



## Infrastructural Facilities and Supervision: Strategies for Effective Management of Nursery Schools in Ika North East

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### Abstract

This work focused on the infrastructural facilities and supervision of instruction as strategies for effective management of nursery schools in Ika North East Local Government Area of Delta State. The research design was ex-post-facto. In carrying out the research 180 teachers were selected from 20 nursery school. The instrument used for eliciting information from the respondents was questionnaire titled strategies for effective management questionnaire (SEMQ). The statistical tool employed was the chi-square. Some of the findings of the study revealed that adequate infrastructural facilities lead to effective management of nursery school, effective use of infrastructural facilities lead to effective management of nursery schools and adequate supervision of instruction leads to effective management of nursery schools. The researcher recommended that adequate infrastructural facilities should be made available in schools, because these facilities help to make learning easy and significant, promote meaningful teaching and learning and consequently, promote the standard of education in the country and there should be adequate supervision of instruction in both public and private nursery schools with a view to improve the management of schools.

**Keywords:** Infrastructural facilities, effective management, supervision, strategies, nursery school.

### Introduction

Nursery education as defined in the Nigeria National Policy on Education (2014) is the education given in an educational institution to children aged 3 to 5 plus prior to their entering the primary school. Maduwesi (1986) defined Nursery School as an education given to children prior to the age of normal school age. It is intended to help the children move smoothly from home to primary school. Nursery education is a type of educational programme that children receive in their preschool years. During this phase of life, the foundations for cognitive, physical and emotional development are built (Falako, 2022). Nursery education is the foundation stone of all educational system. Thus, nursery pupils are in the very sensitive periods for early learning and rapid intellectual development. It is easier for a child to learn a particular skill during this period than at any other time in his/her life. Hence Montessori (1870-1952) wrote: The most important period of life is not the age of university, but the first one, the period from birth to the age of six. For that is the time when man's intelligence itself, his greatest implement, is being formed. But not only his intelligence itself, no other age has the child greater need of intelligence help, and any obstacle that impede his creative work will lessen the chance he has of achieving



perfection (Wolf,1995:5). Wolf revealed that the importance of nursery education cannot be overemphasized. It helps in the cognitive, psychomotor and social development of the child. Hence there is a need to adopt good strategies that can lead to effective management of nursery school. Nursery education also contribute the following to the early childhood education in Nigeria; Enhancement of attention of span, improvement of social skills, boost self-confidence, eagerness to learn and encouraging holistic development (Falako, 2022). Nursery education is an educational institution that provides early childhood education to prepare children before they join a compulsory primary school. Nursery education is beneficial to the children in the following ways; encourages phonological awareness, increase confidence and independence, aids cognitive development, facilitates social interaction amongst children, it provides good environment to begin structured learning etc. (St. Peters, 2023).

The presence or absence of adequate school facilities is one of the factors that can make or mar successful teaching and learning in schools thus “Knezevich in Odor (1995) pointed out that the size, proportion and relations of learning space influence the type and quality of instruction. “The educational facilities and equipment enable the child to learn through several human senses, such as hearing (audio aids), seeing (visual aids), hearing and seeing (audio-visual aids), and doing. In this sense, educational facilities help to make lessons practical, interesting and child centered. They help to arrest and sustain the attention of the pupils in class. The school system has been faced with a lot of challenges and one of such challenges is inadequate teaching facilities. Adequate educational facilities can play a significant role in enabling teachers to better manage the classroom situation in the following ways:

1. Enabling achievement of educational objectives fully;
2. Help to make learning easy and significant;
3. Promote meaningful teaching and learning situation in the classroom; and
4. Promote school discipline. (Okokoyo et al.,2004).

Achieval (2019) Teaching/learning can only take place, in a conducive academic environment, therefore, good school facilities help determine the success of students and the effectiveness of a teacher’s lesson. Some of the benefits of educational facilities are: helps improve environmental condition, leads to deeper focus in education, improves quality in education etc. According to Beckley (1994) FGN/UNICEF approved the following physical facilities for nursery schools:

1. building must be safe, strong and in good condition;
2. classroom must be spacious, be located on the ground floor if a storied building, have adequate lighting and ventilation and be equipped with age-appropriate seats and mats;
3. appropriate toilet facilities should available;
4. good source of water supply;
5. rest and sleep gadgets/facilities;
6. office with table and chairs for the care giver;
7. playground, grasses or field with sand and with equipment safe for children climbing, jumping, swinging and balancing.

