriculum has been entangled, and often confused, with important and related issues (i.e., beliefs, learning theories/pedagogies, and skills/standards). Curriculum is different from, but reflects, guiding principles or beliefs about children and their learning. Three beliefs prevail in the field today: (a) children are competent and eager learners whose natural curiosity yields rich learning trajectories; (b) children learn in an

integrated way, so that specific subject area learning (e.g., math, science, language) best take place within the context of child-generated experiences (e.g., cooking, gardening, constructing); and (c) children need exposure to all domains of development — physical and motor, language, cognitive, social and emotional so no single domain takes precedence over any other (National Research Council, 2001).

Curriculum is also different from, but closely linked to, learning theories and pedagogies. Behaviorist theories of child development led to highly didactic models of direct instruction in which teachers typically present discrete facts to the entire class of children in whole groups. Maturationist theories of child development, where children are allowed to develop at their own pace, advanced pedagogy and curricula that enable children to direct their own learning. Constructivist theories of child development advanced pedagogy wherein children are active partners with their socio-cultural environment, including teachers and peers (National Research Council, 2001).

Finally, curriculum is different from, but supportive of, childrens skills and behaviors. Curriculum is intended to encourage learning processes (e.g., attention, observation, memory), cognitive skills (e.g., reasoning, comparing and contrasting, classification), and the acquisition of specific information (e.g., the names of numbers and letters of the alphabet). In this sense, curriculum is sometimes confused with standards or expectations of what children should know and do.

Curriculum, then, must be clearly understood for what it is and for what it uniquely contributes to early care and education. Curriculum is the content of what is taught and what is learned.

2.3.8 Cognitive Development in Early Childhood; is an important predictor of success throughout life. In developing countries, low levels of cognitive development have been tied to poor performance in school in a number of settings (see Grantham-McGregor et al. 2007 for a review). Evidence from the medical and economic literature suggests that outcomes in early childhood are malleable (Heckman 2006; Knudsen et al. 2006).

Randomized trials in the US show that children who benefited from intensive preschool interventions have higher school attainment, better test scores, lower rates of criminality, and earn higher wages in adulthood (Currie 2001; Schweinhart 2005), although the impacts appear to be concentrated among girls (Anderson 2007). A well-known study from Jamaica shows that children randomly assigned to receive home-based early stimulation have substantial improvements in cognitive development and subsequent school performance (Grantham-McGregor et al. 1991 and 1997; Walker et al. 2000; Powell et al. 2004).

Non-experimental evidence suggests that attendance at nursery programs and preschool is associated with better school performance in Argentina (Berlinski et al. 2009), Uruguay (Berlinski et al. 2008), Colombia (Attanasio and Vera-Hernández 2004) and Bolivia (Behrman et al. 2004). A reasonable amount of evidence is therefore available on how the cognitive development of young children responds to supply side interventions, including access to preschool or food supplementation programs. Much less is known about interventions that attempt to directly affect the investments parents make in the cognitive development of their children—either by relieving financial constraints, or by changing how resources are allocated within households. 1 This paper assessed the impact of cognitive development in effectiveness of early childhood in Ringim local government, Jigawa state, Nigeria.

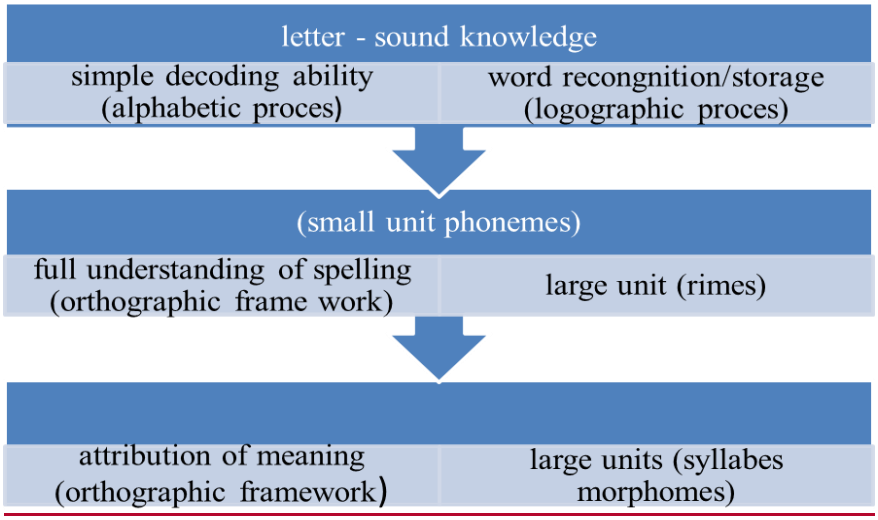
In many developing countries, young children suffer from profound delays in cognitive development. These delays are likely to have serious implications for the success of these children as adults. Indeed, a variety of theories of skill formation suggest that investments in schooling and other dimensions of human capital will have only low productivity if children do not have adequate levels of cognitive and social skills at early ages (for example, Cunha et al. 2005).

Understanding the causes for deficits in early childhood, and identifying interventions that can help address them are very important priorities for research. Another finding uses a randomized

evaluation design to estimate the impact of a cash transfer program on a large set of measures of cognitive development among young children in Nicaragua, a low income country. The research shows that the program had a substantial positive impact on both personal-social and language development after only 9 months. Program effects on language outcomes are larger among older children, suggesting that there is substantial potential for catch-up in this domain. Furthermore, the positive impacts suggest that gains in early childhood development outcomes, which have not been widely studied in the economic literature on developing countries, should be taken into account when assessing the benefits of cash transfer programs Macours et al.,(2008)

According to Seymour et al. (2003), for alphabetic languages, learners acquire reading in three phases (Figure 1.3).2 In the first phase, basic skills such as letter-sound knowledge (the ability to map each letter to its corresponding sound or sounds), word recognition (logographic process), and simple decoding of letters into sounds (alphabetic process) are established. The learner is acquiring a knowledge of the smallest building blocks of reading, by recognizing letter sounds (grapheme-phoneme correspondence) and their combination into simple words. Crucial to the development of the foundation laid in this first phase is identifying and storing familiar words by creating a bank of automatic or "sight" words—those that children can recognize on sight. Equally important is the establishment of fluent decoding, the ability to decipher new or unfamiliar words through an understanding of letter-sound correspondence. In the second and third phases, children encounter printed text that reinforces and helps them internalize language complexities—including rules.

Phases of reading skill development



Source: Adapted from Seymour et al., 2003.

And language patterns that they may know from the oral form of the language. Learners build an orthographic framework as they acquire a full understanding of the spelling system and fluency with rimes (larger units of letter-sound correspondence). Subsequently, learners progress to fluency with morphemes (an association of phonemes with semantic meaning), building a framework that involves not only decoding letters into sounds but also, crucially, attributing meaning to written text. Regardless of the order of phasing, the model highlights the need for children to learn a large number of complex skills in order to become successful readers.

