LECTURERS' PEDAGOGICAL PRACTICES IN EARLY CHILDHOOD CARE AND EDUCATION PROGRAMMES, AND PRE-SERVICE TEACHERS' STIMULATION SKILLS IN SOUTH-WEST, NIGERIA

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CERTIFICATION

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DEDICATION

The Blessed Trinity - the Father, the Son, and the Holy Spirit, is honoured, praised and adored through this work. To the holy virgin Mary and my patron saints.

Also to

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ABSTRACT

Stimulation Skills (SSs) are those practices used by teachers in engaging children to learn. Reports have shown that many preschool teachers are deficient in SSs in the South-west, Nigeria. Past studies were mainly interventions to improve SSs, with little focus on the lecturers' pedagogical practices in the Colleges of Education (CoEs). Therefore, this study was designed to determine the pedagogical practices (preparation for lectures; sourcing and use of instructional resources; lecture development and delivery; and development and use of assessment tools) of Early Childhood Care and Education (ECCE) lecturers as correlates of pre-service teachers' SSs in the CoEs in the South-west, Nigeria.

The study was hinged on Lev Vygotsky's Social Constructivist and Ivan Pavlov's Behaviourist theories, while the mixed methods (QUAN + qual) type of triangulation design was adopted. The multi-stage sampling procedure was used. Five of the six state CoEs that had ECCE up to 300 level were purposively selected. The simple random sampling technique was used to select one CoE from each states. The 21 lecturers and 116 pre-service teachers in the Department of ECCE in the selected CoE were enumerated. The Instruments used were ECCE Pre-service Teachers' Observation Schedule (r=0.72), ECCE Lecturers' Course Material and Assessment Tools Scale (r=0.80) and ECCE Lecturers' Instructional Resources Observation Checklist (r=0.71). In-depth interviews were conducted with five ECCE lecturers and five pre-service teachers. The quantitative data were analysed using descriptive statistics and Pearson product moment correlation at 0.05 level of significance, while the qualitative data were thematically analysed.

Lecturers' educational attainment were Ph.D. (28.6%), M.Phil. (4.8%), M.Ed. (57.2%) and others (9.6%), while (80.2%) of the pre-service teachers were female. The quality of the lecture materials prepared by the lecturers ($\bar{x}$ = 2.04); the extent to which lecturers use instructional resources ($\bar{x}$ = 1.23); the extent to which lecturers adopted student-centred strategies ($\bar{x}$ = 1.60) and the quality of pre-service teachers' lesson plan ($\bar{x}$ = 1.67) were low against the threshold of 2.50. The assessment tools utilisation by the lecturers showed that cognitive-based ($\bar{x}$ = 1.50) and physical-based ($\bar{x}$ = 1.50) were fairly used against the threshold of 2.50. There was a significant positive relationship between lecturers' lecture planning skills (r= 0.50) and pre-service teachers' stimulation skills. Lecturers' sourcing and use of instructional resources, utilisation of student-centred strategies as well as development and use of assessment tools had no significant relationships with pre-service teachers' SSs. The pre-service teachers were not exposed to the delivery of child-centred instructional methods for children. The lecturers hardly used instructional resources to deliver their lectures.

Lecture planning skills of lecturers influenced the stimulation skills of pre-service teachers in colleges of education in the South-west, Nigeria. Pre-service teachers in early childhood care and education department should be exposed to these strategies

Keywords: Early childhood education pre-service teachers, Stimulation skills, Lecture planning and delivery, College of education lecturers

Word count: 454

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LIST OF ABBREVIATIONS

DAP - Developmentally Appropriate Practices
ECC - Early Child Care
ECCDE - Early Childhood Care Development and Education
ECCE - Early Childhood Care and Education
EYLF - Early Year Learning Framework
FGN - Federal Government of Nigeria
FRN - Federal Republic of Nigeria
ICP - Impact on Classroom Practices
ICT - Information and Communication Technology
IEA - International Association for the Evaluation of Educational Achievement
ITE - Initial Teacher Education
LCP - Learner-Centred Programme
MKO - More Knowledge Others
NAEYC - National Association for Education of Young Children
NCE - Nigerian Certificate in Education
NCCE - National Commission for Colleges of Education
NECO - National Examinations Council
NERDC - Nigeria Educational Research and Development Council
NPE - National Policy on Education
PCK - Pedagogical Content Knowledge
SUBEB - State Universal Basic Education Board
SSCE - Senior School Certificate Examination
SSs - Stimulation Skills
TEIs - Teacher Education Institutions
TLMs - Teaching and Learning Materials
TP - Teaching Practice
UNESCO - United Nations Educational, Scientific and Cultural Organisation
WAEC - West Africa Examination Council
ZPD - Zonal of Proximal Development

CHAPTER ONE

INTRODUCTION

1.1 Background to the problem

Teachers organise, carry out, and support learning at all levels of education, making them the centre around which the educational system revolves. This supports the proverb that no nation is capable of progressing beyond the competence of those who carry out its educational goals and purposes. Particularly at the early child care and education level, where a solid foundation is created for the growth of subsequent educational levels, the teacher's function is particularly crucial at the lower levels of the educational ladder. It is the level where children are introduced to various learning activities that enhance their holistic development and prepare them for life.

Thus, teachers at this level need particular and efficient preparation for their education to achieve the goals of the country's educational system at all levels. The component of education known as teacher education is charged with the responsibility of educating and producing teachers for all levels of education in the country. Therefore, the lecturers in the colleges of education are to focus on their pedagogical practices in educating and preparing competent student teachers for the purpose of achieving the aims and objectives of teacher education. Practices of pedagogy contain both the science and the art of teaching. they involve theories and practices employed by a teacher to accompany the learners, care for their educational wellbeing and make learning part of their lives. Pedagogical practices according to Olofinnika, et al. (2020) are plan of action employed by a teacher to guide the students' learning. They are selected to meet the need of the learners and for accomplishing the task at hand. Pedagogical practices as a process, involves planning, implementation, evaluation and feedback so as to produce effective learning (Filgona, et al.2020). The Early Childhood Care and Education (ECCE) lecturers' strategies for preparing the prospective teachers in the colleges of education for their teaching careers are considered pedagogical practices in this study.

The strategies and procedures teachers use to instruct their students are referred to as pedagogical practices (Faloye, et al., 2021). The teacher's exposure and expertise, the children's requirements and categories, and the tasks at hand are all taken into consideration when choosing a strategy or method. These tasks have impact on pre-service teachers' teaching skills, often known as their stimulation skills in early childhood education. Pedagogical practices are in various forms and different processes such as class management, class control, care of the children. Other practices that are common among teachers of children include preparation of the learning centres for children in the classroom. The art and science of lesson preparation, the selection and utilisation of learning resources, the modes of lesson delivery, and the design and use of assessment tools are the pedagogical practices reviewed in this study.

Lesson planning or plan of activities as in the case of ECCE is a pedagogical practice or a stimulation skill that outline the step-by-step of lesson to be delivered to children or the activities the children are to engage with in the classroom. It is a step extremely significant and crucial in teaching and learning process (Corner, 2020, Attipoe, 2017). This is a skill a teacher needed for successful instructional experience for the children. A teacher must make sure to create engaging lessons and exercises that will stimulate the children to learn. Lesson plan is a necessary commitment and a benefit for the children's overall development and a benefit for the teacher too. It is so inapt to see many preschool teachers attend to the teaching of the children without a lesson plan as observed by George, (2019); Amadioha (2018) and Irshad, (2018). Statements of learning objectives or goals are intended to be included in lesson plans. The foundation of the lesson plan is the learning aim or objective. This objective must be realistic, measurable and in accordance with the national curriculum for pre-primary children. The lesson plan is also expected to state the learning materials needed to execute the lesson planned. A lesson plan without the indication of learning material may cause the children to lose interest in the lesson activity and the instructional objective for the lesson may not be accomplished (Alabere, 2017). In order to convey the lesson to the pupils, a well-written lesson plan becomes a valuable tool for the classroom teacher or for a substitute teacher when the regular teacher is absent.

A lesson's stated objective will be attained if the teacher can stimulate the children to acquire the idea that has been presented to them (Bulus, 2020; Onwuagboke et.al 2017). If the lesson is not delivered effectively to the children, even a well-planned activity may not achieve its goal. The teacher has a lot to do to make the children learn. The delivery

skills expected of a pre-school teacher include ability to ensure positive and friendly environment, the children at their individual level are to feel welcomed and accepted. learning activities are to be organised to include cooperative and supportive learning (Henrichsen et. al. 2020; Jones, 2018). Classroom rules are to be established to prevent disruptive behaviour in the classroom. The essential part of lesson delivery skill is for the teacher to give a clear-cut instruction to the children on how to carry out their work, make sure the activity has the children's full attention and interest. Depending on their prior exposure to and the clarity of the idea to be taught (Attipoe 2017). Visits to some preschool facilities in Lagos and Ibadan cities by the researcher revealed that the majority of preschool teachers lack the ability to keep the children's attention while teaching.

In the delivery of lesson, the skills needed are the choice and selection of appropriate learning materials that will enhance the lesson delivery. This is another pedagogical practice expected of the lecturers to impact on the pre-service teachers during their preparation and education so that they can imitate them in delivering stimulating activities to the children during lessons. Learning materials are instructional tools employed by the teachers to attract students' interests and promote learning (Alabere, 2017). These materials are used to teach concepts both inside and outside of the classroom. They are essential for the children to succeed in their academic goals. A well-planned lesson activity is enhanced by the proper selection and utilization of learning materials. In the field of teaching and learning, especially when working with children in pre-primary schools, the teacher's resources provide them an advantage. It facilitates teaching and learning for both the teacher and the pupils. It enables the children to have lasting memory of what they have learnt, retain information received and bring about the achievement of the lesson objectives and goals (Dahiya, 2019). Learning materials are in audio, visual, audio-visuals, they could be electronic/non-electronic, and may be projectable and non-projectable (Ratna, 2018). It is a way of stimulating children to remember and retain what they have learnt.

Despite the importance of learning materials to enhance children's learning, it causes concern that most teachers do not make use these learning materials during their teaching. Muhammad (2019); Olayinka (2016) observed that many teachers in the preschool engaged in teaching children without using appropriate and adequate learning materials. The children's social, emotional, and cognitive development are negatively impacted by this. Additionally, it hinders the realization of Sustainable Development Goal 4, which was centred on providing equitable access to all learners to access high-quality education and opportunity for lifelong learning (United Nations, 2015). Learning resources

increase children's motivation to learn and prepare them for simple assessment (Amy, 2019). Salami and Edo-Olotu (2012) noticed a shortage of instructional resources when they carried out their study in the colleges of education in Nigeria. Alabere (2017), noted this as a major concern that may not be solved by the teachers alone, but it is imperative that it should be available in their lesson delivery. The use of appropriate instructional material makes assessment easy for the teacher.

Assessment is a pedagogical practice, it is an evaluation tool a teacher uses to ascertain the children's overall growth and development, to ascertain the retainership of what they have learnt, and help the children to conveniently retrieve what they have learnt without regurgitation when being assessed (Briggs, 2020). Amy (2019) stressed the importance and uniqueness of early childhood assessment and described it as a tool employed by children's educators to detect children's strength and weakness and also to find the areas where early intervention is needed for the children. The non-use of proper assessment during the course of learning activities with children cast a blind fold on the teacher to detect area(s) where a child may need help or intervention for growth and development. The pre-school teachers observed during the visits to some preschools left the researcher in doubt if the pre-service teachers are expose to the skill of how to develop and use assessment tool in detecting any defect in children that would need early intervention during their course of study in the colleges of education. To Amy (2019), intentional or planned assessment is geared toward detection and prevention of unintentional errors. Assessment tools use for preschool children include anecdotal records, checklists, portfolio, observation records and so on. These tools are not available in most schools visited and some caregivers are completely ignorant of them.

However, it has been observed that the pedagogical practices among the preschool caregivers are devoid of professionalism (Ajayi, 2019 and Abdullah, 2019; Obidike, 2018; Ibhaze, 2016). These observations show that the smooth transition to primary school may be difficult for the children to make. Olofinnika et al, (2020) and Oduolowu and Oyesomi, (2012) in their studies recorded that many of the preschool teachers turned out from the colleges of education do not possess adequate stimulation skills that would help the children transit smoothly to the primary level of education. According to Obidike (2018), this is because the preschool teachers were not introduced to the skills. If they are truly not expose to these skills, then it is dangerous for them to engage with the children in the preschools. Evens and Elen (2016) Reiterated that the lack of knowledge and skill development among pre-service teachers impedes the children's overall growth in the classroom. It should be

emphasized that pre-service teachers are typically introduced to the lecture technique and the teacher-centered approach of instruction in the institutions (Salami 2009). Evidently, pre-service teachers frequently internalize the lecture style and employed it even when instructing young learners (Evens and Elen, 2016). This teacher-centred technique falls short of the expectations for ECCE teachers' skill to stimulate children to learn and it is below the required preparation for stimulating activities.

Stimulation skills are the strategies and methods employed by early childhood educators in engaging children to learn. It is also the practices that facilitate, promote and stimulate learning in children (Ezenwagu, et al, 2020, Onwe and Uwaleke, 2018). Stimulation skills involve some salient terms - lesson planning (planning learning activities for children), sourcing for teaching materials (instructional resources), delivery of content planned, use of sourced materials, and development and use of assessment tools. These concepts promote efficiency and effectiveness in preservice teachers as they would build on the process employed by the lecturers to prepare them in their delivery process and engagement with the children (Jones, 2018; Attipoe, 2017; Kalu-Uche, et al, 2015).

The teaching skills that pre-service teachers are expected to learn as they progress through the curriculum at the colleges of education are called stimulation skills in this study. In the field of ECCE in particular, a wide variety of teaching techniques are employed. The skills observed in this study are lesson (activity) planning, sourcing for and use of instructional resources, lesson delivery skills and the development of and use of assessment tools. These skills encourage children to learn, and if combined with the skills of passion, patience and humour, creativity, communication, flexibility and the understanding of individual differences (Concordia, St. Paul, 2019), the children are sure of success in all sphere of their development.

Preschool teachers in the course of their preparation in the colleges of education would have acquire passion for teaching young children. Enthusiasm is one result a teacher looks forward to achieve with children in the classroom. The well-equipped teacher has as a prerogative to help the children to be more enthusiastic in their learning that goes beyond playground enjoyment and help them to achieve their developmental milestones. The skill of patience and sense of humour on the part of the teacher keeps the children alert, attentive and responsive as they engage in the lesson activities of the day. To meet up with children in their energetic and curious nature, the teacher of preschool children needs to possess the skill of creativity. This is of great help to children in their hands-on-minds-on activities as related to their current stage of development. The creative teacher would plan and organise

interesting game activities that will keep the children focus and engage in learning throughout the day in school.

Stimulation skills in early childhood education include communication skills. This skill brings the teacher close to the children, takes them gradually from known to unknown, enables the children to grasp intricacies of what is being learnt. The plan of lesson from the curriculum details may change as the teacher comes into the classroom to begin the day's work. The changes may emerge from the children's mood and their non-readiness to learn. Therefore, a preschool teacher can denote the stress level of the moment by employing the skills of flexibility in attending to the mood and readiness of the children. One of the age long skills in the teaching of children highlighted by Concordia St Paul, (2019) include the skill of identification of individual differences and diversity. As the children are from different background, so is their learning style different from one to another. The preschool teacher with this skill would be of help to children's learning in planning lesson and activity that would accommodate the differences and diversities children may exhibit in the classroom during lesson delivery.

Making the classroom a lively and engaging learning environment is crucial for the delivery of lessons and the children's overall development. According to research, engaging in stimulating activities can enhance children's learning and promote wellbeing (Williams, et. al. 2019). Children who are exposed to good emotions and proper stimulation in the classroom also have higher levels of motivation and display behaviours that help them thrive academically. According to the study of Williams and his colleagues, children exposed to proper stimulation excel in their studieses, attend classes regularly, participate actively, and have a better understanding of what they are taught. They also discovered that these children have more upbeat attitude on their future academic success.

The ECCE lecturers are expected to use activity-based learning methods that would enable the students to possess meta-cognitive skills that would increase the pre-service teachers' stimulation skills. The pre-service teachers are expected to put what they have learnt in the classroom to use in their daily lives (Odigwe and Idowu, 2019). Utilising activity-based learning approaches, ECCE lecturers would increase the pre-service teachers' capacity for self-regulation and the delivery of stimulation lessons, this would also make clear course expectations and goals. According to UNESCO (2015), students' sense of self-direction and self-awareness are improved when they are encouraged to take ownership of their education.

In spite of importance of stimulation to children's learning, a close observation by the researcher shows that many pre-school teachers in public and private preschools do not possess adequate stimulation skills that would stimulate children to learn and make them enjoy learning. Research on the pedagogical knowledge and abilities of preschool teachers, such as the one conducted by Amosun and Kolawole (2015), revealed that these instructors have poor teaching abilities. In addition to this poor teaching abilities of preschool teachers, Oduolowu and Oyesomi's (2012) study found that these educators lacked the necessary knowledge, abilities, and attributes to instruct young children. This low or inadequate teaching skills of the preschool teachers was also reported in the study of Ajayi, (2019), Abdullah, (2019) and Ibhaze (2016).

Several studies examined various facets of the pre-service teachers' lesson delivery skills. These include that of Ezenwagu, et al, (2020) on methods of lesson delivery and quality assurance in tertiary institutions; as a predictor of pupils' success in reading fluency in Ondo State, Olofinnika et al, (2020) looked at the relationship between teachers' pedagogical practices and the phonological awareness of the primary school pupils. The results showed a significant relationship between a teacher's pedagogical practices and pupils' phonological awareness and reading fluency. Preschool teachers' poor or insufficient teaching skills have a detrimental effect on the social, emotional, physical, and intellectual development of young children as well as their cognitive, affective, and psychomotor development (Okanlawon, 2014). Therefore, it is essential to assess how lecturers at the Colleges of Education in the Department of Early Childhood Care and Education prepare future teachers.

The Federal Republic of Nigeria established the Department of Early Childhood Care and Education at the colleges of education for the following aims and objectives: that when the pre-service teachers conclude the NCE programme in the Department of Early Childhood Care and Education, they should be able to identify and discuss all the aspects of child's needs and the areas that concern the holistic development of the child. In the vein to display and apply the knowledge they were exposed to during the period of their studies. The objectives include the preschool teachers to assist the children to develop good eating habits, good social habits, good communication skills, facilitate emotional stability in the child, also to help the child develop reasoning and expressive skills, fine and gross motor skills, good health habits with emphasis on sanitation and safety needs, inquisitiveness and to explore his/her environment. To assist the child in utilizing the available resources and improvise materials to stimulate the child through play. The preschool teacher is expected

to keep the records of the child's developmental progress in terms of major mile stones and identify children with special needs for referrals. To have cordial relationship with child's parents/guardians and intimate them with the needs, progress and development of the child. Parts of the aims and objectives of establishing the ECCE Department is for the preschool teachers to assist the child to acquire desirable attributes such as good morals, norms and values. The preschool teachers are expected to participate actively in professional associations/organizations relevant to Early Childhood Care and Education and manifest desirable administrative competence in Early Childhood Care and Education (Early Childhood Care and Education (ECCE) For NCE Minimum Standard, 2012)

All these aims and objectives are also geared towards providing the pre-service teachers with stimulation skills necessary for the education of children. According to the NCE-ECCE minimum standard (2012), pre-service teachers should be able to demonstrate and practise the information and skills learned throughout their study, at the teaching practice level and after they start work in the field (NCE-ECCE, Minimum Standard, 2012). Hence, it is anticipated that the pre-service teachers who were exposed to formation and preparation in this department are to acquire adequate stimulation skills otherwise referred to as teaching skills in the other levels of education.

The exposure of the teachers preparing for careers in teaching to the lecturers' pedagogical practices play a significant role in the development of these skills. The establishment of this department is a means of helping pre-service teachers to get the understanding of occupational norms characteristic of fully trained practitioners. The Nigerian government sees the teacher education programmes as ways of putting teachers through the best possible education so that they can carry out their tasks efficiently (FRN, 2013). The formation of a qualified, informed, and competent teacher could therefore be considered as a solid foundation for and reform of the Nigerian educational system. Also, all the students participating in the programmes for the preparation of teachers must complete a professional exercise called Teaching Practice. Teaching practise exposes potential teachers to the realities of the educational system. (TP). (Okoro, 2019; Aglazor, 2017; Akinduyo, 2014). The teacher educators in the colleges of education are in charge of leading and supervising this exercise.

In this study, teacher educators—also known as teacher of teachers—are referred to as lecturers. These individuals engage in pre-service teachers' induction, professional development programmes, and ongoing professional development for teachers who are already in service. They are also referred to as trainers of trainers (Oritsebemigho, 2014).

The lecturers in this study are those who engaged in the ECCE teacher preparation programmes at the colleges of education. They have the expertise needed to equip pre-service teachers for a career in the field of child education because they are trainers of trainers. (Babalola, 2017), as the saying goes in an English adage “Likes beget Likes”; another Latin phrase says, "Nemo dat quod non habet" (You cannot give what you do not have). It is the responsibility of the lecturers to impart information and skills to the pre-service teachers during their preparation phase and to expose the pre-service teachers to acceptable teaching techniques. Nigerian teacher education programme aims to create educators who are highly motivated, diligent, and effective in carrying out their duties in early childhood care and education as well as at other levels of the educational system. The goal of education is to foster in the teachers, the spirit of enquiry and creativity, to provide them with the intellectual and professional grounding necessary to adapt to changes in society and circumstance, and to strengthen teachers' dedication to the teaching profession. (FRN, 2013).

Both current teachers and future educators are cared for by the Nigerian teacher education system. It is intended to provide pre-service teachers and in-service teachers with the information and abilities necessary for effective delivery of their expected roles in accordance with the broader national goals (FRN, 2013). Teacher education in Nigeria makes provision for education of in-service teachers to keep them abreast with contemporary practices (Melekeowei 2017). It is quite unfortunate that the preschool teachers in many of the public schools and some private schools in the South-west, Nigeria do not exhibit acquired skills during training in the execution of their roles as regards planning of the lesson activity for children, sourcing for and the use of appropriate materials, selecting the appropriate methods for lesson delivery and the methods of assessing children’s activities. (Fowowe and Melekeowei, 2017; Nwokeocha, 2017).

