

## **The Administration of Nursery/Primary Schools in Osun State Nigeria**

**Taiwo Oladunni Gbenga-Akanmu<sup>1)</sup>**

**Moyinoluwa Grace Owojori**

Obafemi Awolowo University

### **Abstract**

The quality of any nursery/primary schools depend on its administration. To achieve effective quality nursery/primary education, administration is one of the key factors. Therefore, this study sought to determine the opinion of teachers about the administration of nursery/primary schools, assess challenges facing the administration and assess the ratio of staff to the pupils in the selected schools. Descriptive survey design was adopted for the study. Sample comprised One hundred and eighty three primary school administrators purposively selected from Osun State in Nigeria using simple random sampling technique. One instrument “Administration and Management of Nursery/Primary Schools (AMNPS)” was used to collect data. Data were analyzed using frequency counts, simple percentage and mean. The results showed that majority of the respondents in all the schools strongly agreed with the attributes associated with the expectations of a good administrator of nursery/primary schools, problem identified was irregular payment of school fees while pupils’- teacher’s ratio was in good order. Based on the findings, it is recommended that the administration of schools should be properly monitored by the government and proprietors.

**Keywords:** administration, nursery, primary, schools

---

Corresponding author, <sup>1)</sup> [taoakanmu@yahoo.com](mailto:taoakanmu@yahoo.com)

## **Introduction**

The good knowledge of school management is very important and it's interrelatedness to bureaucracy and the school system. Bureaucracy is understood as a body of government officials and administrators responsible for policy formulation and implementation. Ocho (2003) explained that bureaucracy is a process of administration which is involved by the need for fairness in dealing with public issues, the need for efficiency and effectiveness in organizing and controlling of employees specializing in different and various areas of human endeavours.

The school possesses certain features that identify it as a bureaucratic institution. Such features as identified by Haralambos (1995) cited by Igbo (2002) include: regular activities required for the purposes of the school which are distributed in a fixed way as official duties of school officers. Each personnel in the school has a clearly defined area of responsibility, the school offices follow the principles of hierarchy. Every lower officer is under the control and supervision of a higher one within the school system.

The operations of the school are governed by a consistent system of abstract rules, these rules define the units of the authority held by respective officials in the hierarchy, and obedience to the authority is based on the rationality of the rules and regulations. The school administrators are the ideal officials who perform their duties with the spirit of formalistic personality without hatred or passion; and the school personnel are appointed and employed on the basis of technical knowledge and expertise in specific areas of specialization.

Generally, nursery education is defined as a time that "spans the prenatal period to eight years of age and it is the most intensive period of brain development throughout the lifespan" (UNICEF & WHO, 2012). This period is the most critical time for the growth and development of the child and needs the utmost attention and appropriate care. The National Policy on Education (FRN, 2014) defined primary education as the education given in institutions for children aged 6-11 plus. It went further to explain that since the rest of the education system is built upon it, the primary level is the key to the success or failure of the whole education system. Therefore, the administration and management of the school in which children learn is very important to the development of the child. The nursery/primary

education programme has to be monitored and evaluated to ensure that the goals of the programme are attained. The goals as stated in the National Policy on Education are to:

- (a) effect a smooth transition from the home to the school;
- (b) prepare the child for the primary level of education;
- (c) provide adequate care and supervision for the children while their parents are at work (on the farms, in the markets, offices, etc.);
- (d) inculcate in the child the spirit of inquiry and creativity through the exploration of nature, the environment, art, music and playing with toys, etc.;
- (e) develop a sense of co-operation and team-spirit;
- (f) learn good habits, especially good health habits; and
- (g) teach the rudiments of numbers, letters, colours, shapes, forms, etc, through play.  
(FRN, 2013).
- (h) enjoy learning and develop desire to continuous learning;
- (i) develop ability for critical thinking and logical judgment;
- (j) appreciate and respect the dignity of work

Quality is part of school management which many researchers have tried to shed some light on the quality debate in educational settings (Doherty, 2008; Ng, 2008; Law, 2010; European Commission 2018). The term quality as emphasized by Bagozzi and Yi (1988) in Amir (2015) can therefore be taken to mean the extent to which consumers of products or services are satisfied that these have met the prescribed degree of excellence. This suggests the need for establishing quality standards to help to measure and assure the extent of goodness or degree of excellence of a product or service.