2.3.9 Social and emotional Development in Early Child*:* This category includes tests of different types of cognitive, emotional and social skills relevant to areas such as recognition of feelings from a social point of view, goal setting, perspective-taking, interpersonal problem solving, conflict resolution, and decision-making. Ability tests could be based on the reports of the pupil, the instructor, the parent. Al, however, both results in this group reflected the development or success of

skills tested in test scenarios or standardized activities (e.g. interviews, role plays, or questionnaires). On the other hand, instructor ratings of student activities observed in day-to-day situations (e.g., the capacity of a student to regulate frustration or communicate with others) were put in the positive social activity group below.

Attitudes towards self and others; each group incorporates positive attitudes about self, education, and social issues. These included self-perceptions (e.g. self-esteem, self-conception, self-efficacy), school bonding (e.g. attitudes toward school and teachers) and traditional (i.e. pro-social) views about abuse, helping others, social justice, and substance use. All the outcomes in this category were based on student self-reports. We combined these three outcomes to avoid extremely small cell sizes for subsequent analyses.

Social behavior which is optimistic; This category included outcomes such as getting along with other student, instructor, parent, or an objective observer derived from it. Such results reflect everyday actions rather than success in hypothetical situations which has been viewed as a result of social and emotional skills. For example, teacher ratings of social skills drawn from Elliott and Gresham's Social Skills Rating Scale (Elliott, Gresham, Freeman, & McCloskey, 1998) were put into the positive social behavior outcome category.

Take on issues; The category contained measures of various types of behavioral problems, such as disruptive class activity, non-compliance, violence, intimidation, school suspension and delinquent acts. Such tests, such as the Child Behavior Checklist (Achenbach, 1991), could also come from self-reporting children, teacher or parent scores, or independent observers, or in school cases of school suspensions, only from school records.

Emotional distress;. This group consisted of internalized mental health related interventions. These included records of depression, anxiety, tension, or social withdrawal on tests such as the Children's Manifest Anxiety Scale, which could be received by students, teachers, or parents (Kitano, 2010).

2.3.10 Physical Development; Schools have reduced the time allotted to physical education and providing adequate amounts of physical activity in physical education classes is challenging. The classroom is where students spend the majority of their time and this provides a viable location for interventions designed to increase physical activity. Increased physical activity has the potential to improve fitness and fatness, both of which impact academic achievement. Physically active academic lessons are cost effective, do not require additional teacher preparation time, are enjoyable for teacher and student, and result in improved academic achievement scores.

One important finding of the PAAC study was the influence of teacher behavior on intervention outcomes. Approaches to changing behavior from a social cognitive perspective must include components that emphasize the interaction of the interpersonal environment, the physical environment, and the individual (Bandura, 2010, 2012). Teacher's influence may be used to actively engage students and reinforce physical activity within the classroom setting. Teachers who actively participate in A+PAAC lessons can be especially effective in demonstrating and inducing their students to try new behaviors. Guided participation by the teacher further enhances the change process by providing opportunities to practice new behaviors with social support and encouragement. Fine motor skills are needed to engage in smaller, more accurate movements, usually with the hands and fingers. Fine motor skills are different from gross motor skills which require less accuracy in per formance.

Kids can create things with their hands by ages 2 to 3. They can build towers from blocks, mold clay into raw shapes, and scribble with a pen or crayon. Additionally, children of this age can insert objects into matching spaces, such as placing round pegs in round holes. 2 to 3 year-olds often start to show a preference for using one hand more frequently than the other, which is the beginning of becoming left or right-handed.

Children start manipulating clothing fasteners, such as zippers and buttons, around the age of 3 to 4 and continue to gain confidence in dressing and undressing. Most children should gain the ability to dress and undress fully before they reach school (though they may take a long time to complete the task).). At this age, children can also begin using scissors to cut paper. Caregivers should be sure to give children blunt, round-edged "kid" scissors for safety reasons!

3 to 4-year-olds continue to improve their eating skills and can use utensils such as forks and spoons. Young children at this age can also use larger writing instruments, such as fat pencils, to hold them in writing rather than just grasping them with their fists. They can also use their hands to make a twisting motion, useful for opening door knobs or twisting lids off containers. Because children can now open containers with lids, caregivers should make certain that harmful substances such as cleaners and medications are stored out of reach in a locked area to prevent accidental poisonings. At the age of 4 to 5 years, children continue to improve their fine motor skills and build on their previous skills. For example, they can now button and unbutton their clothes on their own. Their artistic abilities improve, and they can draw simple stick figures and copy shapes such as circles, squares, and large letters. However it may take longer to create more complex shapes.

5-7-year-olds begin to demonstrate the skills needed to start or succeed at school, such as printing letters and numbers and creating shapes such as triangles. They are able to use better-control paints, pencils and pencils. Including dressing and undressing, children can also perform other self-care activities, such as brushing their teeth and combing their hairs. Children of this age can also independently feed themselves without an adult's immediate supervision or help (Oswalt, 2008.)

2.3.11 Infrastructure

Gallagher and Clifford (2000) observed that “One of the most striking characteristics of the current programs for young children outside the home is the absence of a comprehensive infrastructure or

support system to stand behind the delivery of services to the child and family." Without the proper infrastructure, it is impossible to ensure that early care and education will provide maximum benefits to the children and that precious public dollars will be well spent. The purpose of this paper is to examine the role of infrastructure in promoting and ensuring quality in the current environment, to discuss trends and progress in this area, and to propose strategies for designing and building effective infrastructure where fragmentation and chaos currently exist.

With the increasingly important role that child care plays in our society, demand is also rising for evidence that these programs provide high-quality educational experiences. As research findings on brain development and the impact of caregiver-child interactions are disseminated to an ever-broadening audience, parents as well as policy makers have become increasingly savvy regarding the issue of quality. This is a very positive development; however, it also places additional pressure on programs to demonstrate that they are of sufficient quality and truly benefit participating children (Stoney et al., 2006).

Until recently, little attention has been given to the development of comparable infrastructure in human services and education; therefore, it is not surprising that there are few such mechanisms in place to adequately support the delivery of early care and education. Yet the capacity for planning, evaluation, and other critical functions is essential to effectiveness across the spectrum of human service and education programs (Letts et al., 2006).

Several studies have shown that, in the long term, savings in costs related to school failure, child abuse, crime, and other social problems, along with taxes paid on higher earnings, more than outweigh the costs of providing high-quality state-funded prekindergarten programs (Lynch, 2007).

Classroom in ECCE

Young children are affected by their surroundings. The use of space, furnishings, materials, the daily schedule, and how adults communicate rules and expectations are all important features that

influence the teaching and learning process. The learning environment is a critical factor and can be intentionally prepared to help support healthy development.

Library in ECCE

Library center is a clearly defined space that young children can use independently to browse books. The library plays an important role in creating a high-quality early childhood learning experience that enriches language and vocabulary development.

The library should be a kid-friendly place where young children can go to look at, or "read" books. The library area should be a clear, defined space for students to sit and read.

Play equipment in ECCE

Play equipment on early childhood playgrounds are geared toward helping young children develop their physical strength and motor skills. Slides, swings, and climbing structures all encourage kids to challenge the limits of their growing physical abilities. These structures also teach kids to enjoy exerting their bodies through exhilarating play. Other active play structures like see-saws and merry-go-rounds help young children develop their coordination and balance as they work together. Early childhood equipment like game stations and play structures, however, focus on exploration. These active play structures challenge young children to develop dexterity and spatial problem-solving as they learn to navigate the play equipment.