The Early Childhood Care Development and Education (ECCDE) is the level of education provided for children who are between the ages of zero and five to ensure they get adequate care, protection, stimulation, and education in a crèche or nursery (National Policy on Education, 2013). The Pre-primary Education, in contrast, is a one-year educational programme for children ages five plus that gets them ready for the primary level of education. Early Childhood Education and Care is meant to be given to children while they are being watched over, loved, protected, and cared for by teachers and carers who have undergone appropriate training (Early Childhood Care and Education, NCE minimum Standard, 2012). The ECCE programme is centred on encouraging young

children to acquire the basic skills, and capacities necessary for them to advance to primary school level and, in fact, other stages of education. (FRN, 2013). Early care and education must carefully foster the development of children's strong personalities (National Education Research and Development Council, 2007). In order to completely and effectively utilise the potentials of the young children, this again calls for the provision of facilities and educational resources. As a result, this level of education should employ trained and committed individuals who are skilled in the use of child-centered techniques and stimulation techniques that will aid the development of the children's latent potentials.

Over the past forty years, early childhood care and education have become incredibly popular and accepted throughout the world, including Nigeria. It is a major element of the Basic Education plan in Nigeria's educational system. Preschool education has gained popularity in Nigeria due to a number of factors (technology development, parents' desire to provide for their families, etc. Napodia, 2012). Many parents need a secured place to keep their children while at work, as many women are now gainfully employed and no longer full-time house wives. Moreover, house helps are difficult to come by, and where they are available; they have become security threats to the children in their care (Oduolowu 2011; Osanyin 2002; Akinbote, et al. 2001). Therefore, parents now prefer to patronize centres where the safety, care and general well-being of their children is ensured in a conducive, friendly and educationally stimulating environment.

Early childhood care and education has a significant impact on the child's development of intelligence, personality, and social and emotional behaviour. (Sooter, 2013; Napodia, 2012). The period before a child reaches the school-going age is among the most critical years that influence the child's development. For a child to reach his potentials in growth and development, the child needs care, responsiveness and stimulation (Dorgu, 2016; Akinbote, 2012). Babies learn to communicate with the talk and smile of the mother or the caregiver. When curiosity and the interest of the child is encouraged, the child learns more with joy. Any shortcoming in a preschool teacher's stimulation skill in working with children, and the quality of care a child receives during this crucial time may prevent them from achieving their full potential in terms of emotional, social, physical, and intellectual growth. Jones (2018) and Akinbote (2012). It is important that children participate in stimulating activities that improve learning, these activities involve communication, love, and play (Jones, 2018). The most important factor in encouraging a child to learn is through play. The relationships between parents and children and between the care-giver and the preschool children are strengthened by play (Jones, 2018). Children response to warm

attention, smiles and talk of those who take care for them either at home or in the preschool. The preschool is a place where children can receive engaging activities to support their social, emotional, intellectual, and physical growth. In underlining the significance of the early years, Abdullah (2019) believes that the environment can influence how children develop holistically and can lead to the kind of care and education that is made available to them. It is worrisome to note that children are deprived of this stimulation and education as the preschool teachers engage in teaching skills that are far from stimulating the children to learn (Olowe, 2019; Akintemi, 2019).

The basic standard for early childhood care and education programmes is made up of four primary clusters: structure, content, curriculum, and teaching techniques (pedagogical practices). Research and studies have been conducted on three of the clusters. The curriculum, organisation, and content of Nigeria's colleges of education were assessed between 2017 and 2019 by the National Council for Colleges of Education (NCCE), which regulates them. Currently, monitoring and assessing the programmes provided by the colleges of education is under the purview of the National Commission for Colleges of Education (NCCE). However, practices of teaching (pedagogical practices) are been left out by the monitoring bodies and researchers. Considering that it would lay the foundation for children's learning to be successful and the expansion of education in Nigeria in the future, the development of the pre-service teachers' stimulation skills depends heavily on this aspect of the ECCE lecturers' delivery practices. This way, teachers of children are prepared and enabled to develop stimulation delivery skills that would bring about children’s holistic development (Olasehinde-Williams, et al, 2017).

The ECCE lecturers in the colleges of education oversee the pre-service teachers' classroom activities in addition to preparing them. The lecturers' primary goal as educators of educators is to assist pre-service teachers in acquiring knowledgeable pedagogy for teacher education. This was referred to as learning and accumulating information about teaching (Babalola, 2017). To forge learning alliances and establish a shared vocabulary for teacher education, a significant portion of teacher educators collaborate with in-service teachers in this dual capacity. Sometimes it entails instructing and mentoring in-service teachers, who end up serving as significant other for pre-service teachers. ECCE lecturers are expected to continuously have a feeling of professional responsibility towards pre-service teachers in order to carry out their "gate keeping" responsibilities and ensure that the teacher education courses produce the best teachers for ECCE. The reality as observed is contrary to the practise of the preschool teachers (Okoro, 2019). The lecturers are in

charge of ensuring that learning and teaching are compound processes with cognitive, social, and emotional components. (Babalola, 2017; Murray and O'Doherty, 2001).

Teacher preparation is the process of introducing prospective teachers to the pedagogical practices of the classroom. (Nwite, 2011; Dashe, 2007). It is anticipated of teacher preparation to be able to keep pre-service teachers informed on the most recent teaching methods that will enable them to interact with children and boost their interest in learning in the classroom. Bello and Ayelaagbe (2015) in their study claimed that the performance of the children depends on the methods and tools employed by the preschool teachers, but lamented that the methods and tools employed by these caregivers are not real, they are inappropriate, not interestingly enough to arouse learning in children. Amosun and Kolawole, (2015) agreed with Bello and Ayelaagbe (2015) as their studies revealed the poor stimulation skills of the preschool teachers observed. Many educators and teachers exhibited behaviour that depicted them as not ready for their positions as educators and teachers (Goodwin, et al, 2014). Onu, et al, (2011) attributed children's poor academic performance to the method and tools adopted by the preschool teachers. This is shown in the way they handle children in their care and also the form of assessment tools adopted.

Lesson planning (Lesson note) is the most veritable tool for productive teaching and instructional improvement that aid in maintaining children's attention while teaching. Preparation for a well-developed lesson plan is one of the pedagogical skills a teacher needs to acquire (Attipoe, 2017; Yusuf et al. 2014). Lesson plan is the systematic organisation or process of what is to be done during the lesson in the classroom. It is a step-by-step action of teaching that moves from known-to-unknown (Attipoe, 2017; National Governors Association (NGA centre, 2010). In planning and implementing the lesson, the focus will be on the level of the children. According to Australia Education Services (2011), the lesson plan should be focused on the needs and interests of the children. The strength, understanding and capacity of the children are to be considered when planning the lesson. This is required to help the children's curiosity and satisfy their demands in order to motivate them to learn.

NAEYC, (2019); Akinola, (2018), observed that the preschool teachers in their lesson plan do not take the needs and interest of the children into cognizance, the lessons are planned to fulfil the contents of the textbook. Fowowe and Melekeowei (2017) reported in their study that preschool teachers neglect the needs and interest of the children in their lesson plan as provision for play was absent and the learning materials indicated as chalkboard and children textbook. This type of lesson plan will not give the children

opportunity to express themselves. Another aspect of pedagogical practices is provision of adequate and proper learning materials for teaching. Learning materials can be in form of concrete objects, chats, and so on (Alabere, 2017). It includes a wide spectrum of activities, practices and functions that make learning enjoyable especially with and for children (Chukwubikem, 2013). Learning materials have been described by many researchers as, tools that help the teacher in teaching (Mustapha et al 2020). The teacher makes learning real for the children because they can interact with learning materials.

Idiaghe (2017) conducted a survey study to determine how well-versed and effective Delta State pre-primary school teachers were in using facilities. Findings showed that the teachers have adequate knowledge of some instructional materials like posters, flipcharts, chalkboards among other regular and simple ones. The teachers on the knowledge of instructional materials like flannel board, mobile gadget, computers set, projectors were found be very low. The lack of access to contemporary teaching resources was cited as the cause of the children's weak performance. Another survey by Alabere (2017) looks at the importance of teaching materials in the teaching of English as a second language. The results revealed that children who have access to visual teaching tools perform significantly better than children who did not. The two studies indicated the importance of instructional resources on the teacher's lesson delivery skills and the learning outcome of the children

The skill of lesson delivery and classroom management is another aspect of pedagogical practices. What determines effectiveness of the practice is the style of instructional delivery adopted by the teacher (Salami and Odebiyi 2015). Since the method directs and guides the teacher in the process of teaching that will cause the learners' behaviour to change and enhance their potential skills, the method used to deliver lessons revealed who the teacher is (Okoro, 2019). It is noted by Salami and Odebiyi (2015) in their study that teachers impart knowledge in the same approach in which they were prepared; this make them not to consider the ability of the children's comprehension when they are teaching them. This is true of the way the preschool teachers stand and talk when delivering lessons to learners because the lecturers use lecture method mostly in the delivery of their lectures to them who became teachers in the preschool after their graduation from the colleges of education (Salami and Odebiyi, 2015).

Ikoya and Akinseinde (2010), viewed classroom management as an important aspect of pedagogical practice to lesson delivery. It allows the teacher to deliver his lesson smoothly without unwanted behaviour from the children (Oluwafemi et al. 2014).

Classroom management is a process of capturing the children's attention and enhance retention and recovery of what is learnt during lesson delivery there is a strong link between the two. Nantwi, et. al., (2019) assert that lesson delivery needs practical approach through demonstration, storytelling, hands-on activities and dramatization to arouse the interest of the children and to enhance their entry behaviour. Unfortunately, most preschool teachers in public and private preschools adopt the stand-up-and-talk approach which Akintemi (2019) referred to as direct teaching, generally known as teacher-centred approach. This lack of proper delivery skill among the preschool teachers could hamper the achievement of the objective that says "teachers should help the children develop their sense of curiosity and encourage them to explore their surroundings" (FRN, 2013).

During their preparation and education at the college of education, pre-service teachers are to be exposed to the development of relevant assessment tools. This is another pedagogical practice expected of the ECCE lecturers in preparing and educating the pre-service teachers. Assessment tools are a form of tool usually developed by the teacher or adapted to compile data regarding the growth, progress and development of the child (Snow and Van Hemel, 2008). The information gathered by this tool will help the teacher make decisions on how to best improve his teaching and learning method, activity, and procedure that are appropriate for the child's age and ability. Assessment, according to Olowe and Ayoola (2016), is a tool used in acquiring data on children's learning and development. They organised the data they collected to help them make decisions about how to enhance the teacher's teaching methods. A process of evaluation known as assessment aids a child's growth in critical thinking for logical conclusions and accept what they have learned to be true.

The assessment tools employed most of the time by the preschool teachers is far from helping the child to develop critical thinking for logical conclusion. In many preschools, paper and pencil, test and oral examination are the form of assessment tools employed (Odinko and Adedigba, 2012). These assessment tools employed by the preschool teachers have their limitations, they cannot assess how well children are doing physically, socially, or emotionally. This is why the study's primary focus is on the pedagogical practices employed by lecturers in South-west colleges of education in Nigeria. It assessed the ECCE lecturers on these salient pedagogical practices: planning of the course materials, sourcing for and the use of learning resources, preparation for lecture content delivery, the type of assessment used in ECCE pre-service teachers' education and preparation, and the extent to which they are exposed to these four pedagogical methods, among other variables.

1.2 Statement of the problem

Early childhood education is one of the education levels that is most valued in the modern society. The reason being that most countries have come to the understanding that it marks the start of a child's development of intelligence, personality, social skills, and emotional behaviour. It is also an avenue to detect any deficiency in a child for early intervention. In order to address the provision of professional ECCE teachers in the early childhood centres in Nigeria, the Nigerian Government established National Minimum Standard for Early Child Care Centres (ECCC) in 2007 to serve as a guide for the operators and stakeholders on the practice and operation of ECC centres. To provide professional teachers and care-givers for these centres, Early Childhood Care and Education programme was also established at the colleges of education in Nigeria (FGN, 2007). The Department of ECCE is responsible for the education and preparation of pre-service in the development of children with recognised teaching skills, otherwise known and referred to as stimulation skills in early childhood education and in this study.

However, studies have shown that despite all these provisions by the Nigerian Government, most of the preschool teachers who passed through this programme were found lacking in employing appropriate stimulation skills in the planning of lesson activities for children, and to stimulate learning in children during lesson delivery; sourcing for and use of appropriate learning materials and lack of the skill to develop assessment tools that will measure the child's overall development. They deliver their lesson activities with teacher-centred method of teaching, mode of assessment by oral test, paper and pencil test and so on.

Prior studies have focused on pre-service teachers' subject-matter knowledge delivery skills in areas including science, mathematics, English language and have provided interventions in different ways, but the inadequate stimulation skills of these preschool teachers have not been traced to the pedagogical practices of the lecturers in the colleges of education where these teachers are getting their education to work with young children. This gap therefore, necessitates the need to investigate the pedagogical practices of lecturers and the stimulation skills of the pre-service teachers in the Department of ECCE at the colleges of education in South-west, Nigeria.

1.3 Objectives of the study

The specific objectives of this study are to:

- Ascertain the extent to which the ECCE lecturers prepare their lecture materials for their lectures.
- Ascertain the extent the ECCE pre-service teachers are expose to the planning of lesson note, sourcing for and use of instructional resource.
- Find out how assessment tools are developed and used in early childhood education.
- Determine the extent to which ECCE lecturers use student-centred teaching techniques in the delivery of their lectures.
- Establish the type of assessment tools employed by the ECCE lecturers in the cause of teaching.
- Discover the common instructional material employed by the pre-service teachers during teaching practice.
- To find out the extent to which pre-service teachers developed and employed the assessment tools.
- To establish the extent to which ECCE lecturers expose student teachers to plan and prepare child-centred lessons.
- Determine how much of exposure on the sourcing for and using instructional resources the pre-service teachers receive from the ECCE lecturers.
- To find out the extent to which ECCE lecturers introduced child-centred practices for promoting children's development to the aspiring teachers.
- Ascertain the extent ECCE lecturers demonstrate how to design and use various appropriate assessment tools to the student teachers.

1.4 Research questions

1. To what extent do ECCE lecturers prepare lecture material for their lectures?
2. What are the features and quality of ECCE lecturers' course materials?
3. What extent do ECCE lecturers seek for and employ instructional resources when teaching the pre-service teachers?
4. How do the ECCE lecturers expose the pre-service teachers to the use and sourcing of teaching resources?
5. To what extent do the ECCE lecturers adopt students-centred lectures while teaching the pre-service teachers?

6. How ECCE lecturers expose pre-service teachers to child-centred strategies for stimulating children's development?
7. What are the assessment tools employed by ECCE lecturers while teaching pre-service teachers?
8. How do the ECCE lecturers expose pre-service teachers to design and use of various developmentally appropriate assessment tools?
9. What are the features and quality of lesson plan used by the preservice teachers?
10. What are the common instructional resources deployed by the preservice teachers during teaching practice?
11. To what extent do the preservice teacher deliver child-centred lesson during teaching practice?

1.5 Hypotheses

$H_0$1: There is no significant relationship between student-centred lesson planning skills of the lecturers and child-centred lesson planning skills of the pre-service teachers.

H_o2: There is no significant relationship between the sourcing for and the use of instructional resources by the ECCE lecturers and the sourcing for and use of instructional resources of the ECCE pre-service teachers.

$H_0$3: There is no significant relationship between the lecturers' student-centred strategies and the pre-service teachers' child-centred strategies for stimulating children development.

$H_0$4: There is no significant relationship between the assessment tools used by the ECCE lecturers while teaching the pre-service teachers and the pre-service teachers assessment tools used in assessing the children during teaching practice.

$H_0$5: There is no significant relationship between the ECCE lecturers' delivery skills and the delivery skills of the pre-service teachers during teaching practice.

1.6 Significance of the study

This Study is significant because it provided empirical evidence on the lecturers' pedagogical practices in the department of Early Childhood Care and Education of the colleges of education in South-west, Nigeria. It is also significant as it provided empirical evidence on acquisition of stimulation skills by the pre-service teachers in the Department of Early Childhood Care and Education. The study demonstrates how the lecturers' pedagogical practices had an effect on the pre-service teachers' ability to promote learning. Most importantly, it opened the door for interventions that would improve both the pre-

service teachers' ability to stimulate children and their general development. This study is significant in addressing the identified issues with the preschool teachers' lack of stimulation skills. The study served as benefit for various stakeholders in the field of Early Child Care and Education Development (ECCED), the parents, guidance and children stand to benefit from this study. The study has also created awareness to the pedagogical practices of the ECCE lecturers and the stimulation skills of the ECCE pre-service teachers. The study is significance as it provided information and awareness to the curriculum planners and preschool teachers. the study is also significant to the National Commission for Colleges of Education (NCCE) as it would provide the guide for making the necessary decisions on the improvement of the ECCE methods in the Colleges of Education.

1.7 Scope of the study

The lecturers' pedagogical practices were the main focus of this study in the following: development of course material and planning for delivery; sourcing for and use of instructional resources; lecture delivery plan; assessment of the pre-service teachers and the impact of the lecturers' pedagogical practices on the Stimulation skills of the pre-service teachers in terms of lesson planning; sourcing for and use of instructional resources; method of delivering the content planned and the development and use of assessment tools in the Early Childhood Care and Education department at the selected colleges of education in South-west, Nigeria.

1.8 Operational definition of terms

Early Childhood Care and Education: In this study, it is referred to as a level of education (preschool education) and as a department in the colleges.

Pedagogical Practices: These are salient terms that refer to teaching as both an art and a science. They include the lecturer's skills in the planning of the course materials, sourcing for and use of learning materials, planning for course delivery, and the development of assessment tools to help ECCE pre-service teachers get prepared for careers in education.

Early Childhood Care and Education Lecturers: These are the teacher educators. They are referred to in this study as ECCE lecturers. They are in charge of educating, preparing, and supervising pre-service teachers at the Department of Early Childhood Care and Education (ECCE) in the Colleges of Education.

Stimulation Skills: These skills refer to the teaching skills the pre-service teachers acquired in the course of their preparation and education in the department of early childhood care and education in the college of education. These stimulation skills include the planning and delivery of lessons, the sourcing and use of learning materials, and the development and use of assessment tools.

Pre-service Teachers: These are student teachers or aspiring teachers undertaking initial education and preparation at the Department of Early Childhood Care and Education to develop their stimulation skills in preparation for delivering lesson activities for early childhood care and education.

Assessment: Assessment in this study referred to one of the pedagogical practises expected of the ECCE lecturers to employ so as to help pre-service teachers become involved in the development and use of assessment tools.

CHAPTER TWO

LITERATURE REVIEW

2.1 Theoretical background

There are many teaching and learning theories that support learning in educational environment. Some of these teaching and learning theories include Cognitive Learning Theory of Jean Piaget (1896 – 1980). Behaviourism by Pavlov (1849 - 1936), Skinner (1874 - 1949), and Thorndike (1904 - 1990), Constructivism of Vygotsky (1896 – 1934) Humanism by Maslow (1908 - 1970), Rogers (1902 - 1987) and Bugental (1915 – 2008). Liberation theory of Paulo Freire (1921 - 1997), (also known as the theory of pedagogical liberation), the most recent theory of the 20th century being the Activity-Based theory of Vygotsky, Luria, Kent, Hegel, was propagated by Peter Lippman in 2016. In all of these teaching and learning theories, the Social Constructivism Theory and the Behaviourist Theory of Learning provide the basis for this study.

2.1.1 Behaviourist theory of learning

Ivan Pavlov's Behaviourist theory of learning states that behaviours are learnt from environment, that innate or inherited factors have very little influence on learnt behaviours. Behaviourism emerged in 1898 and was published in 1911 as a theory of learning from Thorndike's work (1874 - 1949). Skinner and Pavlov (1849–1936), two other proponents (1904 - 1990). The behaviourist theory of learning emerged as the preeminent theory to explain how learning occurs when rewards and punishments are utilised in the 1960s and 1970s. In order to explain how learning took place when rewards and punishments were utilised, this provides empirical support for the principles of stimulus-response and classical/operant conditioning. This type of environmental adaptation was thought to be biologically motivated. Consistent positive reinforcement serves as a reward for the learner's minor victories and achievements. children are exposed to knowledge from various areas of a separated curriculum as separate subjects, and the teacher guides them

through a series of steps with little involvement from them (Onwe and Uwaleke, 2018). This theory of learning claims that assessment frequently focus on examination and have high stakes without the involvement of teachers. With this kind of assessment, the students see how the teacher has structured and progressed the material. The different subjects are strongly classified for students to attempt and solve. The development of these techniques may have been influenced by pedagogical practices that are loosely categorised as "behaviouristic," such as lecturing, demonstrating, rote learning, memorising, choral repetition, imitation, or "master classes." The method of structured instruction, commonly referred to as "direct/explicit instruction," varies from teacher-centered education in that it is teacher-led rather than teacher-centered. When teaching early reading, for instance, it means that teachers adhere to a predetermined order that is frequently scripted and even prescriptive, but this may change as the lesson progresses into more student-centered activities that will develop the students' expertise. This expertise is the implication of the behaviourists' theorists.

The implication of the behaviourist theory is that the pre-service teachers are to be stimulated by their lecturers to imitate them through their actions, so as to become professionals in the field of early childhood care and education. Therefore, this work assessed pedagogical practices of the lecturers on the planning of course materials, sourcing and use of learning materials for delivering lecture planned and the development of assessment tools that include the pre-service teachers, the implication is that they will adopt the practices of their lecturers to exhibit the mastery of the knowledge and skills acquired from them as they go through the exercise of teaching practice. The behaviourist learning theory is relevant to this study because pre-service teachers can gain stimulation skills from the lecturers regardless of inherent talent or past experience. The theory also asserts that regardless of their experience, lecturers can successfully impart stimulation skills to pre-service teachers.