In addition, every school would need a wide range of equipment such as textbooks, stationary, workshops, audio-visual materials and comfortable furniture. So, provision of



adequate facilities will help to achieve the educational objectives. Odor (1995) sees supervision of instruction as the process of assisting, guiding and stimulating teachers to improve on their teaching skills and experience as well as enhance their professional growth. Nwaogu (1980) also sees supervision as a “process or an activity whereby an individual by means of advising and stimulating interest in teachers and pupils, helps to improve teaching and learning situations in educational institutions.” In other words, supervision of instruction is a vital process, which by means of advice, direct and discussion helps to see those available resources: manpower, finance and capital equipment are utilized for the achievement of educational objectives. Maduwesi (1990) opined that supervision is conducted in schools for the purpose of improvement of teaching, such activity is carried out to ensure regular checks on the system as:

1. Maintenance of standards.
2. Availability of material resources for teaching.
3. A meaningful exchange of ideas between teacher and the head teacher as to areas of problems in the pursuit of teaching and learning.
4. That the syllabus is being covered through formal or informal tests.
5. That those policies of the Ministry of Education regarding the administration of schools are being implemented.

Supervision is the achievement of desired goals by means of intelligent utilization of human talents and facilitating resources in a manner that provides the greatest challenge and interest to the human talents (Pardip, 2021). It is the process of guiding the efforts of employees and other resources of accomplish the desired objectives. Instructional supervision is a process which aims at improving, assisting and guiding teachers to work towards the attainment of educational goals. (Emmanuel, 2018). Educational supervision is the process or act of seeing to it that the policies, principles and methods established for achieving the objectives of education are properly and successfully carried out (Akilaiya, 2003 in Emmanuel 2018).

Supervision is overseeing the work subordinates to ensure that they are working according to plans and policies of the organization. The functions of supervision include: interpersonal contact with workers, link between workers and management, maintains discipline, promotes group unity, helps in improving performances, provides training to employees, influences workers and provide feedback, (Saye, 2023).

This study therefore examines availability of infrastructural facilities and adequate supervision of instruction as strategies for effective management of nursery schools. This study will contribute to the wealth of knowledge by providing an insight on how adequate infrastructural facilities and supervision of instruction can lead to effective management of nursery schools. Adequate infrastructural facilities and supervision of instruction are undoubtedly necessary for teaching and learning processes to effectively take place in the educational system. With the meager money released into the education industry, there is no doubt that most of the stipulated activities in the systems cannot be done accurately. Therefore, for the aims and objectives of this level of education to be achieved, urgent attention is needed to solve the problems facing nursery education and these include, inadequate infrastructural facilities and supervision of instruction.



## Hypotheses

1. There is no significant relationship between availability of infrastructural facilities and effective management of nursery schools.
2. There is no significant relationship between the usage of available facilities and effective management of nursery schools.
3. There is no significant relationship between supervision of instruction and effective management of nursery schools.

## Methodology

This is a descriptive survey of ex post facto design. According to Whawo (1992), ex post facto research is one which involves variables that the investigator cannot manipulate, despite the fact that he studies them. Thus, the researcher explores the opinions of the respondents on infrastructural facilities and supervision of instruction as strategies for effective management of nursery schools. Two Hundred (200) teachers in 20 nursery schools in Ika North East participated in the study. Simple random sampling technique was used to select the schools. 15 nursery schools and 180 teachers were used. The study made use of questionnaire titled strategies for effective management (SEMQ) to elicit information from the respondents on the strategies for effective management of nursery schools. The study made use of questionnaire containing 12 items for the respondents. The questionnaire was constructed based on a 4-point modified Likert scale indicating strongly agree for 4 points, agree for 3 points, disagree for 2 points and strongly disagree for 1 point.

The instrument was validated by three chosen experts from the Department of Educational Administration and Policy Studies, Delta State University Abraka. The reliability of the instrument was determined using the split-half method of testing reliability coefficient. In this method, a single test is used to estimate the internal consistency of the research items. To use the split-half method, the odd numbered items were separated and used to correlate the evenly numbered items. The Spearman Brown correlation formula was adopted and correlation coefficient index of .65 was obtained. The questionnaire was directly administered by the researcher to allow for interaction and was collected back after two weeks. Chi-square was used to analyse the data. This statistical tool was chosen because it is a statistical device for testing the null hypothesis that is no different between the observed and the theoretical events that are predicted by chance. Chi-square ( $X^2$ ) was used to analyze the data.