Furthermore, Madumere-Obike and Udoh (2008) defined quality as multifaceted and multi-dimensional. By this, they classify quality as a class of two distinct variables namely status or process variables. Status variables is referred to as physical facilities such as libraries, classrooms, furniture, textbooks etc. and conversely view process variables to be chiefly concerned with daily school administration. All these have to do with time, utility, pupils' activities, teaching method, supervision and management.

The expectation of nursery/primary schools is that higher quality inputs will produce higher quality outcomes for children. The school, like any other formal organization needs

both human and material resources to achieve effective outcomes. The human resources in educational system consist of all teaching and non-teaching staff. The material resources on the other hand, include monetary and non-monetary resources such as facilities, supplies, finance, space and working strategies. All these resources need to be brought together so as to create an enabling environment for effective teaching and learning process. It is against this background that the study of administration of nursery/primary school serves as an important aspect of quality input that will produce quality outcomes for children. The magnitude of the quality assurance in the smooth running of the nursery/primary schools rest majorly on the administration and management of such institution.

Educational management as defined by (Bunnell et al., 2016, 2017) entails delegation, which includes being assigned, accepting and shoulders the responsibilities for the proper functioning of a system in which others take part in an educational institution, and implies an organizational hierarchy. I view administration as the management of an organization such as: business ventures, an educational institution such as schools or colleges and any nonprofit organization. The main function of administration is to plan, make policies, and procedures, also setting up of goals and objectives, of the organization. Nwankwo (1987) explained that administration is the careful and systematic arrangements and use of resources (human and material), situations and opportunities for the achievement of the specific objectives of a given organization.

Administration occurs in every organization. Whenever two or more people are gathered to work together, they must plan, organize and co-ordinate, take decision and evaluate or appraise their working strategies from time to time. In the school or educational system, this process is referred to as school administration or educational administration respectively. The school administrator or educational administrator is thus that person who is charged with the responsibility of implementing educational plans, programmes or policies in the educational sector such as school. A typical example of a school administrator is a head teacher or assistant head teacher of a school. For a person to be an effective school administrator, a good knowledge in the areas of theories, techniques and principles of school administration is highly imperative. This knowledge will guide him in his day-to-day running of the school.

The major preoccupation of a good administrator is mostly on how to design strategies so as to reduce human problems, secure the co-operation of all his staff by volition and not by

coercion. Ocho in Eya et al. (2005) identified four basic principles that could assist a school administrator to avoid human complications in the school system. These are:

- i. The purposes and policies of the school system should be understood by all staff.
- ii. There must be clarity in the line of authority and responsibility.
- iii. Authority to make decisions at the point of action must be granted to officers.
- iv. Each individual in the school system should have a sense of security. No staff should be retrenched or dismissed without following laid down procedures and processes.

### **Theoretical Framework**

This study is hinged on the input-output production function theory in education propounded by Combs in 1968. To Combs, human, financial and material resources are inputs that are invested in the education system by the society to produce refined and educated individuals. According to him, what goes into the educational system goes a long way to determine to a large extent what comes out of it. This implies that the value, amount and quality of resources provided in the educational system contribute immensely to the successful implementation of educational programmes and achievement of set goals that are set in schools.

This theory is relevant to this study within the context of input-output production. It is expected that whatever efforts (input) administrators which includes basic qualification, mode of dressing, decision taken, attitude to work, relationship with other workers and the likes will definitely reflect in the capacity of expected (output) at the end of the day. Therefore, this theory will give insight to all the stakeholders (administrators, teachers, government and parents) that their contributions will go a long way in the administration of nursery/primary schools.

### **Objectives of the Study**

The following objectives guided the study:

- i. determine the opinion of teachers about the administrator of nursery/primary schools in Osun State, Nigeria;

- ii. assess challenges facing the administrations of nursery/primary schools; and
- iii. assess the ratio of staff to the pupils in Osun State, Nigeria.

## **Method**

The descriptive survey design was adopted for the study.

### **Participants**

The population for this study was made up of all public and private nursery/primary schools in Osun State, Nigeria. Sample comprised One hundred and eighty-three primary school administrators in public and private primary schools were purposively selected from Osun State in Nigeria using simple random sampling technique. Teachers and administrators were the participants.