2.1.2 Social constructivist theory

The social constructive theory of Lev Vygotsky (1896 – 1934) was propounded in 1968 and assumed that children are raised in the sociocultural context. It claims that learning highlights the significance of social and cultural ties in the learning process. It promoted the idea that people learn from one another and that knowledge is created collaboratively. It goes on to say that learning occurs at a level that corresponds to potential development. According to Vygotsky's (1968) theory, learning is a cognitive structure that

is still developing and can only reach maturity with the help of an experienced teacher or in a group setting. The cognitive development of the child depends on the sociocultural interaction with more skilled individual. This assumption operates under the premise that no man is an island. According to social constructivism, learning is primarily a social activity and knowledge is socially built. Teachers use this concept to establish a "Zone of Proximal Development" (ZPD), which is a location where children can do things they cannot do on their own with the help of a teacher or someone else who is more knowledgeable (Vygotsky 1968). Learning requires children to internalise this social activity more and more since higher order cognitive development, or thinking, is heavily influenced and organised by their social speech. Children's natural or "spontaneous" concepts are further developed by the scientific or more abstract ideas that they learn in school or from an adult through supervised instruction. (Vygotsky 1968). A skilled balancing act between teacher modelling, praise, error reduction, practise, and direct instruction is required for such scaffolding or guided support. (Wood and Geddis 1999).

Ugwuozor (2021) sees the constructivist theory more sustainable in promoting creativity and problem-solving skills. A learner-centered educational theory called constructivism employs instructional tools to enable students use their past knowledge to contribute to the development of new information. Mokiwa and Agbenyeku (2019) constructivism theory provides for cluster of students in their learning until they learn mastery on creativity and innovation.

The implication of this is that, students are permitted to collaborate or work through issues in groups, but under the guidance of their teacher until they can carry out the concept learned on their own and apply it in practice. Mokiwa and Agbenyeku (2019) lament that the implication the group work should have on students are not realised because it has not been applied in the training of the teachers. they blamed this on the lack of agreement among lecturers in various subject areas and academic fields over the proper application of constructivism theory.

The pre-service teachers, in the view of Salami and Duku (2019) have limited knowledge in the pedagogical practices of lesson plan, sourcing for and the use of instructional material, lesson delivery and developing assessment tools for child care and education in the right approach. Early childhood education lecturers have the responsibility to guide pre-service teachers in acquiring the necessary practical skills. For this reason, Vygotsky provided explanations using the Scaffolding, More Knowledgeable Others (MKO), and Zone of Proximal Development (ZPD) principles. In scaffolding, learner is

led out of ignorance with the assistance and guidance of the more knowledgeable others to become independent in the skills they have acquired (expert). Therefore, as regard teacher preparation, teaching practice exposes the level of knowledge a pre-service teacher has acquired when under the guidance of the more knowledgeable others, that is, the lecturers. (Salami and Duku, 2019).

2.2 Conceptual review

2.2.1 Early years' child care and education

Early years covers ages 0-5 years and serve as support and care. It is the education given to children to support their overall development in the early years. Furthermore, it is the care, protection, stimulation offered to children in an establishment or a centre called crèche or nursery classes. It also serves as the transition period from home to preschool. (FGN, 2013). At this stage, the major aim is to prepare children holistically and a firm basis for a good education and for lifetime learning (Mghasse and William, 2016; Haque, et al., 2013). Rapid brain development usually takes place during this period. Between birth and age five, the human brain develops more rapidly, that is, eighty-five percent (85%) of children's intellect, personality and skills are already formed by age five. Hangsing (2011) explained that the first five or six years of a person's life are when they acquire their fundamental attitudes and behavioural patterns. Hetherington and Parke (2007) submit that apart from genetics, it is obvious that environmental stimulation is important for brain growth, synaptic strength, and chemical changes that increase the brain's overall effectiveness. This awareness of child growth and development is one of the many benefits of early childhood care and education. A child's first year is crucially a significant period in his existence (Eze, 2016). It is frequently referred to as the foundation of brain growth. Mustard (2010) claims that at this point, the brain's basic structure and function are formed. A child's essential, healthy, natural development—including their physical, emotional, and intellectual growth—occurs during this time. Also, it is assumed that during this crucial period, the groundwork for effective learning is laid. According to Nakpodia (2011), a child starts to set an example for, imitate, and acquire crucial habits that will be employed in later school years.

According to Akinrotimi and Olowe (2016), it is widely acknowledged that children's early years are the most important for them to develop the cognitive, linguistic, perceptual, socioemotional, and physical abilities they will need for success and social engagement in the future. This demonstrates the need to manage the formative years with

meticulous and outstanding care. Estes (2004) emphasised that a child's formative years are particularly important time for their growth and development. Oduolowu and Olowe (2011) assert that a child's formative years are marked by both immense potential and a great lot of susceptibility. Due to their vulnerability, children must get the proper protection, attention, and stimulation for their well-being and growth. Pre-schoolers or children in Nigeria who are not yet in primary school are scheduled for early childhood education or pre-primary education to help them transfer from home to school more easily, among other things.

Education for young children, according to Akinrotimi and Olowe (2016) and Asaya, et al. (2006), is an education provided to young children aged 2 to 4 plus before entering into pre-primary education in an educational institution. Children who are five years old receive pre-primary education before starting primary school, (Nigeria's National Education Policy (NPE, 2013). There are essentially three forms of pre-school education in Nigeria. The preschool (crèche), nursery, and kindergarten (FRN, 2013). These level of education are manned by professional referred to as preschool teachers.

The Crèche: The Crèche is a preschool setting that offers childcare and additional childcare assistance when parents or other carers are at work for young children. It also designates a location where young children between the ages of 0 and 2 are looked after while their parents are at work or engaged in other activities. In many areas of Nigeria, the standard working hours are 8 a.m. to 4 p.m. or 8 a.m. to 2:00 p.m., depending on the needs of the parents or the services and rules of the preschool facility providers. Pre-schoolers in this age group are cared for during these times at the crèche. In Nigeria, churches, groups, and other private individuals operate the crèche facilities majorly.

The Nursery: This is an educational institution for young children who are not old enough for kindergarten class. They are usually between three and five years. An experienced staff with adequate knowledge in early childhood care and education are expected to work in this facility. Though this assumption proved negative following the studies of Akinrotimi and Olowe (2016), Asaya, et.al., (2006) as they submitted that nursery schools are more of educational practices, that the care aspect of it is mostly neglected. It is possible that the reason for this is because the institutions do not hire professionals who specialize in integrating child care with education. The basis of learning begins with the nursery education because children with a weak foundation in learning would find it difficult to be successful as outstanding learners throughout their whole academic career (Oniwon 2015). At the nursery education level, children are prepared for

more difficult academic work. The most crucial stage of early education for children aged 2 to 5 that might be official or informal before they enter primary school is nursery education, which is the beginning of preschool education. At this level, the child's overall growth is crucial. It also served basis for early detection and intervention of any disorder in a child. In other words, this educational level supports the physical, motor, health, nutritional, intellectual, aesthetic, emotional, and social development of the pre-school children.

Private individuals, religious groups, and charitable groups all provide nursery education in Nigeria. According to the National Policy of Education, this level of education offers 0 to 4 year olds include care, protection, stimulation, and learning opportunities. (FRN, 2013). Presently, the government has not established any public nursery school to cater for the age cohort mentioned and for the bigger population who do not come from middle-class or upper-class families. Besides, these preschool facilities operate according to the whims and preferences of their proprietors, who might not be familiar with the finest methods employed globally at this level of education. Children usually have to study concepts that are much above their age level, preparation, and ability in these private nursery schools to claim they are raising 'intelligent' children.

The Kindergarten: This is an educational programme for children 5 years in Nigeria. The National Policy on Education (2013) refers to it as the one-year education provided to children age 5 prior to their formal enrolment into primary basic school. Yet, it is essentially referred to as kindergarten or preschool that help them to develop through games, exercises, music, and simple crafts, also basic skills as well as social behaviour. to get them ready for primary education; that is, a class before they start primary education; typically, between the ages of four and six years. kindergartens classes are available in both governments owned establishment and private schools in Nigeria.

Preschool teachers: These are specialists in charge of educating children between the ages of 3 and 5 prior to their reaching school age. Their responsibility is to mould the children through their expert teaching skills. These skills are referred to as stimulation skills in this study. Preschool teacher stimulation skills include planning of stimulation activities, sourcing for and use of appropriate learning materials, delivery of activity planned using appropriate methods and the development of assessment tools that will measure the children holistically.

In order to provide adequate stimulation, National Commission for Colleges Education (NCCE, 2012) established Early Childhood Care and Education (ECCE) For

NCE Minimum Standard that suggests play, hands-on instruction, storytelling, the use of songs and rhymes, exploration/inquiry, and experimenting as effective teaching strategies for children at this level of education. Various methods of teaching skills are expected to take leading position when a teacher is planning lesson activity for the children and the type of learning materials to be used in the delivery of the lesson.

2.2.2 Strategies and methods suitable for teaching children.

It is the rights of every child to be given quality early childhood education. This rights compel all stakeholders that are responsible to a child's development and growth such as the parents, caregiver, organisations or government to make certain that the nation's children are healthy and educated. The Child being recognised, paved the way for providing learning strategies and environment that hinged on pedagogical practices that will arouse the interest of the child to learn. Having a thorough understanding of early childhood education teaching techniques will significantly help to enhance pedagogy (Heinrich 2017). To respect children's rights, learning and teaching methods should be centred on the child.

Andiema (2016) has the same opinion that child-centred method of teaching help to promote the rights and interest of the child. In the concept of learning approach in today's pedagogy, child-centred approach is more embraced among the early childhood the scholars. This method promotes active learning in the classroom. According to NAEYC (2010), to foster children's interest, analytical inquiry, critical thinking, and enjoyment in the classroom, the majority of teachers today employ the child-centered teaching methodology. This suggests that the teaching technique a teacher uses to help a child learn more efficiently will be viewed as centralising the transfer of knowledge from the teacher to the child (Early Year Learning Framework (EYLF), 2020) In advocating for the value of high-quality education in supporting Early Childhood Development and Education, (ECDE) solicit for the integration of child-centred teaching method in dispensing the art of teaching and learning by caregivers and teachers in preschool as this approach is geared towards improving the learning outcome of the children. To this group, employing child centred approach build up in the child the skill and ability to construct knowledge on his own.

There many pedagogical approach propounded by different theories and are applicable today in the teaching of children in schools. Wall, et al., (2015) analysed and bring together the following approaches as illustrated in the table below.

Table 2.1 Pedagogical Approaches in the Context of Ecce

PEDAGOGICAL APPROACH	MAIN FEATURES
Child-Centred	Adults provide children with an environment that is stimulating but flexible.
Constructive/Interactive	Children actively interact with their environment as part of the learning process at various levels, with peers and adults serving as significant learning stimuli.
Direct Instruction/Didactic	This is a way of learning when the repetition and teacher-initiated activities are both present.
Play-based	Children are provided with opportunities for guided play.
Scaffolding	Teachers give direction and assistance to the children when they do a task that is challenging for them. The child picks up the ability and develops it. In order to let the children experiment with their newly gained talent on their own, the teacher gradually lessens the support.
Socio-Pedagogy	This method places a focus on providing activities with conversation and giving practitioners space to think. It also encourages dialogue between adults and children.
Continuous Shared Thinking	Children and adults collaborate intellectually to complete tasks like problem-solving or concept clarification. The two parties involved must contribute to its conception, growth, and extension.
Montessori programme that is teacher-led	a planned, teacher-initiated learning strategy. This is divided into five fundamental categories: everyday life, the senses, languages, cultures, and mathematics. It is based on the children's own natural inner guidance and interest. Little adult involvement is required.
Freinet Programme	Emphasis is laid on imagination in learning. It involves development of thinking involving a child in a creative and analytic component. Materials are kept straightforward to encourage and strengthen their imaginations while teaching is done through practical exercises.

Source: Adapted from Wall, et al., 2015; Dohrmann, (2007) and Lilliard, (2012)

A teacher with teaching(stimulation) skill may adopt the following methods and strategies to stimulate children to have interest in learning activities.

National Association for the Education of Young Children (NAEYC, 2019), their approach to child centred strategies is of the opinion that a caregiver or a teacher chooses a strategy to fit the particular situation, considering what children already know and according to the objective of the lesson activity set by the teacher. They inferred that observant and flexibility of the teacher will help the children to learn. To them, the teacher acknowledges what the children are doing and give them positive attention during the course of lesson delivery. The children are inspired by this act of encouragement to study and develop their ability to think independently and creatively in order to solve the puzzle of the activity they are involved in. MacDonald (2022) shared this same opinion with NAEYC that an effective teacher carries on the variety of teaching methods that put into consideration the lesson objective, the children' needs and interest and the lesson activity. All these will help the teacher to reach and enhance the potential skills in the children. He submitted that it is imperative for teachers to take their children through scaffolding strategies to gain the attention and promote the interest of the children in learning. MacDonald, (2022) suggested the following approaches to help the teacher of children to promote interest and attention in children's learning activities

Practical advice: In this method, teachers give children real activities that are age- and developmentally-appropriate, engaging, challenging, and assist them in settling in to their new environment. It is also an approach to be adopted in relate with children on individual difference level. The teacher, with this method carry the parents along so as to get facts about what the children love doing and what they detest. The teacher collaborates with the parents to elicit information and contribution from them to attend to the need and interest of the children in her charge, particularly the children with specific needs. Parents provide their children specific suggestions that they have used and found to be helpful; this helps the teacher adjust her interactions with the children. To achieve this method in the classroom, interaction with the parents is utilizes for positive result.

However, children take some time to become used to new settings, just like adults do. Transitions are sometimes made easier by experience, but for children, change can still be scary. Children adjust to the new surroundings with self-esteem when their parents and teachers are understanding and patient with them. They will be able to successfully navigate transitions as a result of this skill throughout their lives. All professionals and early childhood experts alike need to acknowledge the change in this regard; investigate the

culture and customs of other people as belonging to the human race and create a setting that is ideal for a child's intellectual, emotional, and social development. For children, Murray and O'Doherty (2001) vehemently support the non-prejudice method. They argued that discrimination should be resisted in all its manifestations and that young children should be supported in their efforts to grow in empathy, awareness of, and resistance to discrimination. By the promotion of critical thinking, this technique seeks to aid children and teens in creating a society that is more sympathetic towards all people. The effects of effective pedagogical techniques on overall development the children. Wall, et al., (2015) proposed the following pedagogical approach for stimulating children to learn:

Child-centred: Child-centred strategies enhance children's socio-emotional and soft skills, including their motivation to learn, creativity, independence, self-confidence, general knowledge, and initiative**.** Child-centred lesson activities involve a lot of innovation to get attention of the children. This why Heinrich (2017) proposed seven teaching strategies of early childhood education classroom which include: logo/symbol labelling for language development, sound recognition matching for hands-on activities to capture the children's interest in the activity. To promote fine motor skills, he proposed switch-out activity, for science and observation, gardening to allow the children to be focused; to have the children well behaved in the class, class rule strategy is the way. Finally, getting to know them to their homes is a method gives the children confidence and trust in the teacher.

Play-based learning: Playing with sand and dressing up are two examples of pastimes that are less engrossing than puzzles and games. To encourage children to reflect on their play experiences and comprehend what they have learned, sympathetic adults and play partners are crucial. In play scenarios, practitioners play a crucial role. In positive settings, adults pay attention to children's ideas and experience and build upon it. Examples include scaffolding, where children show more overall benefits to their development than children in teacher-directed and child-centered contexts; Sustained shared thinking approach stimulates children to have greater progress in learning.

Developmentally Appropriate Practices (DAP)*:* This approach doesn't consistently improve academic or cognitive outcomes. It has a favourable effect on kids' capacity to establish and sustain interpersonal relationships. DAP stands for long-term beneficial impacts on motivation, interest, and information acquisition.

Montessori programme: It demonstrates that children who attend Montessori schools, when the Montessori curriculum is correctly implemented, show greater academic growth in subjects like reading, maths, and social problem-solving.

2.2.2.1 Lesson planning skill

Lesson planning amount to setting up of theory to guide the process of teaching and learning (Asu-Okang 2020). Edupadiblog (2022) supporting scholars in the blog, described lesson plan as a tool in the hand of a teacher to deliver his lesson in an organised manner. It is a plan of work that contains a lot of information about what to teach, what materials to use, how to teach it, and the activities to be carried out by the children; it also includes mode of assessment to evaluate the lesson presented to actualize the stated objectives.

According to Salami (2014), lesson planning skills, are necessary skills teachers of children must possess for successful and effective teaching. Hence, educators are to focus on the development of the skill to plan lessons and to deliver the lessons planned especially for lesson plans that are of hand-on activities and are learned in teacher preparation programmes to increase teachers' effectiveness. particularly those subjects perceived to be difficult; such as mathematics, which students dread and fail, especially at the Colleges of Education.

Through studies and observations, many lecturers often appear in the class without adequate plan for the teaching (Olusanjo 2011), thus the classroom tend to be dull and pre-service teachers tend not to learn anything meaningful. If this is to take place in teacher education programmes, there should be enough opportunities for the implementation and analysis of lesson presentations in the course preparation. In order to make the transition from a written lesson proposal to its implementation, pre-service teachers need extra time. Pre-service teachers should be knowledgeable with both lesson implementation and lesson planning strategies. Understanding of the connection between lesson plan and lesson delivery is essential to enhancing these abilities. It is well acknowledged in education that effective and efficient teaching-learning processes depend on careful and detailed planning for each class. Olusanjo (2011), explained what lesson preparation entails, namely: selection of topic, establish the learning outcome, lesson delivery activities for children, gathering of learning resources appropriate to the topic and the children age and the development of appropriate assessment tools. The lesson planned should have the integrity of been interpreted by another teacher because the purpose of a lesson note is for communication. On the Contrary, inconsistent and unplanned planning leads to unfocused and fruitless learning opportunities. In general, many teachers think that planning will result in more effective teaching (Olusanjo, 2011; Lederman 2000). Although it is said that lesson

planning need not be time-consuming, doing so can ensure a more successful teaching session.

The process of lesson planning enables the teacher to think through the objectives and best methods for achieving them. The crucial elements of lesson planning must be taken into account, even if this process need not be linear. (MacDonald, 2022). Lessons that are process-oriented and child-centered tend to be more effective, whereas rigid, procedural, ambiguous, and teacher-centered lessons are generally less effective. For the benefit of the children, lesson planning is crucial. As a result, it is imperative that teachers concentrate on the interests of the students and what they hope to accomplish in the future. Lessons must have a goal or purpose in order to be considered part of a lesson plan. The lesson plan should consider where each child is in the curriculum, it needs to incline to the appropriate level. However, lessons will be successful if children are motivated to recognize what the teacher is trying to convey.

Lesson plan is the guidelines that must have a positive disposition throughout the lesson in order to keep the children engaged. Maintaining continuous enthusiasm for learning requires the lecturer to use a wide variety of approaches that allow focused student participation. Additionally, the matter of evaluation and assessment must always be covered in the lesson plan. Early on in their teacher preparation, pre-service teachers must understand the significance of self-reflection, Peer assessment and getting feedback from others are both beneficial for one's professional development (Olusanjo, 2011).

2.2.2.2 Lesson delivery skill

The idea of the system of teacher education in which specialists impart this knowledge to aspiring teachers stems from the desire to exploit as much of the available knowledge as feasible. The ideal situation would be if they also made an effort to encourage the transfer of this knowledge to the classroom, perhaps by introducing assignments that had to be completed during field trips. The process through which information is transferred from teacher educators to pre-service teachers is known as teacher education. (Bullough and Gitlin, 1994). According to Ogbulogo et al. (2014), One of the most important factors promoting transfer from teacher education to practice was the degree to which the teacher education curriculum had an integrative design, that is, the degree to which there was an alternation and integration of theory and practice within the programme combined with the process of teaching.

2.2.2.3 Instructional resources

Instructional resources are very diverse in the sense that it could be human, concrete finance, talent time and skills. Human resource are the individuals in the provision of education such as the teachers, the administrators, and in addition, the personnel working for the Ministry of Education. The structures, tools, and other non-human resources that are made available for the efficient operation of educational programmes, the accomplishment of educational goals, and the teaching and learning of children are referred to as "material resources." (Adeyanju, 2015)

Olele and Nwabueze (2015), remarked that resources for teaching are formidable asset during the delivery of qualitative education in all educational facilities, be it in the higher institution or at the primary education level. Instructional resources according to them and to other studies include human and non-human resources. Material resources are those that are completely non-human resources. They are used to achieve organisational objectives in laboratory studies, sports, and teaching (Adeyanju, 2015). The availability and use of these material resource set to improve learning and bring about the success and the attainment of the organisational goals. Contrary will be case if they are not available or not properly utilised. (Adeyanju, 2015). According to Nwabueze et al., (2018), Instructional resources are tools in software and hardware. The software materials are retrieved from the net to teach lesson activities while the hardware includes provision of building facilities for students, teachers, administrators and other officers of the organisation, ICT equipment such as computers, interactive boards, machines for different uses. Others are lecture notes, projector, audio-visuals, among other things, that are necessary for efficient teaching and learning. According to Nwabueze et al, (2018), learning resources are means by which institutions are open to immerse benefits to the success of their educational programme. In this study, learning resources were classified as materials for: instruction, energy, services, personnel, information, or other resources that are charged to accomplish educational goals and generate benefits for society.