2.3.12 Teachers Qualification

Early childhood education focuses on "learning through play" by providing a hands-on, interactive atmosphere where children learn about themselves through playing with other children. As a teacher of young children, you become somewhat of a surrogate parent, their first source of guidance in playing with others and forming friendships. You teach them how to share, how to take turns, how to have manners--lessons that stay with them and evolve with each crucial phase of their life.

Under the National Quality Framework, centre-based services educating and caring for children preschool age and under must engage or have access to an early childhood teacher based on the number and age of children at the service.

Stoney etal (2006) believed that "as an aspiring early education teacher, you need to have the right temperament. Patience, creativity, sensitivity, communication skills and ability to connect with children are arguably some of the most important qualifications". However, youre also expected to have the proper schooling and credentials, and each state sets its own standards for what they expect from certified teachers. Before beginning your path to becoming an early childhood educator, you should find out what the requirements are for your state or school where you want to teach.
Gallagher and Clifford (2000) postulates that "because teaching young children is such a highly specialized field, some schools require a degree in early childhood education or child development. Many preschools set their minimum requirement at an associates degree, and most Montessori schools require a Bachelors degree. Having a Bachelors degree in early childhood education will generally qualify you to teach through the third grade. Of course, having an advanced degree such as a masters degree in education or teaching in this field only improves your abilities, job prospects and opportunities for career advancement.

2.3.13 Teacher Pupils Ratio

According to Organization for Economic Co-operation and Development (2018) The ratio of students per teaching staff is the total number of full-time equivalent students enrolled at a specific level of education divided by the total number of full-time equivalent teachers at the same level. Teachers refer to professional personnel directly involved in teaching students: classroom teachers, special education teachers and other teachers who work with students as a whole class in a classroom, in small groups in a resource room, or in one-to-one teaching inside or outside a regular classroom. This does not include teachers aides and other paraprofessional personnel.

Class Sizes and the Student-Teacher Ratio

Lynch and Robert (2007) lamented that "*Class size* refers to the number of children learning in one space at one time". He further stressed that, in traditional early childhood programs, class sizes often range from six children to 30. Having a mere six children is usually afforded only to infant classrooms, while classes with 30 kids are typically reserved for pre-K students. Student-Teacher Ratio refers to the number of children in a classroom compared to the number of instructional staff. For instance, if there are six children and one teacher, the student-teacher ratio is 6:1.

Benefits of Small Class Sizes and Student-Teacher Ratios

Reducing the number of children in a classroom does not automatically translate into improved learning. To benefit the most from reduced class sizes and student-teacher ratios, teachers need to adjust their teaching methods and provide more frequent feedback and one-to-one interaction. Educators that was adept at teaching in close-knit communities of children report far better outcomes than those in larger group settings. Long-term studies confirm these gains.

Improved Relationships

When there is a smaller student-teacher ratio, teachers have more opportunities for individual interaction with each child. Such interactions between staff and children usher in many benefits, namely more positive adult-child relationships and a greater ability to tailor instruction that meets each childs needs. The impact of this is best summarized in Eager to Learn: Educating Our Preschoolers, which states that the relationship between caregivers and children may be the "single critical component" of quality care.

Greater Cognitive Outcomes

Numerous studies that examine the cognitive effects of class sizes and student-teacher ratios demonstrate a significant improvement in classes with fewer numbers. When looking at direct assessments, as well as teacher and parent reports, research shows that preschool-age children in

small groups have greater gains in vocabulary, letter recognition, pre-literacy capacity, early math skills, and spatial reasoning.

Better Social-Emotional Results

Small groups encourage more positive social interactions by allowing children consistent opportunities to interact with a limited number of children. Small groups help children feel safe, confident, and autonomous. They also facilitate classroom rituals, such as sitting in a circle and lining up at the door, that help young people feel included and emotionally anchored.

Reduced Behavior Correction

Preschool-age children have had very little time to navigate their world. They havent learned the mores and expectations adults set forth, nor do they understand where they fit into the big picture. As such, they constantly push limits and test boundaries. In a classroom of 20 children, such (expected) behaviors can quickly manifest into chaos. When one child falls, so do five others. This domino effect can have a huge impact on learning and comfort, as it is a distraction that warrants the teachers attention yet provides little benefit to the overall classroom.

Having a smaller class size and student-teacher ratio is not the golden ticket to a programs success. As one of several important pieces, however, it plays a critical role in the physical, intellectual, emotional, and social development of children — one that those of us at Kids Harbor treasure immensely.

2.3.14 Parents Socio Economic Status

Reading, the process of acquiring meaning from text, is one of the most complex and unique cognitive activities of humans, Reading ability can have a significant influence on both the academic achievement and further personal development of students (Reed et al, 2017). Therefore, it is necessary to investigate the factors that influence students reading ability and to explore the possible mechanisms of these factors. Numerous studies have shown that personal characteristics, family

socioeconomic status (SES) teachers, and school characteristics are key factors affecting students reading ability and academic achievement. Among them, SES is one of the most common factors and is the most discussed (Chiu and Chow, 2015).

Socioeconomic status reflects and is measured by the social and economic status of family members. People generally believe that there is a strong and stable correlection between SES and childrens academic achievement and cognitive development. However, the conclusion from studies are inconsistent (Lareau, 2011). Many researchers have found that family background factors can explain most of the variance in students academic achievement and play a more important role than school (Lawson and Farah, 2017). The positive correlation between SES and academic achievement persists from childhood to adolescence and is consistent across races (Ren and Xin, 2013). However, some studies have shown that SES has little to no relevance for academic achievement. Another meta-analysis performed by Sirin (2005) of more than 70 studies published from 1990 to 2000 found that there was not a high correlation between SES and academic achievement. The average was 0.29, and the median was 0.24. These meta- analyses both showed that the relationship was moderated by variables including the personal characteristics of students, the definition and measuring methods of SES, and the measuring index of academic achievement.

Students personal characteristics, such as grade, age, race, or ethnicity, are seen as important moderator variables. Several longitudinal studies found that the lower childrens SES is the worse their academic achievement, and this relation was consistent across ages of children. However, both meta-analyses showed that this relation decreased gradually overtime (Sirrin, 2005).

The measuring method of SES is also a vital moderator variable. Scar and Weinberg (1978) found that parents education level could be a predictive as other factors for childrens academic achievement. However, Mercy and Steelman (1982) argued that although different indicators of SES (family income and parents education level) could all predict childrens intelligence score, the mothers educational attainment acted as a better predicator than the fathers. It is clear that different

components of SES could influence different aspects of specific cognitive skills or academic achievement (Percel and Menaghan, 1990). An index of status characteristics proposed by Warner et al.(1994) that that includes dimension- occupation, income, accommodation and living region was widely adopted in the early stage of this research field. With increasingly academic interest in the role of parents education level and occupation, a two-factor index of social position has also been used by several researchers (Hollingshead and Redlich, 1958). The socioeconomic index (SEI) designed by Duncan (1961) estimate SES based on the income and education level of each occupation. The Michigan state Department of Education directly defines SES as having three dimensions: family income, parents education level, and parents occupation; this definition has been used extensively in numerous studies (Goufried, 1985 Hauser, 1994; Bornstein and Bradley, 2014). Therefore, we adopted this definition and used parents education level, occupational prestige, and income level to measure family SES.