## Results

### Hypothesis 1

There is no significant relationship between availability of infrastructural facilities and effective management of nursery schools

**Table 1:** Chi-square ( $X^2$ ) contingency table for availability of infrastructural facilities and effective management of nursery schools.

	Lack of facilities	Equipment of nature corner	N	$X^2$ Observed	$X^2$ Critical
Private	40(31)	40 (49)	80		
Public	30 (4)	70(61)	100	200	3.84
	<b>70</b>	<b>110</b>	<b>180</b>		

$P < .05$

Table 1 showed the Chi-square contingency for availability of infrastructural facilities and effective management of nursery schools. The Chi-square( $X^2$ ) observed was 200 while the Chi-square( $X^2$ ) critical was (3.84) at 0.05 level of significance. Since the  $X^2$  observed is greater than the  $X^2$  critical, the null hypothesis is rejected. So there is significant relationship between availability of infrastructural facilities and effective management of nursery schools.

### Hypothesis 2

There is no significant relationship between the usage of available facilities and effective management of nursery schools

**Table 2:** Chi-square( $X^2$ ) contingency table for usage of facilities and effective management of nursery schools.

	Usage of play facilities	Usage of instructional materials	N	$X^2$ Observed	$X^2$ Critical
Private	43(40)	20 (17)	60		
Public	90 (87)	30(180)	120	124	3.84
	<b>130</b>	<b>50</b>	<b>180</b>		

$P < .05$

Table 2 showed the Chi-square contingency for usage of facilities and effective management of nursery schools. The  $X^2$  observed was 124 while the  $X^2$  critical was 3.84 at 0.05 level of significance. Since the  $X^2$  observed is greater than the  $X^2$  critical, the null hypothesis is rejected. So there is significant relationship between usage of facilities and effective management of nursery schools.

### Hypothesis 3

There is no significant relationship between supervision of instruction and effective management of nursery schools

**Table 3:** Chi-square (X<sup>2</sup>) contingency table for supervision of instruction and effective management of nursery schools.

	Productivity of teacher	Maintenance of standard	N	X <sup>2</sup> Observed	X <sup>2</sup> Critical
Private	40(31)	38 (70)	78	7.5	3.84
Public	32 (41)	70(61)	102		
	<b>72</b>	<b>108</b>	<b>180</b>		

P<.05

Table 3 showed the Chi-square contingency for supervision of instruction and effective management of nursery schools. The X<sup>2</sup> observed was 7.5 while X<sup>2</sup> critical was 3.84 at 0.05 level of significance. Since the X<sup>2</sup> observed is greater than the X<sup>2</sup> critical, the null hypothesis is rejected. So there is significant relationship between supervision of instruction and effective management of nursery schools.

### Discussion of Findings

From the analysis of data, it was discovered that there is relationship between availability of infrastructural facilities and effective management of nursery schools. This idea was supported by Okokoyo et al. (2004) when they said that infrastructural facilities make effective control of the school environment easy. They translated the land space into effective use by differentiating and demarcating the different departments existing within the school. In addition, infrastructural facilities help to enhance the teaching/learning processes. The use of educational facilities helps the child to learn effectively through what he hears, sees, and participates in doing. On the issue of supervision of instruction, the data analysed revealed that there is relationship between supervision of instruction and effective management of nursery schools. Peretomode (1995) supported the idea when he said that supervision help to improve the incompetent teacher, provide a guide to staff development, know the effectiveness of classroom management by the teachers and assess the tone of the school and identify some of its most urgent needs.

### Conclusion

From the data analysed, the study concludes that adequate infrastructural facilities lead to effective management of nursery schools. Whereas, effective use of infrastructural facilities lead to effective management of nursery schools, adequate supervision of instruction lead to effective management of nursery schools.

### Recommendations

In view of the findings of the study, the following recommendations were made:

1. Adequate infrastructural facilities should be made available in schools, because these facilities help to make learning easy and significant, promote meaningful teaching and learning and consequently, promote the standard of education in the country.
2. There should be adequate supervision of instructions in both public and private nursery schools with a view to improve the management of schools.



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