Teaching and Learning Materials may be defined as any medium or material that helps learning. They include those that affect learning directly such as text books, audio visual aids and the software and hardware in education technology. Ugbulogo et al (2014) in their study posed that, to enhance learning activities, the staff; that is, the lecturers make use of pictures, short video clips on whatever the subject matter may be. These materials encourage students to be alert and avoid boredom during class. They also help the students

to retain and practice what they have learnt. They provide the students a clearer picture of the particular context being taught by the lecturers and for the lecturers, the use of learning materials promotes quality lecture delivery and effective learning outcome. Learning materials are used by the teacher to promote knowledge acquisition, concepts creation and principles. Teaching and Learning Materials (TLMs) have different names from one school to another. In some schools, they are called Visual Aids, whiles in others; they are called "Apparatus" or Teaching Aids. These items are used interchangeably to mean the same things. The primary objective of using any TLM is to enhancing the significance of learning and instruction. Employing TLMs, the teacher makes an effort to engage the learners as much as possible in the learning environment so that the topic being covered will be experienced via all of their senses. A variety of approaches including: hearing, seeing, touching, feeling, smelling, and tasting, help children fully absorb the lesson.

According to Olatunde-Aiyedun (2021), teaching and learning resources aid students enthusiastically to adjust to learn about things that are palpable and are immediately available to their five senses: vision, hearing, touch, and kinetics. In using teaching and learning materials: real objects, models and specimen. To avoid situation of distractions, information and communication technology (ICT) materials, teachers should become familiar with them, practice or rehearse how they would be used before the lesson begins. Ensure that the objects are suitable for use by students. The materials must be large enough for students to see. Models and specimens should be well labelled. Students must be allowed to hold the objects, discuss them, ask questions about them or do some assignments based on them. Unfortunately, these learning resources are hardly available in many schools.

Lack of instructional materials is one of the main problems affecting the teaching and learning processes in Nigeria's numerous preschools. Many preschool caregivers do not have adequate instructional materials to stimulate children to learn and this is having negative impact on how the children learn. Studies have proved it that children respond to stimulation and learn fast when instructional resources are employed adequately in their learning activities. According to Omorogbe and Ewansiha (2013), a significant problem with children's education in Nigerian schools is the shortage of learning resources. Ogunode et. al. (2021) also affirmed it that the problem of children learning is because not all levels of Nigerian schools have access to educational materials. The lack of learning resources has effect on the enthusiasm and interest needed by children to learn.

2.2.2.4 Assessment tools

The most crucial step in figuring out how well pupils are doing during the learning process is assessment. According to Thilip et al. (2016), assessment encompasses all of the actions that the teachers and students carry out to gather data that can be utilised to further modify their instruction and learning to better equip children for the scheduled classes. In addition, assessment includes discussions and activities in the classroom, an examination of children's activity, including assignments, and much more. Although many academics have tried different ways to construct assessment tools, the significance of assessment tools in early childhood education cannot be overestimated. One of the importance of assessment tools is that it measures the holistic development of children, it would seem natural that assessment would affect students' learning more than instruction, according to Bond and Falchikov (2007). This is the reason why acquiring skills that are crucial to their ability to teach is less important to pre-service teachers than assessment by regurgitation.

Students receive teaching and learning through assessment, which helps them focus on their objectives and provides feedback on how well they are learning. Assessment gives the students the idea of their performance and grades. It allows them achieve their goals and make amends where necessary. It motivates students to go through the course materials in order to prepare for good performance (Rieg and Wilson 2009). In addition to various test formats, it has been noted that many institutions use multiple choice, fill-in-the-blank, essay, oral examination, assignment, and student-graded presentation questions. (Salami, 2014).

Uba and Shuaibu (2014) further asserted that because many college lecturers lack the professional qualification in teacher education, they rely on just one or a small number of assessment tool options, hence do not possess the needed strategies to equip pre-service teachers with techniques for creating and using assessment tools for young children. This what prompted the submission of Salami (2014) that the skill to design these assessment tools, as the teachers' prerogative is both demanding and difficult since the pre-service teachers were not expose to them during their lectures in the college of education.

Reig and Wilson (2009) provided solution to the problem of developing and using assessment tools necessary for the education of teachers. they suggested two types of assessment tools: A performance assessment skill that will assess the actual activity that is been carried out in the environment. The second assessment tagged the 'authentic assessment' is a tool that will be used for the cognitive or to measure the level of a student's

critical thinking in solving actual problem. This was what informed the assertion of Salami (2014) that written tests, exams, and paper and pencil assessments are the main kinds of assessment tools used in Nigerian faculties of education and colleges of education. At the level of early childhood education, this method of assessment is reproduced and does not take into account the child's overall development. Pre-service teachers employ the observation schedule of assessment only during the twelve-week period of teaching practice in their 3-year programme of study in the colleges of education and six weeks in the 4-year programme of study in the university (Salami, 2014).

In order to prepare pre-service teachers for the world of teaching and learning, the university or college of education lecturers are expected to possess thorough understanding of the course that will be taught as well as all the essential resources appropriate to get the lesson across to the student. Hill, et al. (2008), found out in their research work that students in different fields of learning acknowledged with deep appreciation lecturers who exhibit mastery of their courses and are available to their students, who took time to listen and help them to understand the concept of what they taught in and outside of the classroom. Furthermore, students appreciate lecturers who gave feedback to them during class time and in assignment given to them. Also the lecturers who operate open door policy to be free with.

2.2.3 ECCE lecturers' practice of assessment

To determine the value, degree, or worth of a person's growth or whatever changes they have undergone, assessment is the process that entails gathering, analysing, and interpreting data from measurements of various educational objectives (Joshua, 2005). Assessment is the act of gathering on-going comprehensive information about certain facets of a child's knowledge, behaviour, skill level, or personality in order to make evaluative judgements. Assessment, according to Losardo and Notari (2001), is the process of making an observation and making a determination about it based on the situation. Assessment is a method used in the field of education to gather crucial information for the teaching and learning process. A judgement is expressed in an assessment. It is crucial to learning. As a result, it is a judgement or conclusion that is made regarding the quantity, worth, quality, or significance of something. According to Drummond's definition of assessment in early childhood education from 2007, educators must gather and analyse data on children and their learning in order to inform a continuous cycle of planning and assessment.

A continuous planning and assessment is done by a person who has knowledge and understanding of an idea and want to impart it to others through the purposeful practice of pedagogy. Alexander (2007) define pedagogy as both an act and a discourse of ideas, attitudes, and knowledge about the curriculum, the academic level of the students as well as the teaching and learning process are all characteristics of a teacher. All these impact on the lecturers' pedagogical act; what they think, say and do in the classroom. Teachers' beliefs and attitudes are determined by the context of the lesson they are to teach. The pedagogical practices of a teacher as a discourse involve the aspect of their social, cultural and political life. To become a teacher is a process that include to-know, to-do and to-be this require proper and acceptable pedagogy from the teacher educators.

Pedagogy is a practice of active learning methods and teaching strategies as well as provided initial ideas. Therefore, since it is a practice that involve methods as well as instructional techniques, teaching methods employed for problem solving in children activities should be put into consideration like case study strategy, field trips, assignments, discussion, problem-solving, critical thinking and essay. This will motivate student teachers to shift towards acceptable methods of learning and teaching in their profession (Amadi, 2021). This also confirm the submission of Hall, (2004) that conceptual and analytical method of teaching and learning promote profound learning strategies among the student teachers. Gordon and Debus (2002) revealed that variation in teaching strategies, inclusion of various learning activities and feedbacks from the lecturers increase the interest of the student teachers to crave for more knowledge on the concept been taught as they moved from surface learning strategies to deep learning strategies.

Deep learning strategies include role-playing, group discussions, collaborative learning techniques, case studies, group work, and field trips (Osho et al. 2013). Deep learning approach thrived well when combined with critical thinking, supportive co-workers to stimulate the student teachers to learn (McNiff and Whitehead, 2002). In the study of McNiff and Whitehead (2002), the school community in an effort to enhance teaching and learning outcome, embarked in variation of learning and teaching strategies each member was contended with, and that they sought for aids in meeting the demands of the students and produce better learning outcomes. Each member made a lesson design approved by the community through feedback. The lesson method designs include critical thinking essays, think-pair-share sessions, thought maps, and group discussions. Peer evaluation, round-robin, debate, videotaping, student-led discussions, hands-on experimentation, case-based learning, problem-based learning, summarising, and

interviewing are some additional techniques that were used. These lecturers continued with lecture methods, but included these variations in their teachings which the outcome was satisfactory to both the teacher and the children.

Colleges of Education lecturers in collaboration with one another need to acquire a medium to disseminate information and practices that will enable the pre-service teachers imitate and use the information and practices acquired from them when on the field either for teaching practice or after graduation from the college (Yusuf, et al. 2014). However, many teacher educators are unable to disentangle themselves from the usual way of teaching their courses and be innovative in carrying out their programmes. According to Berry (2004), who is driven by the notion that teaching is the transfer of knowledge while learning is a passive activity, only a small level of work management and little personal accountability for their own learning are displayed by pre-service teachers. Brady (2004) asserts that the notion that information is actively produced and reconstructed throughout the learning process is the basis of constructivist teaching/learning strategies. To develop pre-service teachers' competencies that might be applied at any point in their teaching careers, supporting students' knowledge development is what teaching implies. In their learning activities, pre-service teachers are likely to be inventive and imaginative in constructing knowledge and finding solutions to problems encountered in their learning, making the new approach to teaching more applicable in learning about what is happening in the economy and in the present time (Brady, 2004). The crucial tasks that teacher educators play include relationship-building and serving as good teaching examples. The teacher educators place more focus on teaching and learning because these are two fundamental components of education. Every educational endeavour is to produce high-quality results that depends on how teaching and learning are well managed (Adebisi and Oyeleke, 2018). The need for teacher educators to improve teacher capacity building has increased due to changes in school leadership roles, and those who specialise in the practice of teaching and learning are more in demand (Ayeni, 2020).

The educational goals and objectives for the pre-service teacher education in the colleges of education can only be realised by the teacher educators, who are the driving forces behind the implementation of the curriculum and the preparation of teachers for preschool education. To ensure teacher performance and the desired learning results, the teacher educators have a great deal of responsibility which will lead to effective schools, since the emphasis on instructional leadership is increasing globally in their position as organisation manager/administrator, which focuses mostly on technical issues. Thus, there

is a great chance to increase teachers' ability to thrive in teaching/learning reform and creativity to meet preschool educational requirements (Duze, 2012). Pre-service teachers must have faith in their teacher educators in order to obtain confidence in their own teaching, as well as helpful feedback and encouragement for their professional development (Howitt, 2007). Howitt (2007) found that the teacher educator's examples of effective teaching methods was one of the key elements determining the pre-service teachers' confidence in their abilities to teach.

Learning to view instruction from the perspective of the students is a crucial component of being a teacher. (Ismail and Elias, 2006). The implementation of inquiry-based methodologies in teacher education serves as evidence of this. Student teachers usually carry out small-scale action research, which includes collecting and analysing student's feedback along with other learning evidence. Action research calls for critical reading and engagement with literature, develop students' critical thinking skills so they can challenge established practices and their own deeply ingrained ideas about education, which usually emphasize learning as transferable and teaching as telling (Ugwuozor, 2021; Olatunji, 2017). It appears that teacher educators are exhibiting method that employs an inquiry-based methodology and capitalizes on the fact that the student teacher is a learner (Ejima, 2012).

When excellent educational opportunities are prioritised in a child's formative years, their success can greatly improve in both school and other areas of their lives (Yelland, 2010; Whitebread, 2008; Melhuish and Petrogiannis, 2006; Sylva 2003). The aim of learner-centered education gives each child the skills they need to create their own knowledge by utilising their surroundings, often known as a learner-centred programme (LCP) in the early years. This includes their physical and social contexts. (Tracey and Morrow, 2012), as a result, within the general constraints of the socially constructed curriculum, we need to have a flexible curriculum. (Bell, 2011, Mligo, 2008). Though LCP is still on investigation but it is being utilised in many preschools.

Learner-Centred Programme (LCP) is situational, according to several authors, which means that it is not successful in all learning settings. It occasionally works for some Children or older learners, but not always for all children and older learners, and in terms of students' academic achievement, some sets of factors produce better results (Herbert, 2004). When academic achievement is understood in terms of performance made visible by widely used assessment tools, the qualities that lead to superior results are conveyed. Barnett and Frede (2010), Herbert (2004) identified the conditions that are likely to increase

LCP's effectiveness as well as those that are likely to cause it to fail, instead of simply adopting a learner-centered paradigm because it could have worked in another country or with a different demographic, which should aid education policy makers (often for ideological reasons), in determining the best course of action for a given situation (Herbert, 2004). Yet, LCP is most effective in promoting spontaneous learning for significant learning in the early years (Barnett and Frede, 2010, Mitchell, 2008 Melhuish and Petrogiannis, 2006; Sylva, 2003). Also, effective ECCE lecturers with good stimulation delivery skills, to make sure it satisfies the course's learning objectives, they would arrange in sequence the information they covered before presenting new topics. Effective teachers sequence the knowledge to cover the fundamentals and concentrate on the core subjects. (Allison, 2015).

Also, they group exercises into strands rather than designing a single activity to cover the full idea, presenting knowledge in manageable parts of instruction across a number of days. They work hard to inspire students to improve their interpersonal and communication abilities, learn how to work in teams, and gain more self-confidence. To ensure that their students fully comprehend a subject, effective instructors provide them with targeted praise, encouragement, and constructive criticism. When lectures are effectively delivered, then, the lecturer is expected to carry out appropriate assessment of the students learning by designing and use appropriate assessment tools that can measure all the learning domains.

2.2.4 ECCE lecturers' practice of lecture plan

Preparation of well-developed lesson plan is one of the teaching skills a teacher needs to acquire (Kizlik, 2012; Arends, 2006; Parky and Stanford, 2004). Lesson plan is the systematic organisation or process of what is to be done in the teaching activity in the classroom. It is a step-by-step action of teaching that moves from known to unknown. In planning and implementing lesson, the focus will be on the age of the learners. The lesson plan, according to Australia Education Services (2011), should be determined by the children's interests and requirements. When preparing the lesson, it is critical to consider the children's aptitudes, comprehension, and strengths. This is required to satisfy the academic needs and interest of the children.

Aremu and Salami (2012) faulted the way experience is acquired with activity-based lesson planning as it was introduced to the student-teacher in teaching mathematics. It was not useful to the student-teachers to transfer knowledge in mathematics skills to the

children in the preschool. Activity-based lesson planning that cannot impart knowledge to the children is neither encouraged nor acceptable in the early childhood care and education field. This deplorable practice is also present in the manner in which pre-service teachers are instructed in the development of their capacity to create stimulating activities for preschool children. The method of teaching employed by the lecturers observed was lecture methods and the students sat in the class listening and taking note (Aremu and Salami, 2012). They recommended that the lecturers in the colleges be retrained for lesson planning skills.

The important aspects to be considered in a lesson plan are: measurable objectives; appropriate learning resources; inclusion of children's and teachers' activities; appropriate assessment tools for children's activities as stated in the NCE Minimum Standard (2012) and the National Early Childhood Curriculum for children ages 0 to 5 (NERDC, 2007). Chandra (2015) found that when it comes to the three stages of lesson planning, student teachers are typically disorganised on what to-do before the class, what to-do during the class and what to-do after the class, according to Chandra's (2015), the lecturers' preparation and delivery of their lectures were to be blamed for this uncertainty. Furthermore, the pre-service teachers were denied the opportunity to plan stimulating activities for their practicum or employ multi-media in their class delivery because of the lecturers' practices. Afterwards it was suggested that lecturers structure their lectures to aid pre-service teacher in creating their own distinct lesson-planning approaches (Ganesh and Matteson, 2010; Chassels and Melville, 2009).

The pre-service teachers have never had the chance to create and implement micro-teaching-style mathematics lessons in their class. Chassels and Melville's (2009) inquiry on the topic of lesson planning in mathematics instruction by pre-service teachers during teaching practice. As a result of lecturers spending the majority of class time teaching and demonstrating pedagogical-content strategies for mathematics instruction, pre-service teachers' confidence in their capacity to develop effective lesson plans for mathematics was undermined. The absence of effective supervision and correction during teaching practise by the lecturer was another issue identified as preventing pre-service teachers from having sufficient abilities in the mathematics lesson plan. Another flaw found was that the pre-service teachers did not participate when they observed and recorded lessons in schools (Chassels and Melville (2009)

These identified problems were blamed on the lecturers' pedagogical practice of lecture preparation because pre-service teachers were never prepared to become experts at

lesson planning in their classrooms. On this note, Barnes et. al. (2019) proposed that teacher education programmes be designed to help future educators in gaining the intellectual and teaching skills necessary to prepare them for life after graduation. Salami (2014) found that the lesson plan in use in the University of Ibadan contains the following headings: General information on the class to be taught and the subject; behavioural objective and learning materials; presentation of lesson (teachers' activities in steps); Evaluation of the subject taught in the teacher's way. Any lesson presented in this structure, in Salami's opinion, is likely to be teacher-centered and talk-chalk, this eliminates the involvement of the children's activity in the lesson. Most countries that have developed their education, prioritise effective teaching methods and approaches with various ways of preparing the lesson format that will boost and sustain education development in teaching methods and strategies. A format for planning activity lesson was highlighted in the study of Salami (2014).

UKEssays (2018), illustrated the key stages of lesson plan are as follows: stage one, Expectation and learning skills (clearly stated objectives of the lesson); stage two, Pre-assessment stage, this about the learners and the learning environment and the learning materials for the lesson; stage three, the content of the lesson well spelt out on how it will achieve the expected outcome; teaching and learning strategies are covered in stage four. The activities of the teachers and the children are included in this content so as to achieve the expected outcome; stage five is on the assessment tools, the procedure and method of data collection on the lesson outcome. This is ideal lesson plan that will improve children activity and stimulate them to have interest in learning activities (Salami, 2014).

The pre-service teachers were found to have been insufficiently and ineffectively prepared for the act of teaching in the colleges of education and in the area of lecture preparation before beginning their class lectures. Performance management, with reference to academics in institutions of higher education, has historically received little attention from policy makers and administrators of tertiary institutions. Therefore, performant management and its contribution to raise institutional performance and quality was overlooked. As a result, the college adopted a loose performance evaluation strategy, and academic staff members were not routinely assessed for their effectiveness in the classroom. (Ejumudu and Efebeh, 2015).

The standards of performance and credibility of graduates of college of education have not been improved by the evaluation criteria used to evaluate lecturers in higher education institutions, since these evaluation techniques frequently place a low focus on

teaching (Oranu 1993) that the seeming poor quality of teaching in Nigeria to the fact that teaching effectiveness and other classroom behaviours are never taken into account when evaluating college of education lecturers for advancement or promotion.

Using the instruction time effectively: In a school system, time management, according to Ayeni (2020), is a conscious effort made by the teacher to determine which tasks are the most crucial, least crucial, or optional and to plan the most effective ways to complete them in order to get the desired results. Teachers should carefully organize their lessons in accordance with the institutional vision and educational objectives to get the greatest results, effective classroom management, student participation, ongoing assessment, homework assignment marking, performance feedback, instructional review, and avoiding time-wasting activities (Ayeni and Afolabi, 2012). The amount of learning will inevitably grow if the time allotted for direct instruction can be extended. Time management, according to Ugwulashi (2013), is one component that can support efficient and successful educational progress in Nigeria at a challenging period of economic hardship. All teachers should have a behaviour modification programme in regard to these unexpected student behaviours by efficiently using the time they have at their disposal. The lesson's objectives should be accomplished by the pupils in the specified class time. Additionally, the time allotted for the designated goals should be enough. Without the ability to utilize instructional time efficiently, other abilities might not be sufficient, and teachers avoid various challenges they may otherwise face with effective classroom organisation and administration.

Creating a participatory learning environment: Students must actively participate in the teaching and learning process if they are to learn, or to experience a long-lasting change in behaviour. An outstanding lecturer takes an active role in the teaching-learning process. Due to the school's role in assisting students' development of a positive personality that is compatible with a democratic existence, The sociocultural mindset and educational system demand democratic classroom management (Hotaman, 2010). The lecturers actively include the students in what is being learned in a democratic classroom while checking disobedience.

Monitoring the progress of the students: A good lecturer maintains a careful monitoring on how well the students demonstrate and respond to the new content they are learning. A lecturer fills in the blanks and corrects the mistakes when he discovers a learning gap. It is possible to receive feedback on the students' development owing to the evaluation of the teaching-learning process. The qualities of feedback include directing,

motivating, and reinforcing (Osayawe et al. 2006). Even children in the same age range may have varying rates of development, interests, aptitudes, and demands. So, it should not be assumed that every student will perform at the same level in every activity. Due to developmental delays, the child could be required to act differently from his peers. Poor nutrition, unsatisfactory parenting, lack of stimulation for children, and poverty are some factors that increase the chance of developmental delay. These factors may eventually have an impact on human capital and adult productivity (Jesus et. al. 2020).

2.2.5 ECCE lecturers' use of learning materials

Another aspect of pedagogical practices is provision of adequate and proper learning materials for teaching. Learning materials can be in form of concrete objects, chats, and so on. It includes a wide spectrum of activities, practices and functions that make learning enjoyable especially with and for children. Learning materials have been described by many researchers as, tools that help the teacher in teaching. Koko, 2016 submitted that learning materials can be hand-made or produced by machines for teaching and learning by either the teacher, pupils or manufacturing company.

The teacher makes learning real for the children because they can interact with learning materials. Obasi (2020) in her study laments the inadequacy if instructional resource in the school, due to this deficiency, children do not perceive teaching and learning as real. the upcoming teachers should be taught by ECCE lecturers using a variety of learning resources that will improve their ability to find information. The lecturers could instruct the future teachers using resources to prepare them for the responsibility of motivating children in their charge to enjoy learning. These resources include colouring tools like crayons in different shapes and sizes, colour pencils and makers; alphabet puzzles (stamps, alphabet games and audio/video games) number puzzles and so on. The resources on this list can be used to improve instruction in subjects like art, literacy, maths, social studies, and moral education. It is alarming to see that lecturers in the Department of Early Childhood Education do not use these learning resources during their teaching, despite the value of learning materials in enhancing children's learning (Muhammad 2019).