Parents education level can be measured using scales of both diploma attainment and schooling years. Compared with data on schooling years, diploma data are relatively easy to collect because many students, especially those in lower grades. Many not know or be able to calculate the number of years their parents have attended school. This may lead to missing or artificial data. To maintain accuracy in the measurement of parents education level, we collected diploma data from students. ,,

2.3.15 Parents Attitudes

Richman (1995) examined the relationship of parental attitudes and parental warmth to child academic skills and self-perceptions of competence. Suggests that although parental warmth was not significantly correlated with parental attitudes about early academics, and neither academic attitudes nor warmth predicted child achievement on an Academic Skills Inventory, high correlations were found between parental warmth and self-efficacy.

On the other hand, Smith (1994) investigated the progress of black students. Although both blacks and whites have made important gains in education over the past two decades, it is apparent that

blacks continue to trail whites in many areas. These findings outline some of the educational differences between blacks and whites. Black children still start school with less preschool experience than white children. Gaps in the academic performance of blacks and whites appear as early as age 9 and persist through age I 7. Despite substantial gains made recently by blacks, their scores on the Scholastic Aptitude Test still lag behind those of whites. Black students are still more likely to drop out than whites, although the gap is closing. Black students are also more likely than their white peers to face a disorderly learning environment, even though black and white students have similar attitudes about the teaching quality in their schools. Both black and white high school graduates are following a more rigorous curriculum than a decade ago, but black high school graduates are still less likely to take advance science and mathematics courses. The educational aspirations of black and white students are similar, but blacks are less likely to make an immediate transition to college and are less likely to have completed college by ages 25 to 29 years. Blacks have lower literacy levels than whites as adults.

2.3.16 Educational Policy on Early Childhood Education

Early childhood education often focuses on learning through play, based on the research and philosophy of Jean Piaget, with posit that play meets the physical, intellectual, language emotional and social needs (PILES) of children's curiosity and imagination naturally evoke learning when unfettered. Learning through play will allow a child to develop cognitively. (Kamerman, 2006).

This is the earliest from of collaboration among children. In the children learn through their interactions with others. Thus children learn more efficiently and gain more knowledge through activities such as dramatic play, art and social games (Brown, 2011).

Tassoni suggest that some play opportunity will develop specific individual areas of development, but many will develop several area. Thus, it is important that practitioners promote childrens development through play by using various types of play on a daily basis. Allowing children to help

get snacks ready helps develop math skills (one-to-one ration patterns etc.), leadership, and communication (Nunes et al, 2010).

Davy states that the British childrens Act of 1989 links to play —work as the works with play workers and sets the standards for the setting such as security, quality and staff ratios. Learning through play has been seen regularly in practices as the most versatile way a child can learn. Margaret McMillan (1860-1931) suggested that children should be given free school meals, fruit and milk, and plenty exercise to keep them physically and emotionally healthy. Rudolf Steiner (1861-1925) believed that play time allows children to talk, socially interact, use their imagination and intellectual skills. Maria Montessori (1870-1952) believed that children learn through movement and their senses and after doing an activity using their sense. The benefits of being active for young children include physical benefits (healthy weight, bone strength. Cardiovascular fitness), stress relief, improved social skills and improved sleep. When young students have group play time it also helps them to be more emphasis towards each other (Marope and Kaga, 2015).

In a more contemporary approach, organization such as the National Association of the Education of Young Children (NAEYC) promote child-guided learning experiences, individualized learning, and developmentally appropriate learning as tenets of early childhood education (Oanley et al., 2007).

2.3.17 Relationship between the use of assessment and effectiveness of early childhood education.

Not only do school leaders and educators recognize the need for quality early childhood education programs like assessment methods; many federal, state, and local lawmakers, city and state government officials, and corporate and community leaders also understand the importance as well (The White House, 2013). President Obama, in his 2013 State of the Union address, proposed the expansion of access to high-quality preschool for every child in America:

"In states that make it a priority to educate and assess our youngest children for best results. Studies show students grow up more likely to read and do math at grade level, graduate high school, hold a job, and form more stable families of their own. We know this works. So let's do what works and make sure none of our children start the race of life already behind (The White House, Fact Sheet, 2013).

Even though the by many to be prevalent and evident, in 2013, less than 3 out of every 10 four-preschool. Only 39 states and the District of Columbia were funding their states preschool assessment exercise. (Slack, 2013). Willen, (2012) pointed out that Mississippi was the southern United Sates that had not committed to fund prekindergarten

Andreas of Education for Organization for Economic Cooperation and Development says "spending in the US is regressive in that schools in disadvantaged areas end up with fewer resources than schools in socially advantaged areas (in virtually all other industrialized countries it is the other way round)" (as cited in Rubin, 2013, pam. 7). In a recent study conducted in Chile, Cortazar, (2015) found that children from middle- to low-income households benefited more from attending early childhood care and education (ECCE) programs than those children from lower socioeconomic households. Leaders in Chile have responded to the disparity by providing financial incentives to children of disadvantaged backgrounds through attending early childhood care and education (ECCE) programs than those children from lower socioeconomic households and followed up through Early Childhood Assessment with greater demands being placed on incoming kindergarteners, the expectations in the preschool classroom have increased. Alexander (2015) points out that the push for early literacy, numeracy, and language acquisition skills and assessment programs have necessitated the addition of higher level expectations and standards in the pre lcindergarten curriculum (Christie & Roskos, 2006). Since reading, language, and mathematical skills are the most heavily emphasized areas of most schools academic programs, it is not surprising that educators and researchers from various backgrounds focus their efforts to study them. Findings

from the National Assessment of Educational Progress (NAEP) reveal that disparities continue to exist along racial, socioeconomic, and gender lines in reading and mathematics among fourth and eighth-grade children.

2.4. Gaps Identified

Based on the above literature it showed that very few studies have been conducted on early childhood assessment methods and effectiveness of preschools and but no study has been conducted in Ringim Local Government area. It is against this background that this study investigated the assessment methods and effectiveness of early child hood education used by teachers in Ringim Local government area of Jigawa State.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents research design, target population, sample size, sampling techniques, research instruments, validity and reliability, data gathering procedure, data analysis, ethical considerations and limitations of the study.

3.1 Research Design

The study employed descriptive correlational survey design. It is a correlation study because the researcher wants to know the relationship between early childhood assessment methods and effectiveness. The study also employed quantitative and qualitative approaches. Quantitative approach was be used to determine the perceptions of the respondents on early childhood assessment methods and effectiveness. Thus, an observational check list and questionnaire were used to extract data from the respondents. However, a non-probability sampling; purposive sampling was employed. A purposive sampling gives room for all respondents to participate during the research.

3.2 Target Population

The target population was 100 respondents which includes teachers and school administrators and parents from five different preschools in Ringim Local Government Area.