#### ***Socio Demographical Information (Gender, Age and Educational Qualification)***

Table 1 showed the demographic information of the teachers in nursery/primary schools. The table reviewed that most of the respondents were female which was evident in the ratio of 34 to 149. To teach very young kids of nursery, preschool and primary schools, female teachers are more suitable. A woman by nature is considered gentle and tender which will allow the children to feel free and secured in their day to day activities either at home or school environment. There are differences in the frequency of the age of the respondents which ranges from 30-35yrs (32.2%); 25-30yrs (31.1%); 20-25 (18%); 40-55yrs (10.4%) and 50 and above yrs (8.2%), this showed that the best working hands are handling the children.

Furthermore, the result equally showed that 24% of the respondents have Senior Secondary School Certificate in Education/Ordinary National Diploma, 21% National Certificate in Education, 41% have Bachelor of Education degree while 13% have Postgraduate degree. All these suggest that majority of the academic staff in the study area has the minimum requirement qualification for teaching in the nursery/primary school.

Table 1. *Cumulative of teachers in Nursery/Primary Schools*

	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Gender of Respondents				
<b>Male</b>	34	18.6	18.6	17.5
<b>Female</b>	149	81.4	81.4	98.9
Age of Respondents				
<b>20-25 years</b>	33	18.0	18.0	18.0
<b>25-30 years</b>	57	31.1	31.1	49.2
<b>30-35 years</b>	59	32.2	32.2	81.4
<b>40-55 years</b>	19	10.4	10.4	91.8
<b>50 and above years</b>	15	8.2	8.2	100.0
Maximum Educational Qualification of Respondents				
<b>SSCE/OND</b>	44	24.0	24.0	24.0
<b>NCE</b>	39	21.3	21.3	45.4
<b>DEGREE</b>	75	41.0	41.0	86.3
<b>PG</b>	25	13.6	13.1	99.5
<b>Total</b>	183	100.0		

### **Research Instrument**

One instrument titled “Administration and Management of Nursery/Primary Schools (AMNPS)” was used for data collection. The instrument has two sections: Section A, focusing on the demographic information: gender, age and qualification. Section B of the instrument focused about the opinion of the teachers’ on the administrators of nursery/primary schools, possible challenges facing the administration of nursery/primary schools and ratio of pupils to teachers in the study area in Osun State.

The instrument was validated by experts in Early Childhood Education and Psychology. Reliability of the items was established using consistency while the Cronbach’s  $\alpha$  reliability test coefficient of the (AMNPS) was 0.81.

### **Data Analysis**

Data were analyzed using frequency counts, simple percentage and mean.

## Results

Results were presented in line with the specific objectives set for the study.

### **Opinions of teachers about the administrator of nursery/primary schools in Osun State**

Table 2 answers research question 1 and the results showed that majority of the respondents in all the schools observed strongly agreed with the attributes associated with the expectations of a good administrator. These reflect in items 1, 2, 4, 6, 7, 8 and 10. The results further showed that items 3 and 5 strongly disagreed with the fact that nursery/primary school administrators do not need the input of other staff and do not need to be disciplined personnel. In addition, item 9 disagreed with the fact that female teachers will be more caring than the male counterparts. To achieve quality education in the aspect of administration of the nursery/primary schools, it is imperative among other factors that a good administrator must perform his/her duties diligently.

### **Challenges facing administrations of nursery/primary schools in Osun State**

Table 3 presents the challenges associated with the administration of nursery/primary schools in Osun State. The major problem identified was that of irregularity/delay in the payment of school fees by the parents/guardians ( $\bar{X}$ =3.22); the problem of administrator not firm in decision making ( $\bar{X}$ =3.10); lack of adequate playground/materials for their pupil (mean 3.04) while the results equally revealed that the respondents with the (mean of 1.66) strongly disagreed with the fact that school management do not have cordial relationship with parents.

The Administration of Nursery/Primary Schools in Osun State Nigeria

Table 2. *Percentage distribution of opinions of teachers about the administrator of Nursery/Primary Schools*