According to Ogunode et. al. (2021) using visual, aural, tactile, and kinetic teaching and learning resources, children learn best about topics that are concrete and readily available to their senses. Using instruction and learning materials, for example real objects, models and specimen they are primarily utilized in ICT class, teachers must familiarize themselves with the objects before using them. They should practice or rehearse how they

would use them before lesson begins. They should ensure that the objects are suitable for use by students. The materials must be large enough for students to see. Models and specimens should be well labelled. Students must be allowed to hold the objects, discuss them, ask questions about them or do some assignments based on them.

Shuaibu and Shuaibu (2015), are of the opinion that learning cannot bring about permanent change of behaviour without the utilisation of suitable teaching resources in the classroom. Shuaibu and Shuaibu (2015) urge the supply of teaching resources for effective instruction. They blamed the lack of fund for the poor provision of learning materials and how this has affected the entire educational system in Nigeria. Shuaibu and Shuaibu (2015) maintained that curriculum cannot be achieved with the employment of trained and skilled teacher who cannot interpret the content of the curriculum with the aid of quality and adequate use of learning material. This submission indicates that educational resources, also known as teaching materials are of a tremendous assistance to the teacher when teaching and learning are taking place. Materials for learning and teaching are tools used in early childhood education to encourage children's interest in and enjoyment of the learning activities.

Travis (2017) arranges instructional materials in a strategic location for the teaching of young children. It is what the teacher must always use to deliver lesson in the classroom to the children. The argument is that it supports children's learning and increase success. It is usually used to meet the content of the concept to be taught. Observably, learning materials are very important in lesson planning and the delivery of lesson as they serve as guide to both the teacher and the children. If applied to the pedagogical practices of the lecturers in the planning and delivering lessons, learning materials are crucial for both lecturers and pre-service teachers in colleges of education. It will also improve the pre-service teachers' capacity for stimulation.

2.2.6 ECCE lecturers' practice of assessment

Developing children holistically is the wholeness of the child that put into consideration everything about the child (physically, emotionally, socially intellectually and so on). A holistic educational approach involves educating the full person and fostering their growth. A holistic approach aids in the growth of the learners' various stages (Adebayo, 2019). Physical, emotional, cognitive, linguistic, and spiritual aspects are all covered. It is the idea that demonstrates how the human being is multifaceted. There are levels of conscious and unconscious, there are also areas that are rational and irrational.

The child development in some aspects goes on at the same time, while some aspects are delay until the child reach the time of readiness. As in the course of development of a child, holistic approach views it in its totality (Mcilroy, 2021). This approach as a principle is accepted in the field of human development studies and has the assertion that human development in all areas affect each other and it happened simultaneously.

As a result of international research highlighting the significance of holistic approaches to education, early childhood educators are being challenged to implement a teaching practice that focuses more on a child's overall physical, emotional, and psychological wellbeing than it does on the traditional academic milestones (UNESCO, 2015). Children's holistic development spans from the prenatal stage to the age of eight and covers their cognitive, social, physical, emotional, linguistic, spiritual, and moral development. Holistic development encompasses all areas of health, nutrition, early stimulation, positive social and emotional interactions with the carers, learning opportunities, and protection from danger (Damovska, et al., 2009).

Physical and motor development: in the physical development of a child the gross and motor skill are acquire in the process (Gafaru, 2022). Physical development is about change in the body, it is stable, it follows a predicable sequence, it is orderly and observable. The physical development is observable when a child begins to grasp others fingers, holding, crawling, walking and so on (Nnamani and Ishiwu, 2021). Babies are not yet stable enough to control their bodies when they are born, but as they mature, they can walk, run, climb stairs, and even learn to ride a bicycle. The adults looking after them cannot fail to notice these changes since they are so significant. Children begin to express themselves through the surroundings and environment after they have these skills. Nnamani and Ishiwu, (2021) submit that the changes in the thickness of the bones, clearness of the vision, clear auditory and enlargement of the muscles are included in the physical development of young children.

Bamidele and Jaiyesimi (2014) reported in their study that non-physical activity among children has brought about the high rate of obesity among them. This claim was supported by the World Health Organisation (2013) report children who do not engage in physical activity stand the chance of increase mortality which is on high rate globally. This has called for concerns as many children suffer obesity in recent time. Physical movement in children help to enhance their cognitive and affective domain. When children are given the freedom to carry out physical movement they are geared toward socialising with world

around them. It is only when engaged in physical movement that they explore their environment and discover wonders of life. When children engage with the right physical environment when learning, positive results are realised in their educational programme as a result of it (Ngene, et. al. 2018).

Socio-emotional development: Socio-emotional development is a skill of relationship acquire by children to relate with other children and adults. Children exhibit these skills as they interact with others and the environment. Bosah et. al, (2015), defined socio-emotional development as part of the child development; include social skills and emotional maturity which enable the child to have relationship with significant persons. These socio-emotional skills help children accommodate person known and unknown to them after they have study the person through experience and encounter with persons. Through these skills, children recognise other people's feeling and make selection of friends, they also make their feelings known, for instance feeling of likes and dislikes (Nnamani and Ishiwu, 2021). When children have these experiences and skills they are able to accommodate large group easily, be active and be interested in large group activities this also increase their joy and happiness in the environment that provides them the support (Bosah et. al, 2015).

Cognitive development: Adults are necessary for children's cognitive growth and for them to engage with the outside world. The actions of the adults in a child's environment have an impact on how well the child is able to integrate new knowledge into his or her existing understanding as well as how much they will be able to apply that knowledge to the people they live with and the environment in which they grow. This is a crucial time for young children to develop their mathematical foundations, begin thinking logically, and learn how to handle challenging situations. Instead of what children learn, cognitive development is concerned with how they learn a concept, giving the fact that young children by nature are inquisitive and like to explore. Children are inspired to explore, solve issues, take initiative, be curious, and ask questions when a supportive learning environment is provided. Young children can be encouraged to cultivate a positive attitude towards learning in such an environment, which is crucial for future academic performance and an active lifetime learning process.

Diversity and all-encompassing development

To recognise and assess cognitive, emotional, and communicative skills continue to be a major issue for every teacher in terms of inclusivity and holistic development. The preschool today is faced with the existence of cultural and social changes that require both

an attitude and a means of implementation because all children have the fundamental right to a diverse and inclusive education. While being universally recognised in theory, this right is frequently ignored in practise. Based on the universal principle, in Albania, the right to equal opportunity is applied to education in the sense that everyone has a duty to see to it that their children have access to a quality education. On the other hand, the need-based selectivity idea is largely ignored. The inclusive education approach involves providing all students with the same training, without consideration to their specific learning profiles, social backgrounds, skills, or learning preferences. The idea that "one size fits all" should generally be applied to educational activities (Schools for all, 2010). The concepts of the "whole child" and "holistic context" encompass all areas of development and provide evidence for the idea that children grow into complete human beings within the contexts of their families, homes, schools, and communities (French, 2007).

Attitude toward learning*:* every child should have the opportunity to gain knowledge through the educational process that is specific to their individual requirements, possibilities, and potential. Children's motivation, behaviour, and cognitive inclinations when learning something new are all indicators of their learning attitudes. Positively motivated children are more likely to put their acquired information and skills to use, this is why early child education sets the basis for life-long learning. Little children do not learn in separate parts but they form relationships through the process that evolve and deepen the new experience gained during learning process.

2.2.7 Education and preparation of ECCE pre-service teachers in Nigeria

The intellectual, social, scientific, and technical growth of civilisation depends in large part on teachers (Nwogu and Esobhawan, 2014). Therefore, nation’s educational system must include element of excellent preparation for teacher education and outstanding delivery service. Since its founding in 1990, the National Commission for Colleges of Education (NCCE) is responsible for monitoring the activities of Nigeria's colleges of education and establishing minimum standards for the teacher preparation programmes.

The teacher education programmes go into considerable detail on the "what" of teaching, the tools needed to transmit knowledge, and the "how," which includes how to plan courses, manage classrooms, and assess students' progress. In order to deliver culturally and locally appropriate teacher education, UNESCO (2015) states that it must address topics related to the environment, society, and economy. According to Akor and Okonny (2022), teacher education typically consists of four components: enhancing the

pre-service teachers' educational background; their familiarity with the subjects they will teach, their comprehension of pedagogy and how children learn, and improving their development of practical skills and competences.

Pre-service teacher education was offered at three different levels, according to data from the World Bank that was published in 2008. This information is an accurate summary of Nigeria's teacher education system. These are: colleges for teacher preparation that were originally a component of the secondary education programme. The Teachers' Grade II Certificate, which at the time served as the qualification necessary for primary school teachers across the nation, was awarded to the trainees. The basic qualification for teachers in the nation's present system of teacher education is the National Certificate in Education (NCE), which is mandated by the National Policy on Education. the colleges of education, which was founded for the education and preparation of teachers for Nigeria's primary and junior secondary schools as well as technical colleges since 1998, is the institution that grants this certificate in education.

Nkwodimmah (2003) defines teacher education as the process of developing educators to meet educational objectives. According to Oyekan (2006), the provision of professional education and specialised training during a specialised period for individuals wishing to prepare children for life as productive and responsible citizens is known as teacher education. Federal Republic of Nigeria (2004) asserts that teacher education must always be given top priority in all educational planning and progress since no educational system can succeed without a high quality capacity. As a result, the following are some objectives for teacher education: the creation of classroom teachers who are very mature, diligent, and efficient at all levels of our educational system; to encourage teachers' creative thinking and inquisitive minds; to give teachers the information and experience necessary for their role and to educate them to be adaptable in changing conditions; to develop teachers' commitment to national goals and to help them integrate into community and societal life; to improve the commitment of teachers to their profession (FGN, 2013). Because of this, the National Commission for Colleges of Education (NCCE) has the jurisdiction to set entry requirements for prospective applicants.

According to Maclean (2018), the requirements for admission for pre-service teachers differ depending on their academic backgrounds. Candidates must have at least three credits and two additional passes from the Senior Secondary School Certificate (SSCE), obtained from WAEC or NECO, in order to be admitted to a college of education programme. The joint Polytechnic and College of Education Matriculation Examination

must be taken and passed in order to apply to colleges of education. To start a career as an elementary school teacher, you must first complete the NCE programme (FGN, 2013). This is being done to establish uniform standards for pre-service teachers in Nigerian educational institutions. For teaching certification at the senior secondary level, candidates must hold a Bachelor of Education degree or a single-subject Bachelor's degree combined with a post-graduate diploma in education. However, those with specialised credentials, like the National Diplomas (awarded by polytechnics), may be able to obtain work as secondary school and technical college teachers. For teachers in colleges of education, a master's degree is the minimum requirement, while a doctoral degree is required to teach in universities. If not a graduate of the faculty of education, the lecturer is required to have a teaching certification in order to learn the pedagogical practises necessary for preparing preservice teachers for a career in teaching. Therefore, college of education lecturers are expected to have the pedagogical practices that will implied on their students' skills to teach, particularly in the early childhood care and education department.

In order to accomplish this goal, policies are concentrated on enhancing teacher education, enhancing the standard of the classroom, and maximising student academic progress. To improve the efficacy of early childhood care and education, a comprehensive range of professional development activities and supports targeted towards teachers' interactions with children are also required. Additionally, college administrators are responsible for ensuring that their graduates are up to date on contemporary issues and fulfil the most recent requirements in support of early childhood education teacher preparation (Heckman and Masterov, 2007). Pre-service teachers' and early childhood lecturers' work is more urgent and important than ever because of the federal government's intensified efforts to meet the need for high-quality preschool, improve early education beginning at birth, and ensure that children are ready for school. In order for a child to be ready for school, it is crucial to address all of his or her needs, including those related to cognitive development, learning style, language and literacy development, physical and motor development, and social and emotional development (Amuogh, 2017). This is only possible if the government raises the standard of teacher preparation at this level of education.

Ibhaze (2016) called for improvements of teacher preparation programmes for early childhood development, care, and education. Therefore, Ajayi (2019) provided eight justifications presented at a forum in favour of the provision of inexpensive early child education. High-quality early childhood programmes should be situated in the community and linked to nutrition and healthcare in order to best meet the requirements of the young

child. These include; according to the Convention on the Rights of the Child, children have a right to life and the opportunity to realise their full potential; Children rapidly develop mentally, socially, and physically from conception until age six, according to research; by that age, their brains would have practically reached adult size; social and moral principles assert that societies pass on their values and cultures to future generations through the children in their care; by giving children from both wealthy and low-income homes access to early childcare services and equitable opportunities, nurturing a child's physical and intellectual development increases enrolment, improves performance, and benefits society as a whole. In this regard, Ajayi (2019) recommended that a programme for the growth of young children should operate as a base for additional community-wide development initiatives. Following the recommendation of Ajayi, Early Childhood Care (ECC) activities should be linked to other programmes for the advancement of women, nutrition, health, and water and sanitation. Today, considering how science and technology have advanced to ensure human life, there is an increasing desire for better child care practices through an ECC project. Therefore, The National Policy on Education (2013) has a duty to stay away from previous inadequate educational planning, administration, and control that characterised the missionary and regional eras of the country's educational history. The goal of the policy is to outline the federal government's authority over education, including that of state and local governments

2.2.8 Stimulation skills and professional development of pre-service teachers

Teachers must receive continuous education because they cannot maintain their connection to their career if they are not developing their skills. Instead of the challenge of learning and joy in progressing, the dynamics of the profession will be eliminated, leaving only repetition in service. Facing the same classroom every day with the same lesson plan to teach in the same manner is to fail to grow. While taking into account that new teachers must have a seamless transition from their preparation to the classroom, it is essential to educate teachers. Since this is the case when they first start their teaching careers, they frequently confront a number of difficulties. These difficulties include dealing with new curriculum, demanding teaching loads, stimulating and exciting children, managing individual differences among them, changing assignments, managing classroom discipline, talking with parents and assessing the children. Hence, Ojo and Olaniyan (2008) argued that people acquire the knowledge, competence, skills, understanding, and information they need to operate and function in an organisation through ongoing education. The study's

focus on pre-service teachers' education and preparation is how it might take into account chances for professional growth and development.

Training that a person completes before starting a job is referred to as pre-service, initial preparation, or first training (Biersteker, 2008). This type of training, which may combine coursework and on-the-job training, guarantees that employees have the skills necessary to perform in their current positions. Simply put, educating future teachers provides them with the necessary professional skills and knowledge to educate others in general or specific programmes or subjects, like the ECCE curriculum in Nigerian colleges of education. In order to develop their practical skills and competencies, pre-service teachers take part in teaching practice exercise.

Teaching practices: Teaching practises are the particular interactions and activities that occur during a lesson and actually put the approach and strategy into practice. In accordance with Alexander (2007), teaching practises include the following: visual representation (using a board, writing, diagrams, pictures, textbooks, learning aids like stones, experiments, and drama to comprehend or construct the new knowledge being presented or indicated to the students); verbal discourse by the teacher (including directions, explanations, metaphors, questions, responses, and management talk); teaching practice is also the act of offering students tasks to engage cognitively with new material or develop their physical talents, such as experimentation, reading, writing, drawing, mapping, rehearsing, problem-solving, or practising; oral discourse by the teacher; when language is an important part of interactions between students or between students and teachers, whether in pairs, groups, individually, or throughout the course of a class; when teachers are observing and using feedback; intervening, correcting, and assessing students on a formative and summative basis, or when students are assessing themselves. In order to put the theoretical components of their programme into effect, pre-service teachers participate in teaching practise. Pre-service teachers learn how to apply what they have learnt while being observed by their lecturers during the teaching practice process. Experience is without a doubt a crucial component of learning, but there are other factors as well, such as careful preparation, effective mentoring, open communication with peers, and well-designed courses (Basturk, 2016). De-Ville (2010) argues that practise and exercises give students the chance to witness teaching and learning directly, establish hypotheses, test those hypotheses, and develop their own theories of teaching and learning. Pre-service teachers can undergo the necessary emotional and professional transformations because teaching practise is an experiential teaching strategy in which students actively participate.

Teaching practise is very important and critical in preparing future teachers. A pre-service teacher's performance during a teaching practise exercise can serve as a sign of how effective their future teaching career will be. A part of teacher education programmes is teaching practice that gives teacher candidates the chance to put all of the teaching and classroom management theories they have acquired throughout their studies into practice in order to become professionally competent. According to Oparah et al. (2017) and Nakpodia (2011), during the teaching practice phase of pre-service teacher education, they have the chance to combine educational theory and realistic teaching techniques while being closely supervised by an experienced teacher.

Teaching practise, according to De-ville (2010), is an internship that helps future teachers discover and develop their talents. "Teaching practice" is the term that refers to all the opportunities for education that classrooms afford student teachers (Akbar, 2002). Akinbode and Abati (2019) define teaching practise as a time of study where the first professional steps are taken. This is also the point at which pre-service teachers' attitudes concerning their activities, rights, obligations, and responsibilities are created in accordance with the Teacher Training Regulation (TTR, 2012). It is further defined as the educational environment where the quality of skills acquired during the course of study is revealed. They came to the conclusion that teaching practice will help pre-service teachers gain experience and professional skills.

The overall objective of the teaching practise courses, according to Basturk (2016), is to support pre-service teachers' professional development by allowing them the chance to put their content knowledge, pedagogical content knowledge, and general cultural knowledge they have learned in college into practise within the framework of the cooperation between the college and school. Teaching practise exposes pre-service teachers to new perspectives in addition to preparing them in terms of knowledge and skills. They receive instruction in their chosen fields as well as in pedagogical subject matter knowledge, or teaching methods (Opara et al. 2017). With the guidance of more seasoned mentors, teaching practise gives students the chance to gain valuable experience through observation, sharing, participation, and instruction (Nakpodia, 2011). In view of these scholars' submission on teaching practice, the pre-service teachers are equipped in the rudiment of teaching, including how to source for and use instructional materials, how to deliver lessons, how to plan lessons, how to manage a classroom, and how to remain calm under pressure.

2.2.9 Courses on ECCE methodology for pre-service teachers

Using play effectively, practical demonstration, storytelling, singing and rhyming, the discovery/inquiry technique, and experimentation are all suggested teaching methods for ECCE. For ECCE students in the second year, practicum as a course is required. Fowowe (2018) is of the opinion that teaching is the sole business of the teachers, that teachers are trained to use different methods to facilitate learning. The minimum standard for NCE (2012) document lists out the approved methodology courses for the education of preparing the pre-service teachers for the classroom. Few of the methodology courses are extracted from the document to examine the objectives and the methods of teaching.

ECE 112 is a course on child development, it is a one credit compulsory course. The pre-service teachers are required as part of the course's goal to learn the fundamentals of child development and be familiar with the debate over nature on nurture. Child development is included in this ECE 112. The method of teaching this course as stated in the minimum standard include discussion group, debate, project and fieldtrip.

ECE 113 is yet another course on child nutrition and health, it is a two-credit requirement. Pre-service teachers are expected to be able to recognise the nutritional needs of the mother and child at various developmental stages at the end of this course. identify and mention signs and symptoms of childhood diseases and connect health issues with personal cleanliness. Case study, tutorial, demonstration, and discussion will all be used as teaching techniques for this course.

ECE 114: Child Growth and Survival, this is a one credit compulsory course. The purpose of this course is to equip pre-service teachers with the abilities needed to register students when they arrive at school for the first time; to identify major milestones in child development; for them to be aware of the methods of preventing domestic accident and if it occurs, the method of administering first aid treatment. The methods of teaching the course are project, study write-ups, record materials, field trips and seminars.

ECE 117: This two-credit required course is called "Practicum in ECCE 1." Pre-service teachers are expected to understand and engage in discussion on the significance of practicum to the ECCE program, which will be discussed in this course. They must be able to give a report of their findings and list and use several child study methodologies. Methods prescribed by the minimum standard are discussion, demonstration, classroom observation and discovery/inquiry.

ECE 123: Play and the Child's Learning. The two-credit course's objectives are to raise awareness of the value of play in motivating children to learn, give pre-service teachers the tools to recognise play's fundamental ideas, and prepare them to improvise play gadgets. Microteaching, projects, art plays, demonstrations, and group work are some of the teaching strategies used for this course.

ECE 124: A two-credit required course called Assessment and Evaluation. While taking the course, pre-service teachers are expected to be able to differentiate between assessment and evaluation tools. To be able to describe how screening tools are used and go over the various evaluation procedures. Practical, demonstration, and debate methods are all used in education.

ECE 216: Early Childhood Curriculum and Approaches, a two-credit requirement, the pre-service teachers who take this course should be able to articulate the idea of curriculum and curriculum models, engage with the curriculum's contents, state and discuss different teaching philosophies, and apply a variety of teaching resources. For this course, the recommended teaching strategies are conversation, demonstration, and experimentation.

Production and Use of Instructional Materials is covered in ECE 227. This two credit course is required. The pre-service teacher must be capable of defining instructional materials, describe their types and characteristics, design and improvise teaching materials, explain how to maintain and care for the materials, and be able to develop learning materials for particular subject areas by the end of this course. The lecturers will teach this course using a variety of methods, including experiments, field visits, inquiry/discovery, and practical demonstration.

2.2.10 Pedagogical practices of ECCE lecturers in teacher preparation programme

Farah., et al 2016, define pedagogical practice, any deliberate action taken by one person with the intention of fostering learning in another. According to this review, Alexander's definition of pedagogical practices— which claims that teaching "is an act, whereas pedagogy is both an act and a discourse"—is the most useful (Alexander, 2007). Pedagogical practices comprise teachers' Teaching practices, or what teachers actually think, do, and say in the classroom, are a mixture of ideas, attitudes, and information about the curriculum, the teaching and learning process, as well as their pupils. Teacher views are context-based, and Alexander's definition also takes into account social, cultural, and political aspects. Because of this, being a teacher is a difficult task to learn. that requires knowing, doing, and being; as a result, teacher educators need to have a complex pedagogy

to educate pre-service teachers for their tasks. Since student teachers are "teaching to learn" as well as "learning to teach" throughout early professional education programmes, this signifies the boundary-crossing that occurs as they move from conventional, classroom-based teacher education to teaching in their own classes or in other professional settings (Singer, 2013). Also, the active learning strategies covered by Oparah, et al. (2017) in terms of educational practises offered some preliminary ideas.