3.3 Sample Size

The study uses universal sampling because the target population is smaqll. All respondents were part of the study. Table 3.1. Show the data

Table 3.1. Target Population and Sample size

Items	Target Population	Sample Size
School Administrators	5	5
Teachers	25	25
Parenrs	70	70
Total	100	100

3.4 Sampling Procedure

Purposive sampling was used to sample school administrators, teachers and parents of preschool children with following inclusions criteria; (1). Male or female, (2). Administrators or teachers or parents of early childhood children. .

3.5 Research Instruments

The study employed researcher made questionnaire and interview guide. The questionnaire was closed ended questions. The questionnaire was designed to obtain data and information from the respondents on the use of assessment and effectiveness of early childhood education. It is a 25 item questionnaire. The response mode was strongly agree (SA), agree (A), disagree (D) and strongly disagree (SD). The interview guide was designed to guide the researcher to get relevant information of the study from the respondents on the use of assessment and effectiveness of early childhood education.

3.6 Validity of the research Instruments

Validity of the instrument is the measure of the extent to which the instrument measures what is supposed to measure. The research instrument should be appropriate for the research objectives to be achieved. (Amin, 2005). To establish the validity of the instruments the researcher consulted lecturers from the Department of Education Foundations of Kampala International University. The researcher will compute for content validity index. The formula is;

CVI = number of items rated relevant

Total number of items in the instruments

3.7 Reliability of the Research Instruments

Reliability of an instrument is the degree to which the instrument consistently measures what it is supposed to measure. (Amin, 2005). To establish the reliability the researcher did the test and retest where the school administrators and teachers to answer the questionnaires were not part of the actual respondents. After two weeks the same questionnaires was given again to the same respondents. The internal consistencies of the items in the questionnaire was established using Cronbach Alpha.

3.8 Data Gathering Procedure

An introduction letter was obtained from the College of Education, Open, Distance and E-Learning to allow the researcher to conduct a study from different preschools in Ringim Local Government Area in Jigawa State in Nigeria. When approve the researcher secured the list of qualified respondents from the different preschools.

The respondents was requested to sign the inform consent. The researcher administered the questionnaires to the respondents and they was requested to answer the questionnaire without leaving any portion of the questionnaire unanswered. The questionnaires were retrieved immediately after the respondents answered it. The researcher also interviewed two teachers , a school administrator and two parents from each preschools. The data gathered was collated, organized and processed through statistical package for social sciences (SPSS).

3.9 Data Analysis

Frequencies and percentage was used to determine the demographic characteristics of the respondents. Means was used to analyze objectives one and two, Pearson Linear Correlation Coefficient was used to establish the relationship between early childhood assessment methods and

level of effectiveness of preschools at 0.05 level of significance. The qualitative data was analyze using themes based on the objectives.

A. The following mean range was used to interpret the data for the use of assessment:

Mean Range	Response Mode	Interpretation
3.26 – 4.00	Strongly Agree	Very Satisfactory
2.51- 3.25	Agree	Satisfactory
1.76 – 2.50	Disagree	Fair
!.00 – 1.75	Strongly Disagree	Poor

B. The following mean range was used to interpret the data on the effectiveness of early childhood education

Mean Range	Response Mode	Interpretation
3.26 – 4.00	Strongly Agree	Very High
2.51- 3.25	Agree	High
1.76 – 2.50	Disagree	Fair
!.00 – 1.75	Strongly Disagree	Poor

3. 10 Ethical Considerations

The following activities were implemented by the researcher to ensure ethics was observed in the study:

1. All questionnaires were coded to provide anonymity of the respondents.
2. Request permission through written communication address to the concerned officials of preschools.
3. Reference and cite all authors quoted in this study.
4. The findings were presented in the generalized manner.

5. Respondents were requested to sign the informed consent.

3.11 Limitations of the Study

The researcher claimed an acceptable (0.05 level of significance) 5% margin of error in view of the following anticipated threats to validity with relevance to the study.

1. Extraneous variables are biases and honesty of respondents which is beyond the control of the researcher.
2. Instrumentation; the questionnaire is researcher made and it needs to be validated and reliability was tested.
3. Attrition/Mortality; in anticipation that not all of the questionnaires was retrieved.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.0 Introduction

This chapter presents the analysis and interpretation of data collected from the field. Data analysis and interpretation were based on the research objectives. Below are the data presentations and analysis of research findings;

4.1 Demographic Characteristics of the Respondents

There were 100 respondents which include teachers, parents and administrators. The profile information includes gender, marital status, years of working experience and educational qualifications. Table 4.1 has the data.

Table 4.1. Frequency and Percentage Showing the Demographic Characteristics of the Respondents (n= 100)

Category		
Gender	**Frequency**	**Percentage**
Male	46	46
Female	54	54
Total	**100**	**100**
Marital Status	**Frequency**	**Percentage**
Single	32	32
Married	68	68
Total	**100**	**100**
Years of Working Experience	**Frequency**	**Percentage**
1-5 years	51	51

6-10 years	26	26
10 years and above	23	23
Total	**100**	**100**
Educational Qualifications	**Frequency**	**Percentage**
Diploma	42	42
NCE	36	36
Bachelors degree	22	22
Total	**100**	**100**

Sources: Primary Data,2019

Table 4.1 results indicated that out of one hundred (100) respondents were males which is 46 % as compared female respondents which was 54%, hence implying a gender gap since majority of respondents in pre- primary schools in Ringim Local Government Area were females. With respect to marital status, the data indicated that majority of respondents were married which was 68% compared to 32 % who were single. As to the years working experience, majority of the respondents 51% have years of experience from 1-5 years, then those with 6- 10 years' experience were 26% and those respondents with more than 10 years and above years of work experience was 23%. This indicated that majority of the respondents had no enough working experience. With respect to educational level, the study further showed that diploma holders had 42% followed by NCE holders which had 36% and 22% with bachelor's degree. This further implies that most of the respondents were diploma holders which may need further training.

4.2 Level of the Use of Assessment in Early Childhood Education

The first objective of the study is to find out the level of the use of assessment in Early Childhood Education. Table 4.2. Has the data.

Table 4.2: Mean Showing the Level of the Use of Assessment in Early Childhood Education (n-100)

Items	**Mean**	**Interpretation**
Varied assessment methods are used to assess pupils development	3.31	Very satisfactory
Portfolio is an authentic meaningful evaluation that is used in early childhood education	2.88	Satisfactory
The teachers are trained observers who focus on the objectives of the assessment	2.55	Satisfactory
Observation is used to assess the activities of children	2.51	Satisfactory
The assessment method used in early child education are child friendly and age appropriate	3.28	Very Satisfactory
Assessment is use to provide the growth of the children in all development areas.	2.74	Satisfactory
Assessment can identify children who may need additional support	2.82	Satisfactory
Varied assessment can identify the strength and weaknesses of Early Childhood Program	3 13.	Satisfactory
Teacher rating provides information about children cognitive, social and emotional development	2.75	Satisfactory
Standardize tests is use to obtain information whether the program is achieving is desired outcome.	2.85	Satisfactory
Average Mean	**2.88**	**Satisfactory**

Source : Primary Data , 2019

Table 4.2 showed that the average mean of the use of assessment in early childhood education was 2.80 which means satisfactory. This showed that the preschools in Ringim Local Government use the assessment to evaluate the effectiveness of early childhood education. But they have not maximized the use of assessment but they can still improve so that they can measure what they really want to know about the pupils. . Out of the ten items in the questionnaire, the item "varied assessment methods are used to assess pupils development has a mean of 3.31 which means very satisfactory. Preschools in Ringim Local Government use different assessment methods to assess the development of the pupils which can provide information also to the parents. Another item with a mean of 3.28, "the assessment used in early childhood education are child friendly and age appropriate". The assessment use in early childhood education are design to evaluate the pupils in preschools in order to get correct information about the progress of the child. The rest of the items were rated satisfactory by the respondents.