Items	Disagree (D)	Strongly Disagree (SD)	Agree (A)	Strongly Agree (SA)	Mean	Remark
Administrators in N/P school need to be on ground always	3(1.6%)	2(1.1%)	100(54.6%)	78(42.6%)	3.38	SA
N/P school administrators need to be firm in decision making	13(7.1%)	3(1.6%)	60(32.8%)	107(58.5%)	3.43	SA
N/P school administrators do not need the input of other staff in his/her administration	64(35.0%)	57(31.1%)	25(13.7%)	37(20.2%)	2.19	SD
N/P school administrators are supposed to be neatly dressed	9(4.9%)	8(4.4%)	47(25.7%)	119(65.0%)	3.51	SA
Administrators in N/P school do not need to be a disciplined personnel	48(26.2%)	64(35.0%)	22(12.0%)	49(26.8%)	2.13	SD
An administrator must have a good conduct	6(3.3%)	3(1.6%)	74(40.4%)	100(54.6%)	3.46	SA
A good administrator is accountable to the children in his/her care	4(2.2%)	2(1.1%)	81(44.3%)	96(52.5%)	3.47	SA
N/P school administrators must be very punctual at work	5(2.7%)	2(1.1%)	75(41.0%)	101(55.2%)	3.49	SA
Female teachers will be caring than the male counterparts	50(27.3%)	9(4.9%)	59(32.2%)	65(35.5%)	2.76	D
Female administrators will be accommodating	6(3.3%)	1(5%)	99(54.1%)	77(42.1%)	1.67	SD
N/P school administrators are the back bone of N/P schools	26(14.2%)	00	87(47.5%)	70(38.3%)	3.01	A

Table 3. *Percentage distribution of challenges facing Nursery/Primary Schools in Osun State*

Items	Disagree	Strongly Disagree	Agree	Strongly Agree	Mean	Remarks
Administrators usually come and leave school at will	30(16.4%)	29(15.8%)	59(32.2%)	65(35.5%)	2.89	A
Most administrators are lazy in performing their responsibilities	22(12.0%)	16(8.7%)	77(42.1%)	68(37.2%)	3.10	A
Government are not paying attention to the physical structure of the school	13(7.1%)	37(20.2%)	82(44.8%)	51(27.9%)	2.93	A
Irregular payments of school fess by the parents/guardians	15(8.2%)	23(12.6%)	51(27.9%)	94(51.4%)	3.23	A
Pupils'/teachers ratio are usually not in accordance with stipulated regulation	52(28.4%)	54(9.5%)	33(18.0%)	42(23.0%)	2.33	D
Lack of cordial relationship between the parents/ school management	89(48.6%)	76(41.5%)	10(5.5%)	8(4.4%)	1.66	SD
Insufficient of experienced teachers in most nursery/ primary schools	37(20.2%)	7(3.8%)	115(62.8%)	24(13.1%)	2.69	D
Government insensitivity to the welfare of the administrators/teachers in nursery/primary schools	62(33.9%)	53(29.0%)	31(16.9%)	37(20.2%)	2.23	SD
Lack of adequate funding for the management of nursery/ primary schools	11(6.0%)	32(17.5)	85(46.4%)	55(30.1%)	3.01	A
Most N/P school classes Are over crowded	8(4.4%)	18(9.8%)	109(59.6%)	46(25.1%)	3.03	A
Lack of adequate play grounds & materials for their pupils	12(6.6%)	22(12.0%)	84(45.9%)	62(33.9%)	3.04	A

### Ratio of staff to the pupils in Osun State

***Ratio equals to (1:16 Teacher to Pupil)***

Table 4 and 5 showed the mean and median scores of pupils and teachers including ratio of teacher to pupils (1:16). This reflects that one teacher is handling sixteen pupils in the nursery/primary school classes in the study area which is in line with the stipulated requirements from the National Policy on Education (FRN, 2014).

Table 4. *Mean and Median Scores of Pupils and Teachers*

	Total Number of Academic Staff	Total No of Administrative Staff	Pupils in Nursery School	Pupils in Primary school	Summation of Nursery and Primary school pupils
<b>Mean</b>	14.6	3.7	130.0	165.1	<b>147</b>
<b>Median</b>	12.0	4.0	132.0	137.5	<b>134</b>

Table 5. *Ratio of Staff to Pupils*

Staff		Pupils	
<b>Mean</b>	<b>Ratio</b>	<b>Mean</b>	<b>Ratio</b>
9.15	1	147.5	16

## Discussion

A discussion of the major findings of the study is presented in this section based on the results of the research carried out. The study has examined the administration of nursery/primary schools in Osun State Nigeria. The result showed that female teachers are more caring than their male counterparts. This finding corroborated with the findings of James (2012) who worked on nature of caring between male and female teachers and the result showed that female teachers are more caring than their male counterparts. In addition Tosolt (2011) and Luschei (2012) findings showed that female teachers are more caring than male teachers while the result negates the findings of Baraiya and Baraiya, (2013) with

different opinion that exhibited a mixed result. It might be one of the reasons that the profession has been tagged female-oriented profession (Schmude & Jackish, 2019).