It is important to provide suitable tasks or activities, such as case study methods, problem-based talks and essays, and field trips, in order to create more favourable conditions for students to migrate towards a deep approach to learning. Contrarily, methods that students believe only need precise replication of information result in the use of surface-level methods (Thomas and Bain, 1984; Scouller, 1998). It is advantageous to encourage students to adopt a deep learning approach when teaching and learning methods move away from memorising and procedural tasks towards a more conceptual and analytical style of learning (Hall, et al.,2004). According to Gordon and Debus (2002), modifications to task requirements, assessment criteria, and instructional tactics can have an impact on students' learning styles by initially reducing their dependence on surface-level approaches and eventually increasing their reliance on deep approaches.

A few tools and techniques used to assist deep learning include case studies, group-based learning, collaborative learning methodologies, jigsaw group discussions, role-playing, and field trips (Osho et al. 2014). These core ideals, along with the support of the conscious community, supportive co-workers, assisted in educating and assisting each instructor (McNiff and Whitehead, 2002). In order to encourage deep learning approaches, active learning strategies were first tested. The neighbourhood joined together voluntarily with the intention of improving the instruction that occurs in their classrooms. Each community member selected an active learning method that they felt comfortable using and that they believed would best achieve the required learning outcomes. They then submitted their lesson plans for community input. Mind mapping, group discussions, think-pair-share, and written critical reflections were among the methods that ultimately made it into the lesson plans. Other methods that have been employed include peer review, round-robin, debate, videotaping, student-led discussions, hands-on experimentation, case-based learning, problem-based learning, summarising, and interviewing. The teacher educator continued to use the lecture method in some circumstances but did not stick to just one.

For the full comprehension and benefit of their student teachers; the technique, teacher educators must create within their teams a common language and modelling

methodology. In a UK university-school partnership, Taylor (2008) investigates the perspectives on "learning to teach" held by student teachers, university-based teacher educators, and school-based teacher mentors. The study aligned the beliefs held by a variety of higher education students and teachers to some extent with those found in earlier phenomenographic studies. Four different conceptualizations of "learning to teach" are revealed by her study of questionnaire and interview data, Although the most sophisticated one may have considered the "student as teacher and learner" in addition to transmission and apprenticeship. Since teacher educators perform a number of different tasks, they may introduce an important pedagogical practise during a formal session, however, they could do it while delivering a class on a specific subject included in the school curriculum. In this situation, the pre-service teacher is also learning aspects of the subject field and the pedagogy of the curriculum issue. along with teaching methodologies and related learning theory.

The teacher educator may decide to accentuate a certain component of this complicated blend in a given learning activity, although it might be helpful to consider these different objectives as "layers" within the pedagogy of teacher education. (Boyd and Harris, 2010). One can better comprehend the complexity of teacher education by combining Singer's (2013) concepts of "learning to teach" and "teaching to learn" with these several layers of purpose. It is unclear what extent teacher educators are well-equipped to manage this complexity. The levels of purpose should be known by teacher educators and pre-service teachers in a formal setting, and they should be explicit about which layer they are concentrating on at any particular time. It is to be encouraged that a teaching and learning topic will frequently be discussed from a variety of angles, however, if the participants are uninformed of the complexity and depth of the session, confusion may result rather than clarity. For instance, if student teachers are unclear about the purpose of the artefacts used in teacher education sessions, this could lead to misunderstanding (Ellis et. al. 2011).

Learning to view teaching from the perspective of the students is a crucial part of being a teacher. Employing inquiry-based methods, represents one of the pedagogical practices of teacher education. When conducting small-scale action research, student teachers frequently gather and analyse student voice in addition to other learning data. Action research demands involvement with literature and critical analysis, and these activities are meant to support student teachers in developing the critical thinking skills necessary to challenge both established practises and their own deeply ingrained

conceptions of teaching, which are frequently centred on telling, learning, and transmissive teaching. It appears that teacher educators can introduce an inquiry-based approach to professional learning and make use of the learner status of student teachers by demonstrating it.

Learner-centred pedagogy in Early Childhood Care and Education

Numerous studies (Yelland, 2010; Melhuish and Petrogiannis, 2006; Sylva et al., 2003) have demonstrated that investing in high-quality early childhood education can significantly increase children's chances of success in school and other aspects of their lives. To empower each child to independently create knowledge by exploring their surroundings is the goal of learner-centred education in the early years, including their physical and social circumstances, according to published research (Tracey and Morrow, 2012). In light of these general curriculum restrictions that were created by social construction, a flexible curriculum is required (Bell, 2011, Mligo, 2008). Whereas many authors contend that learner-centred pedagogy (LCP) is situational, not all learning situations benefit from it. It occasionally works for certain students, but not always for all of the students. 2004 (Herbert).

In other words, characteristics are described that lead to better outcomes when academic achievement is defined in terms of performance that can be assessed using instruments that have gained worldwide recognition, examples include the standardised tests used by the International Association for the Evaluation of Educational Achievement (IEA) (Barnett and Frede, 2010, Herbert, 2004). Therefore, rather than adopting a learner-centered paradigm just because it might have succeeded in another nation or for a different demography, education policy makers should take into account scenarios that are likely to improve the efficacy of LCP as well as those in which it is likely to fail. Usually, this is done for irrational reasons (Herbert, 2004). LCP, however, is best suited for promoting spontaneous learning in the early years for meaningful learning. (Barnett and Frede, 2010, Melhuish and Petrogiannis, 2006, Sylva, 2003, Mitchell, 2008).

2.2.11 Pre-service teacher education components

According to Bakare (2017), a teacher's career may be broken down into three stages: pre-service teacher preparation, initial introduction into the teaching profession (induction), and in-service professional learning. Each level builds on the information and abilities acquired in the stage before it. In fact, some education experts think that a pre-

service teachers' programme is just the beginning of their career, not their whole preparation and qualification. Curriculum, evaluation, professional experience (practicum), teacher educators, and learning and teaching techniques are listed as the essential elements of pre-service teacher education programmes (Cochran-Smith and Zeichner, 2005).

Curriculum

The word "curriculum" has a number of different connotations in educational programmes. Others define the phrase broadly to refer to what, how, and even the place of teaching and learning. Some people use the phrase to refer solely to what is taught. The way the curriculum is put together has a big impact on how good it is. The curriculum according to Hoban (2004), should educate teachers to help them deal with the nature of their profession and how to approach it. Organisation through which the design is implemented also has an impact on the curriculum. Some Teacher Education Institutes (TELs) some choose a faculty/discipline approach, while some approach curriculum design in a programmatic way. The first focuses on the range of educational programmes (early childhood, primary, or secondary) that it provides pupils, whereas the second arranges staff members according to the teaching specialties they are qualified to teach (educational psychology, educational technology, science, or the arts). Teacher Education Institutions (TELs) approach curriculum creation from a programme perspective, while others do so from a faculty or discipline. While the latter organises employees in accordance with their teaching discipline, the former focuses on the diversity of educational programmes available to students, such as childcare and education for young children, primary education, high school, or postsecondary education in disciplines like educational psychology, educational technology, science, the arts, and so forth. Each strategy has advantages and disadvantages, without a question. According to Barnett and Derek (2001), a programme approach results in a curriculum that is more comprehensive, fosters greater teamwork, and better utilises resources. Nonetheless, one could argue that the programmes method might encourage competition among programmes inside the organisation for both students and resources.

Assessment

An assessment is a tool that teachers use to understand the context and style of learning. A teacher assesses student learning in a course using both observation and measurement in an effort to understand what the students are learning. This entails obtaining information about a student's advancement through the programme, both graded

and ungraded. In Teacher Education Institutions, the requirement for "genuine" assessment is frequently cited (TEIs). Genuine evaluation is "opportunities for developing and analysing teachers' ideas and behaviours in situations that are experience-based and problem-oriented and that entail or mimic actual acts of teaching," (Darling-Hammond and Snyder 2007). Examples of this type of assessments include peer assessment, action research, portfolios and case studies. In their work on contextual learning, Herrington and Oliver (2000) talk about the need for authentic learning practises in pre-service teacher education settings as a strategy to "address the growing divide between formal classroom learning and real-life learning."

Many colleges education have different methods for evaluating pre-service teachers' professional practise. Chukwuemeka et al., (2017). At the New Zealand's University of Auckland, Hope (1999) ascribed that the programme, Postgraduate Diploma in Education mentors within each school who have received skills enhancement evaluate students' enrolment. In Nigeria, this submission of Hope is also practised. The majority of these differences, however, are brought on by the organisations' different ideals. For instance, the partnership practicum model at Edith Cowan University's Faculty of Education, the assistant teacher has primary duty on the pre-service teacher to give the report on the stimulating processes that led to a change authority and personality (Sharp and Turner, 2007).

Professional experience (practicum)

Many people consider the practical experience or practicum to be the most crucial element of the education for prospective teachers (Turner and Sharp, 2007; Standing Committee on Education and Vocational Training of the House of Representatives, 2007). It is widely acknowledged that the mentor's (teacher educator's) role in the mentee's (pre-service teachers') professional experience is vital. despite the fact that The prerequisites for the practicum differ in various nations, such as in the Asia Pacific area (With the exception of some nations where teachers lack professional credentials and the TEI is still in charge of the situation). According to Atputhasamy (2005), The greatest need for assistance in classroom management and good subject matter teaching is among pre-service teachers. Additionally, she stresses how crucial it is to provide pre-service teachers and their mentors with proper support networks.

Teacher educators

Teacher educators are those who prepare potential teachers for careers in teaching. Enhancing the abilities of future teachers, teacher educators are equally crucial. However, many teacher educators continue to use conventional teaching and learning strategies in their curricula and programmes. (Berry, 2004), which is based on the notion that pre-service teachers do not manage their tasks well, do not take ownership of their own learning, and only receive information passively. According to Brady (2004), constructivist teaching/learning strategies founded according to the notion that knowledge is actively developed and reconstructed through learning, and that teaching is the process of supporting and directing pupils through the process. They supported the growth of pre-service teachers' transferable competencies that can be used at any point in a career as a teacher.

Brady (2004) The latter strategies are becoming more and more important in today's knowledge societies and economy, as students are expected to be active knowledge developers and seekers, and their learning involves locating and transforming complicated information. Without a doubt, developing relationships and serving as an example of excellent teaching are crucial tasks that teacher educators perform (Sharp and Turner, 2007). To build confidence in their own teaching, obtain insightful input regarding their professional growth, and create their own teaching practises, pre-service teachers must have faith in their mentors. (Howitt, 2007). Howitt (2007) discovered that one of the major factors affecting the self-assurance in the teaching talents of the pre-service teachers was the teacher educator's modelling of successful teaching techniques.

Learning and teaching methods

The pre-service teacher education programmes incorporate a wide variety of teaching and learning techniques. A traditional approach has given way to a constructivist one. In order to contextualise and authenticate learning, inquiry-based, case-based, and problem-based teaching approaches have also become more popular recently. Such tactics are believed to offer pre-service teachers a wealth of opportunity to put theoretically solid concepts about teaching and learning into practical, intricate, and real-world educational situations.

2.2.12 Pre-service teachers' preparation

Research arguing for changes in Initial Teacher Education (ITE) assert that in addition to using the collaborative tactics and group projects that are promoted by school

curricula, teacher educators must create their own pedagogy in order to prepare future teachers. (Bhattacharjee and Deb, (2016); Obanya 2010). For both teachers and teacher educators as well as trainees, seeing and observing good practise, either directly or through video clips, is viewed as a significant development tool (O'Sullivan 2012). Despite the fact that many studies have emphasised the need for teacher educators be educated in the art of teaching, the review did not turn up many research especially concentrating on how teacher educators are trained, how they build their own practices, and how they accumulate Pedagogical Content Knowledge (PCK), or how they establish a community of practises through networking, teamwork, and both individual and group reflection, demonstrating a glaring research gap. Teachers engage in pedagogical practices, in accordance with Kapur (2019), when they make use of tools, materials, strategies, and explanations. Technical resources can only support, aid, or elicit innovation; they are not a necessary or sufficient condition for innovative activity and preparation.

The effectiveness of the lecturers' instructional tactics and the motivational skills that pre-service teachers have learned from the Department of Early Childhood Care and Education in colleges of education are the foundation of this act of preparation. This preparation of the environment for children's activities which exposes children to physical and social interaction among their peers and relevant adults to guide them and lead them to awareness of their environment is a part of the stimulation skills (Amosun and Kolawole, 2015). Children interaction towards learning and ability to form relationships with others is based on the pedagogical skills that the preschool teacher has learned and mastered. The preparation of preschool children to acquire the necessary skills for their growth would suffer if these activities are not included in the education and preparation of the preschool teachers.

Principles of teaching and learning

As was previously stated, pedagogical practices become innovative when educators use a variety of resources, tools, methods, ideas, and explanations when educating and preparing students. Understanding the concepts of teaching-learning is crucial for improving pedagogical practises. The following instances illustrate how and where students can acquire knowledge and skills most effectively. (PLT, 2004). When the learning environment is encouraging and effective, it fosters the development of positive relationships by getting to know each student and valuing them, as well as a culture that values and respects both individuals and their communities. The effective application of

strategies develops students' self-confidence and willingness to take risks with their learning by providing students with systematic support, acknowledging their efforts, and rewarding their work.

This principle relates to the learning environment; it states that it should encourage self-motivation, interdependence, and independence. The teacher's job is to motivate and assist students in taking ownership of their learning and application of techniques that foster effective teamwork. The learning curriculum takes into account the needs, perspectives, and the students' interests. In order to enhance students' experience in a technologically advanced environment, teachers must employ a variety of strategies that promote different ways of thinking and learning, build students' past experience, knowledge, and skills. Additionally, they must be adaptable and sensitive to the requirements, values, and interests of each individual student. To foster profound levels of thinking and application, children are both challenged and supported. In accordance with this principle, the teacher designs learning sequences that emphasise the connections between concepts, encourage in-depth discussion of concepts, push students to think critically and critically, develop investigative and problem-solving strategies, as well as to foster creativity and imagination.

Procedures for assessment are an essential part of teaching and learning. Ensuring that pupils receive regular feedback that is helpful and encourages further learning. Using assessment techniques that encourage introspection and self- assessment, making sure that assessment criteria are precise. Designing assessment practises that represent the complete spectrum of learning programme objectives includes using assessment data to guide planning and instruction. Beyond the classroom, learning has significant connections to communities and practice. In this instance, the instructor sets up opportunities for students to improve their interpersonal relationships, work with small and big groups, and use technology in ways that are consistent with both professional and social norms. This supports students' engagement with contemporary knowledge and practise.

The development of measures from the exterior environment and the subsequent analysis of those measurements by the children in the internal learning environment are vital. Connections and linkages can be made outside of the classroom through guest lecturers and practitioners, online team projects, student projects that make use of local resources, displays at nearby malls, student participation in competitions, articles in local media, family-focused learning nights, outings, and neighbourhood environmental community action projects are a few examples of local initiatives.

The school's principal and other administrators are aware that boosting teaching effectiveness is the key to raising student achievement overall. They take on a strong leadership position and push for the adoption of research-based teaching strategies in all classrooms to ensure that every student is engaged, challenged, and learning successfully. Enhancing student learning all teachers should be familiar with the usage of successful teaching strategies, such as explicit instruction. When grading this category, consideration is given to the school leadership team's level of knowledge of current research on productive teaching methods; The leadership of the school establishes and disseminates clear standards for the adoption of effective teaching practices across the entire institution; The principal and other school administrators interact closely with teachers, providing them with feedback on their lessons and, if needed, acting as examples of effective teaching; In order to engage students, challenge them, and give them a sense of security when taking risks while learning, school administrators actively advocate a variety of evidence-based teaching practices.

The school administrators (teachers/lecturers) plainly explain what students are to accomplish, talk about the strategies with the students, and then check to determine if learning has taken place. By focusing on underlying ideas, conceptions, and concepts that have evolved over time, they promote deep learning; set high standards for improving students' performance in the classroom and high standards for each student's advancement aiming to increase students' self-confidence in their ability to learn effectively and their comprehension of the connection between effort and success; increasing students' self-confidence in their ability to learn successfully and their comprehension of how hard work and success are related by giving students immediate feedback on a frequent basis in ways that make it obvious what steps they might take to advance their learning; providing immediate, giving students frequent feedback in a style that makes it clear what they should do to develop their understanding. The school's administrators give teachers continuous, in-depth feedback on their pedagogical approaches. They routinely evaluate the effectiveness of teaching and use the results of these evaluations to adjust practice. Therefore, established a sort of characteristic and levels of pedagogical practices in their institution.

2.2.13 Characteristics and levels of pedagogical practices

Exceptional Performance: This refers to the initiatives taken by school administrators and other leaders who strive for outstanding performance to advance teaching and learning in their institutions. They demonstrate a strong belief that effective teaching serves as the basis for effective learning. Teachers must perform at a high level in the classroom to support student learning and take positions that are widely accepted and are definite regarding the method of lesson delivery they favour. Evidence-based teaching tactics, or those that have been demonstrated to be incredibly effective from research and practice, are given high priority. All teachers and school administrators are devoted to discovering, comprehending, and implementing improved teaching approaches. As part of their duties, school administrators collaborate with teachers to help them develop their educational strategies. This work includes modelling, assessing, and giving feedback on how teachers are doing in the classroom.

High Performance: Team leaders and teachers are expected to recognise positive performance indicators by the principal and other senior leaders, even though they may not have clearly expressed opinions regarding the kinds of teaching they would like to see implemented across the board or "hands-on" support for enhancing teaching strategies. A distinctive importance is placed on better teaching techniques as well as professional development exercises for teachers develop their knowledge in effective teaching approaches. School administrators make frantic improvement initiatives for education and learning as they focus on a number of key components, the capacity to set high standards for each student's learning, be specific about what they should learn, directly teach skills and subjects, provide each student individualised attention as necessary, and provide prompt feedback to guide students' actions.

Medium Performance: School administrators are clear that they want to see effective teaching taking place across the board, but they are less certain of what exactly this entails. Except perhaps subtly by concentrating on academic achievements and targets. They do not seem to have a clear plan for enhancing or improving the school's teaching strategies. The school's scores in reading and maths are closely monitored by the administration, but they rarely have conversations with the teaching staff on efficient pedagogical practices. Discussions of particular teaching approaches are rarely brought up, and usually only in the context of problems with a teacher's performance. Although there

is some clarity over what students should learn, there is an imbalance in the instructional strategies (e.g., an excessive emphasis on whole-group instruction or a dearth of explicit instruction). Particular teaching strategies are rarely discussed, and if they are, it is usually only when a teacher's performance is being questioned.

Poor Performance: It would seem that school administrators lack a firm opinion on what makes a teacher particularly effective. There is little evidence that they are advancing a strategy to enhance or change the institution's whole set of teaching procedures. The principal and other school administrators pay relatively little attention to matters relating to teaching. It seems that pedagogical concerns are only the concern of teachers. There is not much clear discussion or examination of extremely effective teaching approaches at the school level. It could be that There is a lack of precision detailing what students are expected to understand and be able to accomplish as a result of activities in the classroom. There is little consideration given to the individual learning needs of each student, or there are low expectations on the part of the teachers that every student in the classroom will comprehend the material being taught. Activities in the classroom frequently display the illusion of effort.

2.2.14 The teacher educator

A teacher educator is someone who cultivates a supportive environment so that student teachers can acquire the required information and skills using a variety of techniques and by modelling. (Mormah and Bassey, 2021). Russell (1997) summarises the fundamental idea statement, "How I teach is the message," and "modeling is teacher education," respectively; The term "congruent teaching" has been used to describe this more recently. When it consistent with providing the student teachers with examples of successful teaching and learning techniques that they can recreate in their own classrooms. Also, the congruent instruction may reflect the teacher's personal ideals (Willemse, et al., 2005). The use of this fundamental idea has the drawback that the message might not be understood by the student teachers. It is possible that they are blissfully ignorant of the teacher educator's modelling. This fundamental idea also seems to be founded on the unquestioning acceptance of "good practice." the notion that there are effective teaching strategies, and that all it takes to be a successful teacher is to build up a repertoire of these strategies and apply them in your lessons. The degree of modelling known as "congruent teaching" (Murray and O'Doherty, 2001) depends on the student teacher working independently to analyse the teacher educator's technique, according to the provided

framework for modelling based on the research. By utilising "self-conscious narrative," some teacher educators use explicit modelling in their classroom lessons. In front of the student teachers, they vocally reflect on the session's planning and facilitation as they "walk out" of the teacher education session.

The French Lieutenant's lady a novel written by Fowler (Wood and Geddis, 1999), which has a reflection on the author's aims that interrupts the story, gave rise to the concept of "stepping out." In addition to modelling instructional techniques and calling student teachers' attention to them, this type of explicit modelling also serves as an example of a teacher's reflective practice, even when the activity in question is that of a professor in higher education. One may argue that modelling oneself as a teacher who demonstrates critical reflection at a higher level than congruent teaching. Some teacher educators attempt to connect their reflections to learning theory as part of explicit modelling; this is known as level 3 modelling (Lunenberg et al., 2007; Swennen et al., 2008). According to Level 4 of the modelling framework (Lunenberg et al., 2007; Swennen et al., 2008), student teachers are asked to reflect on their own classroom practises in connection to the teaching technique modelled and the issues raised by the teacher educator's response.

2.2.15 Causes of poor pedagogical practices

It was noted by Obiweluzor (2015) that in the dynamic, multifaceted environment of the institution, a number of challenging obstacles must be overcome by those in charge of the early childhood care and education teacher education programme. Teacher educators employ adaptive leadership skills to respond to communal pressure, to improve student results, the different theoretical and philosophical viewpoints held by students (Faloye and Obateru, 2021). Challenges in the field of early education include teachers and community stakeholders. Although there is disagreement over the specifics of early childhood care and education and there are divergent views on best practices, college administrators are responsible for managing their unique programmes. For decision-makers, entrepreneurs, business leaders, and other stakeholders who are concerned with child development and readiness for school, the wide range of variability and ambiguity surrounding the concept and guiding principles of early education creates a credibility gap (Goffin and Washington, 2007).