The results of the interview with school administrators, teachers and parents showed that;

According to the teachers they usually give assessment to the pupils after they finish the topic so that they know whether the pupils have learned or not. They use different type of assessment depending on the lessons. They also said that they also analyze the results of the assessment whether it can give the information they want to achieve.

One of the school administrators said that they use varied assessment based on the curriculum of pre-primary education and to know whether they achieve the objectives of pre-primary education.

Some of the parents said that they are satisfied how their children are taught. They said that their children memorize the alphabets, knows how to count, can identify colors, can recite poems and can sing. They are active and friendly.

4.3. Level of Effectives of Early Childhood Education

The second objective is to examine the level of effectiveness of early childhood education in terms of cognitive, social-emotional and physical development of the pupils. Table 4.3. Has the data.

Table 4.3: Means Showing the Level of Effectiveness of Early Childhood Education

(n-100)

Items on Cognitive Development	**Mean**	**Interpretation**
The children can use symbols by playing and pretending to be someone	2.28	Fair
The children are able to use objects for representing something else	2.22	Fair
Children are able to play different roles	2.73	High
The children can recite the alphabet, count and know most of the colors.	2.65	High
The children can follow instructions from adults	2.43	Fair
Average mean	**2.46**	**Fair**
Social-Emotional Development		
The children become more sociable with classmates and friends	2.36	Fair
The children are beginning to be independent	2.48	Fair
The children become less negative	2. 25	Fair
The children learn to respect the opinion of others	2.53	High
The children begin to have associate play rather than parallel play	2.37	Fair
Average Mean	**2.40**	**Fair**
Physical Development		
The children have improve on physical skills	2.58	High
The children can walk with alternate feet	3.13	Very High
The children can climb, run and jump	2.80	High
The children have expand fine motor skills like holding the pencils properly, brushing their teeth and others	3.20	High
The children have establish handedness , either right- handed or left-handed	2.95	High
Average Mean	**2.93**	**High**
Over all Mean	**2.59**	**High**

Source: Primary Data 2019

Table 4.3 showed the results of the level of effectiveness of early childhood education. The overall mean is 2.59 which is high. It means that the early childhood education in Ringim Local Government Area is effective but there is still a room for improvement. As for cognitive development the overall mean is 2.46 which is fair. The children are doing fairly in their studies. Teachers need to teach those more to improve in their cognitive development. While the social –emotional development the

overall mean is 2.40 which means fair. Teachers have to give more activities to develop the pupil's social-emotional aspect. And the physical development has an overall mean of 2.93 which means high. It showed that the pupils have develop physically. More activities need to be provided to them so that they can fully develop physically.

It implies that high quality early care and education has been associated with both short-term and long-term cognitive, social, and emotional benefits for young children development. Early childhood development is influenced by characteristics of the child, the family, school and the broader social environment.

Still the results indicated that in the cognitive development items like "children are able to play different roles has a mean of 2.73 which means high. It shows that children can play different roles assign to them. Children like to imitate other people. The item "the children can recite the alphabet, count and know the colors" has a mean of 2.65 which means high. Children have learn the basics like alphabet, count and identify colors which it is easy for them to learn complicated things. As to social-emotional development, the item "the children learn to respect the opinion of others" has a mean of 2.53 which means high. It showed that from egocentric, children began to learn to listen and accept the opinions of their classmates which a sign that they learn to respect their classmates. In physical development almost all of the items were rated high but the item" the children walk with alternating feet" has a mean of 3.13 which is very high. Physically the children have fully develop.

Results from the interview guide

According to the school administrators, that early childhood education often focuses on learning, based on the research and philosophy which focus on the physical, intellectual, language emotional and social needs of children, curiosity and imagination naturally evoke learning when unfettered. Not all school leaders and educators recognize the need for quality early childhood education programs like the use of assessment.

According to some teachers that with the use of different assessment they can monitor the progress of their pupils which they can show to the parents.

Most of the parents said they are happy and satisfied of how their children is progressing in school especially when the teachers showed them the results of their assessment.

4.4 Relationship between the Use of Assessments and Effectiveness of Early Childhood Education

The third objective in this study was to establish the relationship between the use of assessment and effectiveness of early childhood education. To establish the relationship between the two variables, the mean indices on the use of assessment and that of effectiveness of early child hood education were correlated using the Pearson Linear Correlation Coefficient (PLCC) at 0.05 level of significance. The results are indicated in table 4.4 below;

Table 4.4: Pearson Correlation Coefficient Showing the Relationship between the Use of Assessment and Effectiveness of Early Childhood Education

Variables Correlated	r-value	Sig	Interpretation	Decision on Ho
Assessment methods Vs Effectiveness of early child hood education	.724	0. 004	Significant correlation	Rejected

Source: Primary Data, 2019

The Pearson Linear Correlation Coefficient (PLCC) results in table 4.4 indicated that the use of assessment has a significant relationship on effectiveness of early child hood education in Ringim Local Government Area, since the sig. value (0.004) was less than 0.05, which is the maximum level of significance required to declare a significant relationship. Therefore, this implies that the use

of assessment significantly improve the effectiveness of early child hood education. Basing on these results the stated null hypothesis was rejected and hence implying that an improvement in the use of assessment can also increase the effectiveness of early childhood education in Ringim Local Government Area.

CHAPTER FIVE

DISCUSSIONS, CONLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the findings, conclusions, recommendations and suggested areas that need further research following the study objectives and study hypothesis.

5.1 Discussions

This study was set to establish the relationship between use of assessment and effectiveness of early child hood education in Ringim Local Government Area, the following specific objectives guided this study and these were i) to find out the use of assessment in early child hood education in Ringim Local Government Area; ii) to examine the level of effectiveness of early child hood education in Ringim Local Government Area and (iii) to establish the relationship between the use of assessment and level of effectiveness of early child hood education in Ringim Local Government Area, Jigawa State, Nigeria.

5.1.1 The Use Assessment in Early Childhood Education

The findings indicated that the use of assessment in Ringim Local Government Area was 2.88 which was satisfactory. The early childhood education use varied assessment and used it satisfactorily. Still they can improve on the use of assessment to improve the effectiveness of early childhood education. Both methods are effective and can help inform educators and parents about a child progress. This finding is also in line with Gallagher and Clifford (2000) postulates that "because teaching young children is such a highly specialized field, some schools require a degree in early childhood education or child development. Many preschools set their minimum requirement at diploma degree, and most Montessori schools require a Bachelor's degree. Having a Bachelor's degree in early childhood education will generally qualify you to teach through the third grade. Of course, having an advanced degree such as master's degree in education or teaching in this field only improves teacher's ability and expertise in teaching especially in early childhood education.