The results further showed that irregularity/delay in payment of school fees by parents/guardians is one of the challenges faced in the administration of nursery/primary schools. This finding did not come as a surprise because the issue of irregularities/delay in payment of school fees by parents/guardians is one the significant challenges facing administration of nursery/primary schools, secondary schools and tertiary institutions be it private or public schools. This agreed with the finding of Uzoka (2011) who also found out that payment of school fees is a challenge in nursery and primary schools. The result further showed that school management has cordial relationship with parents. This result negates the finding of Uzoka (2011) who observed that school management are always at logger head with parents which might hinder the smooth running of the school system. Owojori, et al. (2017) noted that parents' involvement is essential in the nursery/primary school education. To them, parents/teachers collaborations will always leads to improvement in the development of a total child. In addition, the result further showed that physical structure such as playground and materials are not adequate enough. This is in line with the findings of Agi and Eremie (2018) who observed that the role and utilization of physical resources such as play grounds and materials are inadequate in the schools. The result of the findings is similar despite the fact that the research work are done in different countries. This implies that similar problem are been encountered Iroegbu (2012) indicated that the use of play facilities is a very important aspect of children development.

Furthermore, the finding showed that pupils'-teachers' ratio (1:16) in the observed schools was adequate which lend support to the finding of Ajayi (2019) who worked on the analysis of the pre-primary school children assessment procedure and the result of the finding showed a good pupils'-teachers' ratio as well which was in line with the range stipulated by the National Minimum Standard for Early Child Care Centres in Nigeria (NERDC, 2007) and National Policy on Education (FRN, 2014).

## **Conclusion**

The study has examined the administration of nursery/primary schools in Osun State

Nigeria. Systematic administration process is the pivot of any educational achievement. The quality of nursery/primary school education outcome depends on the experience, qualified staff, government involvement and the environment in which a child develops. Available evidence suggests that administration of nursery/primary schools is considered very important for the children as it is the foundation towards entering the world of knowledge as well as a wealthy, healthy, lovely, peaceful and purposeful life. This means that the quality of administration of nursery/primary schools should be taken seriously and not compromised for anything.

Based on the findings of this study, it is therefore recommended that the administrations of schools should be properly monitored by the government and the administrators. Therefore, there must be adequate personnel, adequate physical facilities, regular payment of school fees by parents/ guardians; cordial relationship between the parents and school management; government involvement in the aspect of sufficient funds and prompt payment of salaries for the smooth running of administration of nursery/primary schools in Osun State, Nigeria.

## References

- Agi, U. K., & Eremie, I. (2018). Effective implementation of universal basic education in Rivers State: Role and utilization of physical resources. *International Journal of Scientific Research in Education*, 11(1), 127-136.
- Ajayi, H. O. (2019). Analysis of the pre-primary school children assessment procedure in Nigeria. *Asia-Pacific Journal Research in Early Childhood Education*, 13(1), 69-83.
- Amir, F. (2015). Developing structure for management of quality in schools: Steps towards quality assurance systems. *American Journal of Educational Research*, 3(8), 977-981.
- Bagozzi, R. P., & Yi, Y. (1988). On the evaluation of structural equation model. *Journal of the Academy of Marketing Science*, 16(1), 74-94.
- Baraiya, N. C. (2013). The relationship between high school teachers' quality and students achievement. *International Journal of Humanities and Social Science Invention*, 2(9), 50-54.