Early childhood care and education present unique difficulties as its mode of teaching is begging for recognition in the Nigeria educational sector, the administration of higher education express difficulty in relation to early childhood education. Higher

education leaders must make choices and exert influence within the constraints of their organisational culture and environment since the coupling relationships between internal and external entities vary across different types of organisations. In addition to pressure from the community to meet its requirements for research and services, the institution is under internal pressure to support its goals, strategic objectives, and mission.

2.3 Empirical review

2.3.1 Issues relating to pedagogical practices in ECCD programme

Adamu, et al., (2012) conducted a study that lampooned the various issues encumbering teacher education in Nigeria. Adopting descriptive survey with stratified technique to select eighteen tertiary institutions from the six-geo-political areas in Nigeria. 450 participants formed the population sample for the study, including the provosts of college of education, institute's directors and the deans of faculties of education, took part in the study. The need for quality and quantity of staff, resources for instruction, and infrastructure were just a few of the issues that were brought up. The study's conclusion offered a recommendation to stakeholders to scale up efforts to address these concerns regarding teacher preparation so as to produce successful teachers with effective delivery abilities in their teaching activity.

In an essay for Research Cyber, Umana (2018) listed five issues that Nigerian teacher education is now facing. One of the five issues is quality control, as well as internal problems that have an impact on the calibre of applicants accepted into the educational programme and the lecturers' professional qualifications. She claimed that many applicants accepted their acceptance into educational programmes grudgingly because they were either rejected for their desired courses or were ineligible for the more "exotic" programmes like engineering, medicine, law, and so on. Hence, unless they are compelled to do so, most candidates are not typically willing to apply for courses that will prepare them for a career as teachers. According to her observations, this force is what is to blame for the rigorous academic environment that is non-competitive in colleges of education as shown in another academic programme.

Furthermore, she blamed the low standard of teacher performance in lesson delivery on the non-professionalization of the teaching profession. She claimed that many of the Nigerian teachers have fallen short of the minimum required by international standards and the retainership of unqualified and drop-out personnel who engage in teaching activities both in the private and public schools especially when it comes to early care and education.

Still more in this article, Umana (2018) bemoans the fact that some lecturers at the Nigerian colleges of education lack the certificate for teaching career. This is a case of blind leading the blind, this implies that lecturers who are not teachers, may not have the pedagogical practices that will impress on the pre-service teachers' didactic abilities. Also impress on the in-service teachers in the schools.

Abanobi and Abanobi (2018) investigated the challenges rocking the boat of effectiveness and proficiency of the programme responsible for Nigeria's teacher preparation. The report, among others, pointed out how poorly teachers are prepared at our colleges and higher institutions of education. They concluded that effective preparation of the teachers will bring about bright future for our children, stability and security in our country. They proffer that it is only a professionally viable teacher can bring about quality and achievement in the learners. It is also explained that professional viability can only be attained at the initial training and maintained with the continuing frequent, proficient and proper preparation for the education of teacher.

The study's findings highlighted difficulties with quality control in colleges of education (Abanobi and Abanobi, 2018). The required standards to ensure the excellent education given to pre-service teachers has been an illusion. They blamed the regulating agency, namely the National Commission for Colleges of Education (NCCE) of being responsible for the problem of quality control in teacher education, particularly in colleges of education, that they have reduced the intensity of their duties. The study recommended that the regulatory body work intensely to raise the standard for teacher education and preparation in order to achieve the level of acceptance in the worldwide area of educational goals. Another recommendation from the study, to make paramount the production of well-motivated teachers in the policies and approved programme for teacher education, to support and equip teachers with specialized knowledge and increase teachers' capacity building. They also propose giving pre-service teachers more practical time to gain more classroom experience. this according to them will enhance professional preparation of the teachers. Also, the lecturers in colleges of education should be certified teachers who have received the endorsement of the Nigerian Teacher Registration Council (TRCN).

For a number of reasons, lecturers in developing nations today more than ever need to enhance their subject-specific knowledge, skills, attitudes, and behaviours (Peretomode and Chukwuma, 2012). As an illustration, academic programmes at our institutions don't adequately prepare students for their impending careers and the responsibilities that come

with them (Peretomode and Peretomode, 2001; Heiss 1970,). The expansion of knowledge is another problem. As globalisation, the economy, and the rivalry for talent become more widespread, tertiary institutions are likewise in constant upheaval, with some lecturers being eager to undergo frequent training and retraining and others being hesitant to do so (Asiyai, 2015). Teachers who are well-prepared will advance society in the correct direction, investing in their professional development is therefore essential. The extent teachers mastered the fundamental teaching techniques determines how prepared they are. That it is possible to achieve both a qualitative and quantitative system of teacher education, provided emphasis is placed on imparting essential teaching abilities, methods, and approaches (Kanno, 2004). Kanno and Onyeachu (2018) emphasise the importance of teachers learning the basics of teaching. With teacher education programmes, the fundamental teaching abilities are acquired. It is common knowledge that educated instructors make significant contributions to the present and future advancements of any nation. Future progress will unquestionably continue past 2030 if teachers make a meaningful contribution to the nation. The cumulative effect of ineffective teachers' efforts, would occasionally result in national retrogression rather than progress and advancement (Nkang, 2009). Every facet of a nation ’s development is impacted by the educators in that country. That suggests that when teachers are well-trained, starting from the college of education where one acquires the essential credentials to become a teacher, there will be overall growth in the country.

2.3.2 Pre-service teacher level of exposure to lesson planning skills

The study of Aremu and Salami (2012) on the Effective teacher education programme on the achievement of Activity-Based skills for lesson plan in mathematics revealed loopholes in the lesson plan of the ECCE lecturers. Additionally, it was demonstrated that pre-service teachers only receive education on how to prepare lessons; they do not receive guidance on how to present lessons. which is why they being unable to effectively impart their expertise to primary school pupils. Research on pre-service teachers at institutions of education indicates that they were prepared in the ability to develop lesson plans for engaging activities for young children. The method of teaching employed by the lecturers are lecture methods and the students sit in the class listening and taking note (Aremu and Salami, 2012). This was called for the education of the ECCE lecturers on the skill of lesson plan that is acceptable to stimulate children. In the planning of lesson, the following is germane; the behavioural objectives must be specifically selected, the

instructional resources, identification of appropriate activities for children, teacher's activities that will arouse children interest in learning and assessment tools for the comprehensive development of the children as stated in the National Early Childhood Curriculum (NERDC, 2007) for children aged 0 to 5) and the NCE Minimum Standard (2012).

Chandra (2015) discovered that when it comes to the lecturers' planning and delivery of lectures, pre-service teachers typically misinterpret the three levels of lesson plans (pre-learning, learning and post-learning). She claims that pre-service teachers lack the will to create engaging practicum activities or include multi-media in their lesson plans. She attributed this uncertainty to the lecturers' lesson plans, which often consist of direct instruction from a textbook or lecture notes. She went on to recommend in her study that lecturers should prepare their lessons so that future teachers can create their own lesson-planning strategies. This submission was supported by (Ganesh and Matteson, 2010; Chassels and Melville, 2009).

According to Chassels and Melville's (2009) investigation into the problem of lesson planning in the delivery of mathematics lessons by pre-service teachers during teaching practise, teacher candidates had never had the opportunity to plan and teach mathematics lessons in their class, such as micro-teaching. The lecturers spend the majority of the class time discussing and demonstrating pedagogical-content strategies for teaching mathematics, it undermines the pre-service teachers' confidence in their ability to create efficient mathematics lesson plans. Another difficulty that is well-known hinders future teachers from being able to create effective lesson plans for mathematics is the lack of adequate supervision and correction during teaching practise by the lecturers. The course "observation" is part of the teacher education curriculum. According to Chassels and Melville (2009), pre-service teachers who go to schools for this observation merely observe the teachers there and take notes; they do not engage with them or elicit information from them. The observed problems were linked to the lecturers' pedagogical practise of lecture planning, despite the fact that the pre-service teachers were never prepare to develop the skills of lesson planning in their programme. Because of this, the National Academy of Education (2005) recommended developing teacher education programmes to help pre-service teachers develop the learning and teaching skills necessary to prepare them for life beyond college.

Salami (2014) found that the lesson plans in use in the University of Ibadan contain the following headings: General information on the class to be taught and the subject;

behavioural objective and learning materials; presentation of lesson (teachers' activities in steps); Evaluation of the subject taught in the teacher's way. According to Salami, any lesson provided in this way is likely to be teacher-centered and talk-only, with no chance for the children to get involved in the activities in class. In most industrialised nations, successful teaching strategies and methods are prioritised, and various lesson plan formats are used to support and further develop these developed teaching strategies and methods.

A format for planning activity lesson was highlighted in the study of Salami (2014) from Ontario Canada, the key stages of the lesson plan are as follows: stage one, Expectation and learning skills (clearly stated objectives of the lesson); stage two, Pre-assessment stage, this stage is about the students, the learning environment, and the lesson's instructional materials; stage three is when the lesson's content is clearly laid out in terms of how it will produce the desired results; and stage four is when teaching and learning practises are discussed. Stage five focuses on the assessment tools, the technique, and the way of gathering data on the lesson outcome. This refers to the actions that the teachers and pupils have carried out in relation to the subject matter in order to produce the intended results. Salami argues that this lesson plan would enhance learners' activity levels and stimulate their enthusiasm in academic pursuits.

2.3.3 ECCE lecturers' lecture preparation practice

The opinions of teacher educators on microteaching and lesson planning in a teacher education setting were investigated in a study by Ghanaguru et al. (2013). Respondents were given a series of open-ended questions to complete to evaluate their perspectives on lesson planning and microteaching methods. Findings showed that learning objectives, lesson presentation in steps, and types of activities for the lesson were seen by respondents as three crucial components of lesson planning. Micro-teaching was taught through both student- and teacher-centred strategies. The respondents also provided specific examples of how micro-teaching might be carried out. 13 professors from a teacher education institution, in Malaysia were selected because they teach courses on teaching methodology. The respondents have been in the practice for ten years and are involved in Linking Theory to Practice (LTP) programme. One of the component of this programme is micro-teaching. The student teacher prepares and delivers a lesson before other student teachers through micro-teaching. The student teacher gets verbal feedback from the peer, and verbal and written feedback from the lecturer.

Lee and Lee (2014) deliberated on the coursework intervention and how it can intensify pre-service teachers' self-efficacy in technology integration (SETI) and which course requirement—expertise in instructional media development, technological knowledge, and lesson planning experience—have the biggest effects on SETI. The study involved 136 undergraduate students from a Korean institution with a focus on teacher education. Lesson preparation strategies used by pre-service teachers had little impact on how they developed their attitudes.

2.3.4 ECCE lecturers' lesson delivery practice

Teachers' Views on Their Subject Matter Knowledge Structures (SMKS) and the Influence on Classroom Practice (ICP), a study by Bartos et al, (2006). The study's methodology, which assessed teachers' SMKSs as representations of various concepts, relationships, and ideas, was based on the works of numerous authors, including Gess-Newsome (1992), Gess-Newsome and Lederman (1993, 1995), and Lederman and Latz (1995), various organisational structures related to a particular subject, field, or domain. It was important to focus on the relationships and interactions between the subjects to see if any further thematic or hierarchical structures could be found.

These SMKSs were thought to be consistent with Shulman's (1987) hypothesis that the way in which content was translated during instruction may, in part, be a function of how it was structured (for example, total subject matter credit hours, in-discipline grade point average), by providing information about one's subject matter knowledge beyond that provided by more widely used metrics. This investigation was primarily focused on content understanding for physics because the principal researcher had experience in the field of physics. The study involved four physics teachers from the same significant suburban high school who had a combined total of at least five years of teaching experience. These teachers shared two classes: College-Prep Physics and Honours Physics. As a way of reducing the expectations, either real or imagined, put on them, teachers were given the freedom to decide which class and which specific educational unit they would use. In light of research showing that teachers frequently attribute curricular restrictions for the failure to put their SMKS into practice (Lederman, 1999), Both the Honours Physics and College-Prep Physics classes were taught, but the literature study indicates that teacher subject matter expertise has an impact on classroom management. However, their study did not investigate early childhood education lecturers as well as pre-service teachers' skills on lesson delivery.

The criteria for evaluating academic staff were split into three categories for the study by Igbokwe and Ugo-Okoro (2015) on the performance evaluation of academic staff at universities and colleges by students. These categories were teaching, research, and service. The major responsibility of the academic staff is thought to be teaching, which encompasses both what is taught and how it is taught. They clarified that evaluating higher education academic staff while they are delivering a lecture in class is not a common practise. They contended and suggested that this evaluation was required in order for the pre-service teachers to adequately instruct and improve the academic standing of their pupils. Also, they stated that although teaching activities place a great deal of demands on academic staff members' emotional intelligence, they might still be evaluated on their emotional competence, which is the foundation for the supportive emotional environment of teaching and acquiring knowledge.

According to Amuda (2017), Teaching practice afford the pre-service teachers the opportunity to mingle and learn about the ethics, rules and regulations that guide the practice of teaching as a professional career in the school environment. They get to have first-hand experience on how to relate with the school administration, teaching and non-teaching staff, the children and the class environment. They learn time and class management during the period of teaching practice. Pre-service teachers have the time and opportunity to develop the skills necessary for their professional development as teachers through teaching practice (Ode, et al. 2020). They are introduced to a cooperative learning method with interactive teacher assistance (Kihwele and Raiza, 2020). Enables them to reflect on their own classroom behaviour and to gain the vital skills, attitudes, and knowledge required to manage the learning experiences of children in the classroom (Opara, et al. 2017). Teaching experience improves how pre-service teachers think of themselves as teachers.

According to studies on the types of teaching methods used by lecturers in teacher preparation programmes at higher education institutions in general and in educational institutions in particular, the lecture method is the most common (Idris, 2019). It is therefore crucial to pay attention to the lecturers' teaching strategies. Traditional approaches to teaching mathematics at the elementary school level and those used in teacher education programmes, where theories are presented through lectures, appear to have striking similarities.

According to Freudenthal, the traditional method of teaching mathematics treats teaching knowledge as a created subject rather than one that should be produced by the

learner or student teacher. According to Salami (2014), a lot of lecturers, especially those in the faculty of education, in particular department of Early Childhood Education lack the real methodological skills required to use modern cutting-edge technique for child stimulation. The key advantages of the lecture method are that it effectively reaches a wide audience with a lot of material, that it gives the teacher control, that it promotes time management, enables face-to-face engagement with students, and is not daunting to them (Idris, 2019).

Although lecture strategy has many benefits, it has one flaw that makes it inappropriate for ECCE pre-service teachers: it has a major negative impact on how the pre-service teachers engaged the children throughout the teaching process. There are several disadvantages of the lecture method for aspiring elementary mathematics teachers. According to Oranu (1993), who notes that the quality of teaching in Nigeria appears to be subpar, teaching performance and other in-class behaviours are never accepted criterion for examining college of education lecturers for promotion or reward. Oranu explains this by saying that these evaluation techniques frequently place little emphasis on teaching. Research papers are prioritised for evaluation and promotion of the lecturers.

2.3.5 The classroom practice of pre-service teachers

Learning how to teach is a necessary course in the teacher education programme. The body in charge of overseeing the Nigerian school curriculum: The Minimum Academic Standards for Colleges of Education (NCCE, 2015) and the National Commission for Colleges of Education (NCCE) have supported this requirement as a prerequisite for graduation. The pre-service teachers can learn competency and useful skills through this teaching practice experience, throughout the teaching and learning process (Hamilton-Ekeke, 2016).

Academic materials production for the educational system that are professionally sound and intellectually competent is one of the duties of universities and colleges of education. Individuals with the ability to innovate and who are prepared or have the necessary tools to adjust to changing conditions in the system and society. Effective teacher preparation through the use of suitable methods, resources, and evaluation processes is crucial to achieving the goals of teacher education (Onuekwusi et al., 2021). It is crucial to make sure that these competences, which are seen to be necessary for teachers in the 21st century especially, are gained during the preparation programme**.** This is significant because, after receiving certification from the proper body, it is considered that teachers

have mastered a variety of competences that were the focus of their professional training. There are three parts to teacher preparation: content area The study of methodology, or pedagogy, and instructional techniques. During teaching practise, student instructors apply what they have learned about both the material and the procedures into practise. The Nigerian Diploma in Education is the programme for teacher preparation that this study is interested in (NCE). Twelve (12) weeks of the course's three years of full-time study are devoted to teaching practise. Our educational system currently requires the National Certificate in Education (NCE), which aims to prepare teachers in essential disciplines.

Teaching practise is an activity that gives student teachers the time and awareness they need to build the experiences, knowledge, skills, and competences essential to succeed in their careers as teachers (Asaya, 2010). Under the guidance of their lecturers, the preservice teachers are learning during this time. It might also be called the "apprenticeship" stage. the future teacher can put the skills they have learned in class into practise during this time, and the lecturers can quickly step in if the pre-service teacher makes mistakes. The preparation of pre-service teachers must take place within this time period (Agih, 2015). In their research, Jekayinfa et al. (2020) discovered that pre-service teachers in Nigeria's universities and colleges of education engaged in considerably above-average teaching practices. On the contrary, preservice teachers' performance during teaching practise is of low quality, as reported by Oluwatayo and Adebule (2012), from a similar research carried previously.

2.3.6 ECCE lecturers' assessment tools development practices

A research on the challenges of school-based assessment, Nigerian educational system innovation, was conducted by Nwana (2007). Respondence were gathered from the city of Owerri's primary and junior schools. Result revealed that teachers in training were not adequately exposed to assessment technique for effective implementation of School-Based that will serve to improve the learners' literacy, numeracy and basic skills in life. The SBA was also endeared the student to a change of attitude to class attendance and improved learning. Onuka and Oludipe (2006) contribute to the importance of SBA as the applaud it as assessment that It has an impact on the students' readiness, capacity, and interest because it gives them quick feedback. Nwana (2007) emphasised on SBA as a form of continuous assessment instrument that assess the different aspect of educational domains of development.

Omebe (2014) inferred that continuous assessment is an instructional objective that seek to evaluate all ramification of the children's learning results, knowledge, emotions, and skill development. Technically speaking, these are known as the cognitive, emotional, and psychomotor outcomes. It is out to assess the child holistically using different assessment tools and instruments such as test, observation, project, interviews, rating scales, anecdotal records and others to compile data about the child across the three domains. Using a range of assessment tools, the child's academic achievement, interests, attitudes, work behaviour, adjustment, and self-esteem will all be monitored and reported on. This makes it simple to provide a thorough account of the child. As a result, continual assessment is regarded as a comprehensive report on the child.

In his study, Faremi (2014) evaluated the instructional approaches used in Nigerian technical colleges to successfully apply the scientific and trade modules' curriculum. The objective of the study was to assess the efficiency of different teaching strategies used in Nigerian technical colleges to provide scientific and vocational course content. The study used a descriptive survey-style research design. 180 science and trade lecturers from technical colleges in the states of Ekiti, Ondo, and Osun made up the study's sample. They were chosen using a multistage selection procedure. The required data was gathered using TSRS (Teaching Strategies Rating Scale) has a 0.76 reliability value.

Descriptive and inferential statistics were used to analyse the acquired data. The study's conclusions showed that the students' assignments were carefully chosen and planned for them, and that they were always urged to work independently rather than in groups. Science and trade teachers rarely employ the group technique, field trip, or ICT/E-learning strategy to transfer the curriculum's content. Conclusion: The application of the material in the technical education curriculum was limited by the lecturers' use of the lecture technique, which made them more theoretical in their practise. In view of the complexity of the curriculum's material, he recommended that the teaching methodologies used to apply the science courses and trade modules at Technical Colleges be re-evaluated. Teachers should use the group technique, field trip method, project method, and ICT method to teach and learn about scientific and trade-related subjects.

Salami (2014) also noted that examination and paper/pencil tests are the principal means of assessment in Nigerian colleges of education where elementary school teachers are prepared. Just during teaching practice, which is just 12 weeks out of a 3-year curriculum at the college of education, is when an observation schedule is used. He emphasized that assessments do not motivate pre-service teachers who are unwilling or

uninterested in pursuing a career in the college education. Salami (2014) urged a reform in the assessment techniques used to prepare pre-service teachers.

Participants from one under graduate physiotherapy programme in the UK were chosen using a convenience sample in Killingback et al., (2019) study: Student Feedback Delivery Modes: For a qualitative assessment of student and instructor perceptions. Five professors were chosen for semi-structured interviews, and 25 students in all were selected for the three focus groups. Focus groups and one-on-one interviews were performed by a research assistant who was not involved in teaching on the programme and, as a result, was unfamiliar to participants. The focus groups and interviews were governed by a semi-structured interview protocol. Using inductive thematic analysis, data were analyzed. They found that both the students and lecturers have different approach to assessment.

In 2016, Thilip et al. conducted a study on lecturers' opinions of the value of formative assessment in judging undergraduates' grammar competency. The research method used was qualitative. The data was gathered using a Likert scale questionnaire. 20 senior lecturers from two private colleges received this questionnaire, featuring 10 senior lecturers with more than five years' worth of experience and 10 beginning teachers with less than five years' experience. Ten questions on survey were connected to the two main research constructs—Grammar in tertiary education and formative assessment. The study looked at how formative assessment might give the teacher quick feedback on the students' level of knowledge. They offered the respondents the chance to decide based on how they understood formative assessment. The data gathered from participants was shown graphically, indicating the likelihood or unlikelihood of lecturers utilizing this method. To identify whether group of lecturers prefers formative assessment, the two groups of lecturers were compared according to their ages and years of experience. The outcome shown that formative assessment and how to implement it in a course are understood by senior and junior lecturers alike.