5.1.2 The Level of Effectiveness of Early Childhood Education

The study found out that that high level of effectiveness of early childhood education has been associated with the use of assessment. The children have developed cognitive, social - emotional and physical. This is in line with Gallagher and Clifford (2000) who noted that one of the most striking characteristics of the current programs for young children outside the home or support system to stand behind the delivery of services to the child and family. Early childhood education provide maximum benefits to the children sine early childhood education is the basis of the future education of the children. Early childhood education promote and ensure quality in the teaching the preschool children so they can have a wholesome personality.

With the increasingly important role that early childhood education plays in our society, demand is also rising for evidence that these programs provide high-quality educational experiences for children. . As research findings on brain development and the impact of caregiver-child interactions are disseminated to an ever-broadening audience, parents as well as policy makers have become increasingly important regarding the issue of quality. This is a very positive development; however, it also places additional pressure on early childhood programs to demonstrate that they are of sufficient quality and truly benefit participating children (Stoney et al., 2006).

5.1.3 The Relationship between the Use of Assessment and Effectiveness of Early Childhood Education

The third objective in this study was to establish the relationship between the use of assessment and effectiveness of early childhood education in the Ringim Local Government Area. The findings indicated that there exists a positive and significant relationship between the use of assessment and effectiveness of early childhood education. This relationship therefore implies that the use of assessment highly affect the effectiveness of early child hood education in Ringim Local Government Area. This finding is line with Catherine and Susan (2008) noted that observing and documenting a child's work and performance over the course of a year allows an educator to

accumulate a record of the child's growth and development. With this information, educators can begin to plan appropriate curriculum and effective individualized instruction for each child. They further emphasized that the use assessment is also a great tool to share with parents so they can follow their child's progress at school, understand their child's strengths and challenges, and plan how they can help extend the learning into their homes. Shelly (2007) postulated that assessments measure a pupil's ability and track his progress as he improves his skills. The progress aspect makes assessment an ongoing process for teachers. An evaluation at the beginning of the year creates a baseline for subsequent assessment tools. A combination of varied use of assessments gives a better picture of the young child's skills and development.

5.2 Conclusions

Based on the findings of the study the following were the conclusions**;**

1. The study concluded that the use of assessment was satisfactory which means that teachers need to maximize the use of assessment to get the expected results. It rely more heavily on how the teacher use varied assessment to pupils which focus on child performance. The use of assessment provide all facets of development including cognitive, social-emotional and physical development on daily basis.

2. The study concluded that effectiveness of early childhood education is high. It means that the cognitive, social-emotional and physical have fully developed which is the purpose of early childhood education.

3. There is a positive and significant relationship between the use of assessment and level of effectiveness of early child hood education, hence concluding that the use of effective assessment improves the effectiveness of early child hood education development n in terms of cognitive, social-emotional and physical in Ringim Local Government Area. Therefore the use of assessment can be more improved in order to increase the effectiveness of early child hood education.

5.3 Recommendations

Based on the findings made in by this study and the conclusion presented above, the following recommendations are made:

1) The study recommends school administrators and teachers should work in synergy to improve more on the use of assessment so that it can give appropriate results. School administrators and teachers should attend trainings and seminars on the latest information on teaching about early childhood education. The information from the results of assessment is very crucial for the development of the child.
2) The researcher recommends that school administrators, teachers and parents should work together to improve the effectiveness of early childhood education through improve curriculum, improve teaching and support from parents and other stakeholders. Instructions should enable the young pupils to actively engaged and understand their lessons using appropriate assessment that is friendly and appropriate to the pupils.
3) The researcher recommends to the school administrators and teachers should work together to improve the use of varied assessment in order to improve the effectiveness of early childhood education. Parents must also involve so that they can give support to their children.

5.4 Contribution to Knowledge

The study contributes to the existing body of knowledge on the use of assessment and effectiveness of early childhood education. The proper use of assessment can improve the effectiveness of early childhood education.

5.5. Areas for further research

Prospective researchers and even students are encouraged to research on the following areas;

1) Parents Involvement and Effectiveness of Early Childhood Education in other areas of Nigeria.
2) Challenges in the Implementation of Curriculum on the Effectiveness of Early Child hood Education in Ringim Local Government Area.
3) The Use of Assessment and Achievement of Pupils in Early Childhood Education in Ringim Local Government Area, Jigawa State, Nigeria.

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APPENDICES

APPENDIX I

LETTER TO THE RESPONDENTS

Kampala International University

Ggaba Road, Kansanga

Kampala, Uganda

Dear Sir/madam;

I am Iliyasu Ibrahim Ringim, a candidate for Masters of Education in Early Childhood Education of Kampala International University and currently pursuing a research entitled **"The Use of Assessment and Effectiveness in Early Childhood Education in Ringim Local Government Area, Jigawa State, Nigeria".**

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In view of this empirical investigation, may I request you to be a part of this study by answering this questionnaire? Rest assured that the information that you provide shall be kept with utmost confidentiality and will be used for academic purposes only.

As you answer the questionnaire, please be reminded to respond to the items in the questionnaire thus not leave any item unanswered. Further, may I retrieved it immediately after you answer the questionnaires.

Thank you.

Very Truly Yours,

Iliyasu Ibrahim Ringim

1174-07096-14087

APPENDIX II

INFORMED CONSENT

In signing this document, I am giving my consent to be part of the research study Iliyasu Ibrahim Ringim That will focus on "Assessment Methods and Effectiveness in Early Childhood Education in Ringim Local Government Area Jigawa State, Nigeria.

I shall be assured of privacy, anonymity and confidentiality and that I will be given the option to refuse participation and right to withdraw my participation anytime.

I have been informed that the research is voluntary and that the results will be given to me if I ask for it.

Name and Signature of Respondent

Date_____

APPENDIX 1II A

RESEARCH INSTRUMENTS

SECTION A. PROFILE OF RESPONDENTS

DIRECTION: TICK THE SPACE PROVIDED FOR YOUR RESPONSE.

GENDER: MALE _(1) ☐ FEMALE (2) ☐

MARITAL STATUS: SINGLE (1) ☐ MARRIED (2) ☐ DIVORCED (3) ☐

WIDOW/WIDOWER (4) ☐

YEARS OF TEACHING EXPERIENCE: LESS THAN 1 YEAR TO 5 YEARS (1)☐

6 YEARS TO 10 YEARS (2) ☐ ABOVE 10 YEARS (3) ☐

HIGHEST EDUCATIONAL ATTAINMENT:

DIPLOMA (1)☐ NCE (2)☐ BACHELOR (3)☐ MASTER (4)☐

SECTION B

QUESTIONNAIRE FOR SCHOOL ADMINISTRATORS AND TEACHERS ON THE USE OF ASSESSMENT IN ERALY CHILDHOOD EDUCATION

INSTRUCTION: Please write your rating in the space at the end of each option which corresponds to your best choice in terms of the use of assessment in early childhood education. Please kindly use the scoring system below:

Response Mode	Rating	Description
Strongly Agree (SA)	4	You agree with no doubt
Agree (A)	3	You agree with some doubt
Disagree (D)	2	You disagree with no doubt
Strongly Disagree (SD)	1	You disagree with some doubt

Items	**SA**	**A**	**D**	**SD**
Varied assessment methods are used to assess pupils development				
Portfolio is an authentic meaningful evaluation that is used in early childhood education				

The teachers are trained observers who focus on the objectives of the assessment				
Observation is used to assess the activities of children				
The assessment method used in early child education are child friendly and age appropriate				
Assessment is use to provide the growth of the children in all development areas.				
Assessment can identify children who may need additional support				
Varied assessment can identify the strength and weaknesses of Early Childhood Program				
Teacher rating provides information about children cognitive, social and emotional development				
Standardize tests is use to obtain information whether the program is achieving is desired outcome.				