- Bunnell, T., Fertig, M., & James, C. R. (2016). What is international about international schools? An institutional legitimacy perspective. *Oxford Review of Education*, 42(4), 408-423.
- Bunnell, T., Fertig, M., & James, C. R. (2017). Establishing the legitimacy of a school's claim to be 'International': The provision of an international curriculum as the institutional primary task. *Education Review*, 63(3), 303-317.
- Law, D. C. S. (2010). Quality assurance in post-secondary education: Some common approaches. *Quality Assurance in Education*, 18(1), 64-77.
- Doherty, G. D. (2008). On quality in education. *Quality Assurance in Education*, 16(3), 255-265.
- European Commission. (2018). *Quality assurance for school development: Guiding principles for policy development on quality assurance in school education*. [https://www.schooleducationgateway.eu/downloads/Governance/2018-wgs2-quality-assurance-school\\_en.pdf](https://www.schooleducationgateway.eu/downloads/Governance/2018-wgs2-quality-assurance-school_en.pdf)
- Eya, P. E., Mba, G. C. E., Aguba, R. C., & Nwangwu, I. O. (Eds.). (2005). *Issues and concerns in education and life*. Institute for Development Studies.
- Federal Republic of Nigeria (FRN). (2013). *National Policy on Education*. NERDC.
- Federal Republic of Nigeria (FRN). (2014). *National Policy on Education*. NERDC.
- Ifedili, C. J. (2004). Theories and process of administration. In N. A. Nwangwu, M. E., Ijeoma, & Nwangwu C. C. (Eds.), *Organization and administration of education: Perspectives and practices*. Festa Printing Press Ltd.
- Igbo, R. O. (2002). *Fundamentals of school management*. Rainbow Paper Mill Ltd.
- Iroegbu, P. (2004) *Ethics of the teaching profession* [Paper presentation]. Pre-philosophy Day at the UNESCO Workshop, Lagos State University Vanguard, Lagos, Nigeria.
- Iroegbu, V. I. (2012). Teaching and learning of science through play in pre-schools: What should obtain. In F. A. Osanyin, H. O. Ajayi, P. O. Jegede, & V. I. Iroegbu (Eds.), *Early childhood development in the 21st century*. Obafemi Awolowo University Press.
- James, J. H. (2012). Caring for "others": Examining the interplay of mothering and deficit discourses in teaching. *Teaching and Teacher Education*, 28(2), 165-173.
- Luschei, T. F. (2012). The effectiveness and distribution of male primary teachers: Evidence from two Mexican states. *International Journal Of Educational*

*Development*, 32(1), 145-154.

- Madumere-Obike, C. U., & Udoh, A. P. (2008). *Monitoring and evaluation for quality education in Nigerian primary school: Universal basic education* [Paper presentation]. 20th Annual National Conference of Association for Promoting Quality Education in Nigeria, FCE (Technical) Omoku, Rivers State, Nigeria.
- Nigeria Educational Research and Development Council (NERDC). (2007). *National minimum standard for early child care centres in Nigeria*. Federal Ministry of Education/UNICEF. [http://66.230.196.47/\\*africanchildforum.org/httpdocs/clr/policy%20per%20country/nigeria/nigeria\\_childcarecentres\\_en.pdf](http://66.230.196.47/*africanchildforum.org/httpdocs/clr/policy%20per%20country/nigeria/nigeria_childcarecentres_en.pdf)
- Nwankwo, J. I. (1987). School administration and human learning in school. In E. E. Ezewu (Ed.), *School psychological factors of human learning in school*. Leadway Books Limited.
- Ng, P. T. (2008). The phases and paradoxes of educational quality assurance: The case of the Singapore education system. *Quality Assurance in Education*, 16(2), 112-125.
- Ocho, L. O. (2003). *Educational policy making, implementation and analysis* (2nd ed.). New Generation Books.
- Olabode, J. F. (2002). *Human resource management in secondary schools in Ekiti Central Senatorial District of Ekiti State* [Unpublished master's thesis]. University of Ado-Ekiti.
- Owojori, G. M., Adeyemi B. A., & Iroegbu, V. I. (2017). *Assessment of the implementation of Early Childhood Care Development and Education in Universal Basic Education in South Western Nigeria* [Unpublished doctoral dissertation]. Obafemi Awolowo University.
- Schumde, J., & Jackish, S. (2019). Feminization of teaching: Female teachers at primary and lower secondary schools in Baden-Wuttemberg, Germany: From its beginnings to the present. In H. Jahnke, C. Kramer, & P. Meusbürger (Eds.), *Geographies of schooling* (pp. 333-349). Springer International Publishing.
- Tosolt, B. (2011). Gender and race differences in middle school students' perceptions of caring teacher behaviors. *Multicultural Perspectives*, 12(3), 145-151.
- UNICEF & WHO. (2012). *Care for child development: Participant manual*. [https://www.unicef.org/earlychildhood/files/3.CCD\\_-\\_Participant\\_Manual.pdf](https://www.unicef.org/earlychildhood/files/3.CCD_-_Participant_Manual.pdf)

Uzoka, F. A. (2011). Challenges and prospects in nursery school education and early childhood education in Nigerian education for teacher production. *Multidisciplinary Journal of Academic Excellence*, 4(1), 1-10.