SECTION C: QUESTIONNAIRE ON EFFECTIVENESS EARLY CHILDHOOD EDUCATION (FOR SCHOOL ADMINISTRATORS, TEACHERS AND PARENTS

INSTRUCTION: Please write your rating in the space at the end of each option which corresponds to your best choice in terms of the effectiveness of early childhood education.

Please kindly use the scoring system below:

Response Mode	**Rating**	**Description**
Strongly Agree (SA)	4	You agree with no doubt
Agree (A)	3	You agree with some doubt
Disagree (D)	2	You disagree with no doubt
Strongly Disagree (SD)	1	You disagree with some doubt

Items on Cognitive Development	**SA**	**A**	**D**	**SD**
The children can use symbols by playing and pretending to be someone				

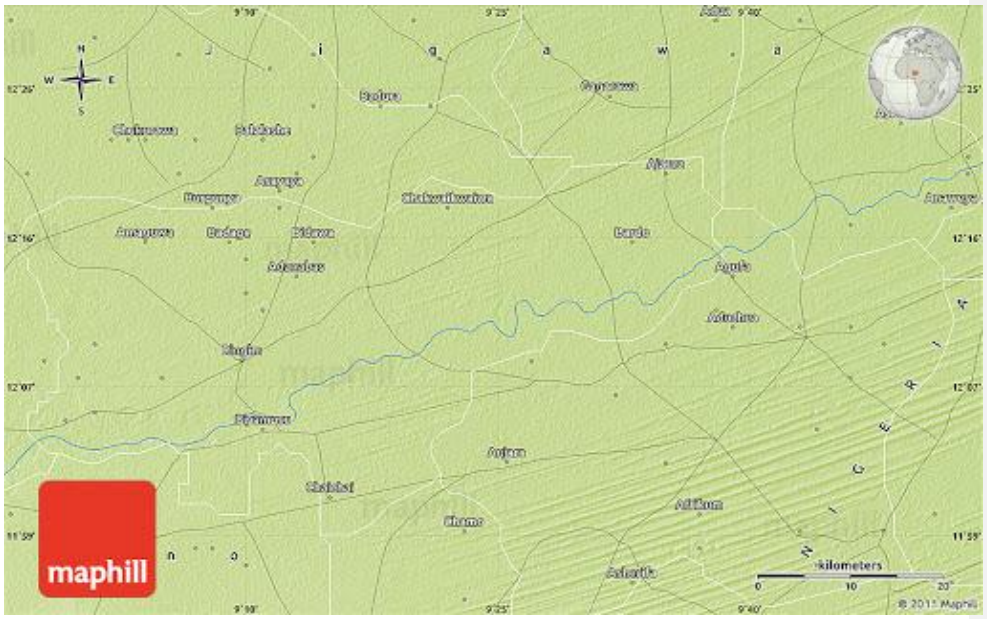
The children are able to use objects for representing something else Children are able to play different roles The children can recite the alphabet, count and know most of the colors. The children can follow instructions from adults				
Items on Social-Emotional Development				
The children become more sociable with classmates and friends				
The children are beginning to be independent				
The children become less negative The children learn to respect the opinion of others				
The children begin to have associate play rather than parallel play				
Items on Physical Development				
The children have improve on physical skills				
The children can walk with alternate feet The children can climb, run and jump The children have expand fine motor skills like holding the pencils properly, brushing thei5r teeth and others				
The children have establish handedness , either right- handed or left-handed				

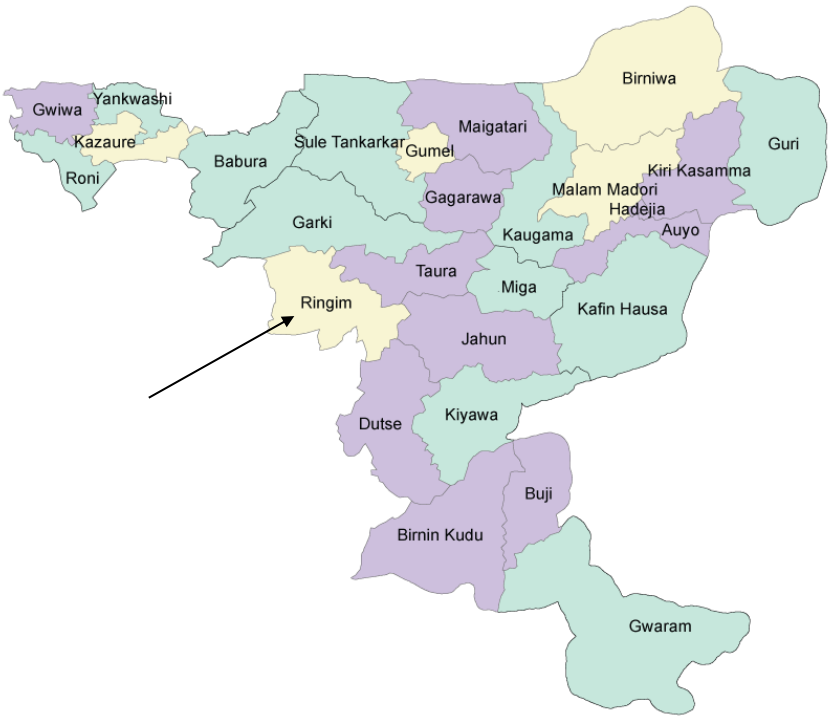
APPENDIX 1IIB

INTERVIEW GUIDE FOR SCHOOL ADMINISTRATORS, TEACHERS AND PARENTS

1. When do you assess your pupils? Why?
2. What type of assessment do you use?
3. How do the use of assessment determine the effectiveness of early childhood education?
4. As a school administrator how relevant is the use of assessment in determining the effectiveness of early childhood education?
5. As a parent what can you say about the use of assessment in determining the development of your child?

APPENDIX IV: A MAP OF RINGIM LOCAL GOVERNM AND JIGAWA STATE




Birniwa
Gwiwa
Yankwashi
Kazaure
Roni
Babura
Sule Tankarkar
Maigatari
Gumel
Guri
Kiri Kasamma
Malam Madori
Hadejia
Gagarawa
Garki
Kaugama
Auyo
Taura
Miga
Ringim
Kafin Hausa
Jahun
Dutse
Kiyawa
Buji
Birnin Kudu
Gwaram