Revitalizing Assessment Design: What prevents new lecturers from succeeding in assessment design? this a study conducted by Norton et al. (2013). It adopted a survey study in which 586 recently qualified or still qualifying lecturers from United Kingdom Universities participated to examine new lecturers' perspectives on assessment design. Two elements, referred to as "preferred practice" and "constraints," were identified by a factor analysis. Participants believed that their perspectives on assessment design had changed as a result of their university teaching programmes and that assessment procedures may be enhanced. More over 50% concurred that there were real limitations on how assessments

could be created. In light of the results, there was not much of a reason to innovate in assessment, and children might not even like it. According to further statistical investigation, discipline and institution "external" variables play a significant role in influencing desired practice and perception of limits. Gender, amount of teaching experience, and certification status were considered to be "individual" variables, and they all had a statistically significant impact. The research's conclusions offer explanations for why new lecturers don't always feel confident using what they've learned about assessment, and they also highlight several key factors that affect how they judge assessment design.

The Norton et al. study (2013) depict the flaws in the development of assessment tools by the lecturers which the students found to be a blockade in their effort to be innovative in the development of accurate and current assessment tools before, during and in the conclusion of their class. This study aims to determine whether the pre-service teachers in the department of ECCE in the college of education experience the same levels of frustration as the students in Norton's et. al. (2013) study. Realistically, the pre-service teachers in the department of ECCE cannot tell the difference as majority do not see the flaws of their lecturers in the development of assessment tools during observation.

Taylor (2008) looked into the ways that student teachers, university-based teacher educators, and school-based teacher mentors conceptualised "learning to teach" within a university-school partnership. The perspectives of a variety of higher education students and lecturers were contrasted, in part, to those found in earlier phenomenographic studies. Four different conceptualizations of "learning to teach" are revealed by her study of questionnaire and interview data, Although the most sophisticated one may have considered the "student as teacher and learner" in addition to transmission and apprenticeship.

This method of instruction places a strong emphasis on the totality of student learning and "encourages pupils to think critically and creatively, to challenge conventional thinking, and to consider innovative ideas" (Taylor, 2008). Teachers' professional expertise is controversial and complicated. The pedagogy of teacher education, as well as the works of Ellis (2007), Shulman and Shulman (2004), Leach (2005), and Calderhead (1988), all show this complexity. A multitude of purposes are served by teacher educators; thus they may convey an important pedagogical concept during a formal session while also instructing students in a particular subject from the school curriculum. Along with teaching strategies and associated learning theories, in this instance, the student teacher is also learning about the pedagogy and many facets of the subject topic. The teacher educator may decide to highlight a certain component of this complex mixture in a given learning

activity, but it may be beneficial to conceive of these various purposes as "layers" within the pedagogy of teacher education (Boyd and Harris, 2010). Loughran's (2006) ideas of "learning to teach" and "teaching to learn" might be combined with these several levels of purpose to better grasp the complexity of teacher education. It is brought up whether student teachers can effectively handle this complexity. Both teacher educators and student teachers should be aware of the many objectives of a formal session and know which layer they are concentrating on at any given time. If the participants are unaware of the depth and complexity of the debate, it could result in confusion rather than clarity when discussing a teaching and learning topic. For instance, confusion may result if student teachers are unsure of the purpose of the usage of artefacts during lectures in teacher programme sessions (Ellis, et al.2011).

2.3.7 ECCE lecturers' usage of learning materials practices

Oragwu and Akachukwu. (2020) revealed the challenges teachers are encountering using the instructional resources for the delivery of their subject as reported the case of teachers in Abia State. Funding were not provided, the school facilities do not support learning as the facilities is also part of instructional resources. The technical know-how of the teachers is also another challenge as they are not able to operate the available instructional resources when delivery their lessons. The available resources are also left to demurrage as they were not properly maintained and diversion of the resources for private use.

Mupa and Chinooneka (2015) Factors Influencing the Inefficiency of Teaching and Learning in Primary Schools: Why Are Schools Decadent? The purpose of the study was to look into what makes elementary schools' teaching and learning effective. The study was motivated by the high failure rate of children in the seventh grade, which has had a 0% pass rate since 2013. The question of why there is such degradation in Zimbabwean schools motivated the researchers to look into it. Data were gathered using a variety of techniques. According to the report, teachers do not use a diversity of instructional techniques. For use in teaching and learning, they do not set up various media, syllabi and textbooks are the only materials available to teachers for instruction.

2.4. Appraisal of literature

The assessment of pedagogical methods for early childhood care and education and the stimulation (teaching) skills of pre-service teachers in South-west Nigeria constituted

the main subjects of the literature review for this study. Early child care and education as a concept were studied, it was discovered that education is a fundamental human right. Children's right to an education must also be respected because they will be the world's future leaders. College educators and administrators have a duty to make sure that graduates of ECCE programmes follow the most recent guidelines for teacher preparation and early childhood education, and they are knowledgeable about current issues such pedagogical techniques for children's holistic development. The advantages of high-quality early childhood education and care go beyond guaranteeing children's normal cognitive, behavioural, social, and physical development to establishing the foundation for future outcomes through the ECCE pre-service teachers' excellent pedagogical practises. Furthermore, the argument that supporting high-quality childcare can enhance learning outcomes is backed by substantial data.

There was also a literature review of theoretical and empirical studies. Behaviourism Theory of Learning and Social Constructivist Theory were thoroughly examined in the theoretical review and framework with reference to how they relate to the study. The empirical studies gathered data on studies assessing pedagogical practises for early childhood care and education, as well as the teaching (stimulating) skills of pre-service teachers. The field of child development can appear complex and fragmented, with a wide range of theories continually being revised. As approaches have evolved, there are significant differences in how these theories are applied in actual practise. Also, a variety of research and evaluation methods are used in this field, and there is no industry-wide consensus on what constitutes high-quality data.

However, it is clear from the literature that very few prior research in South-west Nigeria looked at the pedagogical practises assessment for Early Childhood Care and Education programmes, as well as pre-service teachers' stimulation skills and the synthesis of the theories. However, few of the studies analysed correlate the pedagogical practises of pre-service teachers' acquisition of the stimulation skills in the areas of lecture planning, sourcing and utilising instructional materials, delivering lectures, and developing assessment tools by lecturers in colleges of education. That was the gap that this study tried to fill.

2.4.1 Conceptual models for lecturers' pedagogical practices and teachers' stimulation skills

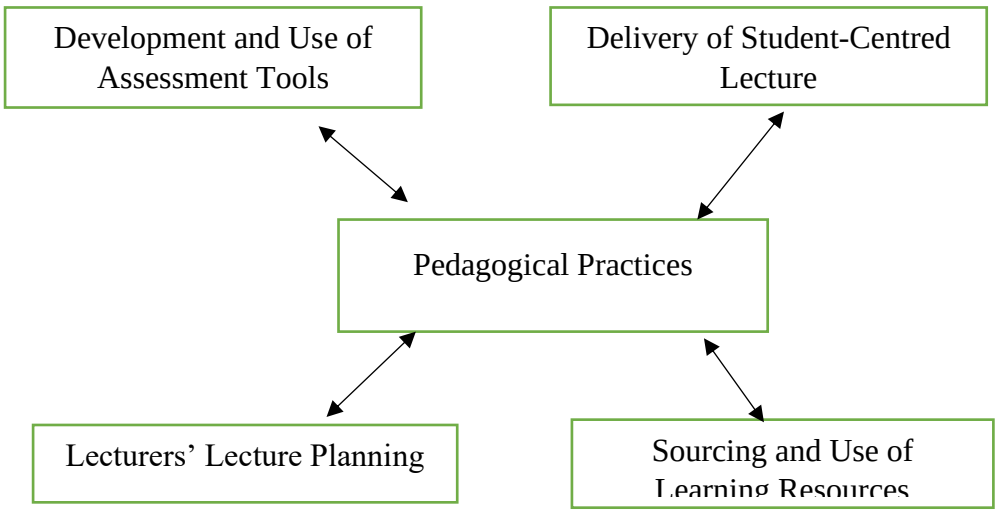

Fig: 2.1: Lecturers' Pedagogical Practices Model (Source: Self-designed)

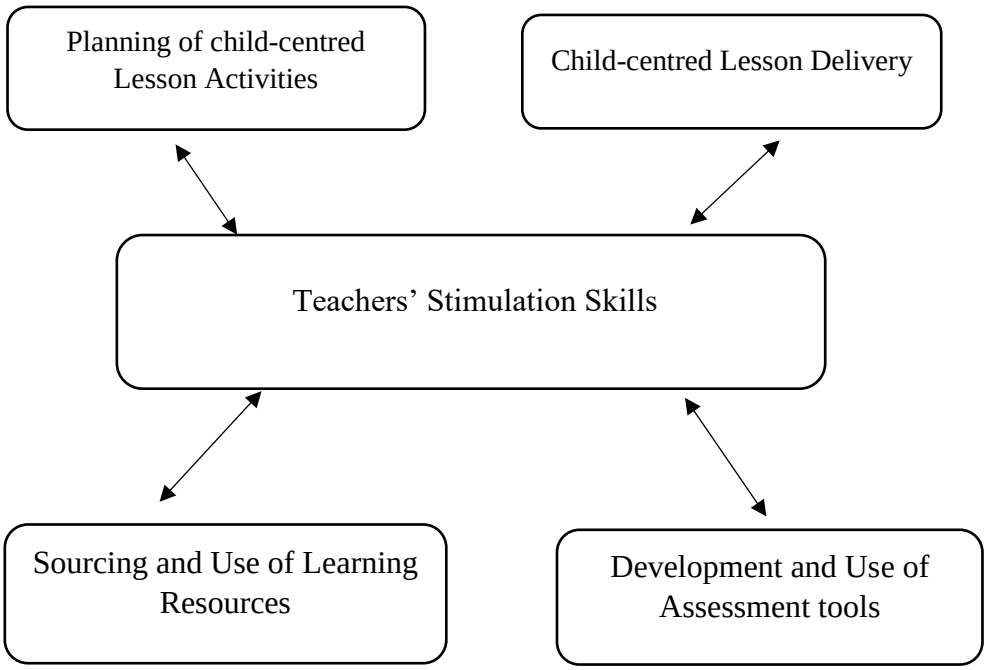

Fig. 2.2 Teachers' Stimulation Skills Model (Source: Self-designed)

The models; lecturers' pedagogical practices and teachers' stimulation skills are derived from the literature and results of the findings:

Fig 2.1 The level of lecture planning and the quality of lecture materials by the lecturers has the weighted average of 2.04; the lecturers' sourcing and use of learning materials showed the weighted average of 1.23, while the extent to which lecturers adopted the students-centred strategy has the weighted average of 1.60. the practice of assessment tool designed and used by the lecturers indicated only cognitive while other domains were neglected.

Fig. 2.2 The features and qualities of the lesson plan used by the teachers had the results of 1.77, the common instructional resources deployed by the teachers has the mean score in the following: instructional resources are rarely deployed: Charts ($\bar{x}$=1.98), Real objects ($\bar{x}$=1.92), Posters ($\bar{x}$= 1.73), Pictorial objects ($\bar{x}$=1.73), Games ($\bar{x}$=1.54), Human resources ($\bar{x}$=1.51) Recycled objects ($\bar{x}$=1.50) and Building blocks ($\bar{x}$=1.46) while the following instructional resources not deployed: Audio resources ($\bar{x}$=1.40), Pictures on laptop ($\bar{x}$=1.19), Video on laptop ($\bar{x}$=1.11), Computer (laptop) ($\bar{x}$=1.07), Internet facilities ($\bar{x}$=1.04) and Projector ($\bar{x}$=1.03).The teachers' adoption of child-centred lesson delivery has the weighted average of 1.61, while the development and assessment tools used by the teachers had the weighted average of 1.38.

CHAPTER THREE

METHODOLOGY

3.1 Research paradigm, approach and design

This chapter discussed the research methods that were used in this study, including the study population, a sampling strategy, a sample, research instruments, instrument validation, instrument reliability, a protocol for data collection, and the method of data analysis. Interpretive paradigm was employed for the study's qualitative component. In order to improve understanding of the concept, interpretive paradigms rely on the participants' experiences and perceptions. In accordance with Thanh and Thanh (2015), interpretivism typically aims to comprehend a certain situation, and the fundamental assumption behind that context is socially constructed.

Also, this study used the mixed methods strategy of Quan + qual forms of triangulation. It is possible to collect data using both QUAN (quantitative) and qual (qualitative) methods thanks to the triangulation design (qualitative). In this study, the major status was given to quantitative data, while the secondary status was provided for qualitative data. As a result of the quantitative data by themselves were inadequate to provide an answer to the posed research questions. The study used a weighting priority of QUAN + qual to analyse the association between the independent variable (early childhood care and education programme lecturers' pedagogical practices) and the dependent variable (pre-service teachers' stimulation skills). This suggested that the quantitative method was applied more frequently than the qualitative method.

Quantitative data adopted Correlational survey research design. The purpose for using correlational survey as a non-experimental design was because, it measured the relationship between two variables and there was no room for manipulation of independent variables. Quantitative data were collected using observation, interview and analysis of the lecturers' lecture note and the preservice teachers' lesson notes. The phenomenological approach was used to analyse the qualitative data, which included interviews with lecturers and pre-service teachers on their experiences with ECCE.

3.2 Population of the study

All lecturers and pre-service teachers enrolled in 200 and 300 level in the Department of ECCE at the Colleges of Education in South-west Nigeria made up the population for this study. This group was selected since ECCE lecturers prepare the teaching force for preschool children. Pre-service teachers had opportunities for practicum, or a kind of teaching observation, at the preschools close to the colleges.

3.3 Sample and sampling techniques

This study used a multistage sampling procedure. In order to offer each state in Nigeria's South-west, area an equal representation in the study, a disproportionate stratified selection procedure was used to choose one College of Education (either State or Federal) from each of the six States. The following are the selection criteria:

(i) The Department of ECCE must be present at the selected colleges of education.

(ii) The college must have been graduating ECCE students, hence it needed to have 300-level students in their last year.

(iii) There must be qualified and professional ECCE lecturers who must have been teaching for at least three sessions in the college.

One of the state colleges of education was ineligible to take part in this study because of these requirements. The study was then left with the task of selecting five colleges that meet the criteria for selection.

All ECCE lecturers, and ECCE pre-service teachers in their second and third years were selected using the total enumeration technique. Considering that pre-service teachers at these levels of ECCE programme would have been exposed to teaching strategies that would enable them plan and deliver stimulation activities in the act of teaching children. Based on the observations made on visit to four colleges of education by the researcher, averagely there were eight lecturers in the ECCE department and students range from 50 to 100 per level in the colleges.

On getting to the field after the initial visit, many of the students have switched from NCE programme to degree programmes in their schools, due to this, the overall number of students significantly reduced. Consequently, twenty-one (21) ECCE lecturers and one hundred and sixteen (116) pre-service teachers were selected as the sample from five colleges of education in the South-west of Nigeria.

3.4 Instrumentation

In the South-West of Nigeria, the following instruments were used to assess lecturers' pedagogical practices in early childhood care and education programmes and pre-service teachers' stimulation skills:

1. ECCE Pre-service Teachers' Observation Schedule (EPTOS)
2. ECCE Lecturers' Course Material and Assessment Tool Scale (ELCMTAS)
3. ECCE Lecturers' Instructional Resources Observation Schedule (ELIROS)
4. ECCE Lecturer Interview Schedule (ELIS)
5. ECCE Pre-service Teacher Interview Schedule (EPTIS)

3.4.1 ECCE Pre-service Teachers Observation Schedule (EPTOS)

A part of this instrument was adapted from the State Universal Basic Education Commission (SUBEC) titled **External Evaluation Instrument (EEI)**. EEI has seven sub-sections. The sub-section focuses on: 1. achievement and standard, 2. learners' personal values, 3. teaching and learning 4. curriculum and other activities, 5. Care, guidance and safety, 6. Learning environment, 7. effectiveness of leadership. This instrument could not be fully adopted as most of the variable in this study did not feature in it. Section 3 of **External Evaluation Instrument (EEI)** on teaching and learning items were modified and adapted for this study for **ECCE Pre-service Teachers Observation Schedule (EPTOS**). Simple and clear language was used to present each of the items so that it can be easily understood.

There were six sections in EPTOS. Section A contains the pre-service teacher's personal information, which includes details like their level and the institution's name.14 items make up Part B, which is all about lesson plans. On a four-point scale: 1 represents not at all, 2 represents fairly, 3 represents good, and 4 represents very well. Five components make up Section C, which has to do with sourcing learning materials. It is rated on a four-point scale: 1, unsourced; 2, fair; 3, sourced; and 4, well-sourced. With 14 items on a four-point grading scale of 1 (not utilised), 2 (somewhat used), 3, and 4 (well used), Section D focuses on the usage of instructional resources. There are 9 items in Section E that are all about teaching methods that are child-centered. On a scale of 1 to 4, the following options are available: "not done," "fairly done," "done," and "well done."

The instrument for assessment attached was self-developed by the researcher, because mode of assessment was not included in the Universal Basic Education Commission**: External Evaluation Instrument (EEI)** collected. This self-developed part

formed the section F. Section F, which has 9 items and focuses on the usage of the assessment tool. It is rated on a scale of 1 (not used), 2 (somewhat used), 3 (used), and 4 (well used) on a four-point scale. There are 51 items of observation scale in this study.

Validation of ECCE Pre-service Teachers' Observation Schedule (EPTOS)

In order to validate the instrument, ECCE Pre-service Teachers' Observation Schedule (EPTOS) was examined after the draught was distributed to some lecturers in the Early Childhood and Educational Foundations Department. Their observations were made known and useful suggestion for improvement of the instrument was noted and effected appropriately. Thus, the instrument was submitted to the supervisor who made the final correction. Thereafter, the final copies were produced. Twenty ECCE teachers who are currently working but are not a part of the main study performed a trial testing. Two Research Assistants administered the instruments and the reliability analysis was done, the dependability coefficient was 0.72 using the Guttmann split-half method.

3.4.2 ECCE Lecturer's Course Material and Assessment Tools Scale (ELCMATS)

This instrument was self-developed and consists of five parts. Section A includes the lecturer's personal details. The quality of the lecturer's course materials is covered in Section B. On a four-point scale, it is scored from poor to fair to good to excellent to very good. Section C: Any other comment about the lecturer's course material. Section D contains the assessment tools that lecturers used to rate pre-service teachers on a four-point scale while they were teaching. (1) Not used (2) fairly used (3) Used (4), well used. Section E consists of quality and availability of instructional resources on three-point rating scale of (1) Not Available (2) Available and (3) Always Available

Validation of ECCE Lecturer's Course Material and Assessment Scale (ELCMATS)

To validate the instrument, the draft was made available to some experts who are members of the Early Childhood and Educational Foundations Department who made comments on the appropriateness of the items in examining ECCE Lecturer's course material and assessment tool. Observations and suggestions from them were noted and effected appropriately. Thus, the instrument was submitted to research supervisor who made the final correction. Thereafter, the final copies were produced to determine the instrument's reliability. The instrument was given to a few college of education lecturers who were not involved in the main study to complete. The course material and assessment tool, at the Emmanuel Alayande College of Education, Oyo. The Guttmann Split-half

Methods used as a test for the instrument's reliability, and the results showed a reliability coefficient of 0.80.

3.4.3 ECCE Lecturers' Instructional Resources Observation Checklist (ELIROC)

This instrument was self- developed and consists of five parts. Section A consists of general information about the lecturer observed. It includes the name of the Institution, the course code observed, and the lecture time. Section B has to do with the sourcing for instructional resources on a-point checklist on availability. Section C focuses on the utilisation of the instructional material, four-point rating scale of: (1) Not Used; (2) Poorly Used, (3) Fairly Used; and (4) Adequately Used. Section D is on the Students-Centred Lecture Delivery Observation Schedule on a four-point scale of (1) Poor; (2) Fair; (3) Good; and (4) Very Good. Section E discusses the lecturer's approach of teaching using a four-point rating scale of: (1) Never (2) Rarely (3) Often (4) Very Often.

Validation of ECCE Lecturers' Instructional Resources Observation Checklist (ELIROC)

The draught of the instrument was distributed to a few academics in the Early Childhood and Educational Foundations Department in order to check its validity, and they provided feedback on the items' suitability for use in examining ECCE Lecturer Observation Schedule (ELIROC). Their observations were made known and useful suggestions for improvement of the instrument were inputted appropriately. Thus, the instrument was submitted to research supervisor who made the final correction for the final copies to be produced. To determine reliability, twenty lecturers at the Alayande College of Education in Oyo who were not a part of the main study were provided the tested tools. The instrument's dependability was evaluated by employing Inter-rater techniques and 0.71 reliability coefficient was obtained.

3.4.4 ECCE Lecturer Interview Schedule (ELIS)

With this instrument, the lecturer will be asked to provide information on two issues. Part A discusses how lesson plans are exposed to pre-service teachers, and Part B discusses how the pre-service teachers are exposed to the child-centred lesson delivery. The interview schedule gives guide to the research assistants on what questions they are to ask the lecturers.

Validity of ECCE Lecturer Interview Schedule (ELIS)

Some lecturers in the Early Childhood and Educational Foundations Department were given the instrument, who corrected and determined the appropriateness of the items in

examining ECCE Lecturer interview schedule (ELIS). Observations and suggestions from them were done appropriately. Thus, the instrument was submitted to research supervisor who made the final correction. Final copies were produced after the corrections. The instrument's dependability was evaluated by employing Inter-rater techniques and 0.71 reliability coefficient was obtained.

3.4.5 ECCE Pre-service Teachers Interview Schedule (EPTIS)

This interview schedule is to prompt information from the students who will become teachers in the future on two issues. Part A, is the extent to which lesson plan is exposed to the pre-service teachers, Section B describes how the lecturers assist the prospective teachers in the delivery of child-centered lessons. The interview schedule is to guide to the research assistants on what questions they are to ask the prospective teachers.

Validity of ECCE Pre-service Teachers Interview Schedule (EPTIS)

In order to validate the instrument, some lecturers in the Department of Early Childhood and Educational Foundations received it and commented on how relevant the questions on the ECCE pre-service teachers interview schedule were (EPTIS). Observations and suggestions from them were noted and effected appropriately. Thus, the instrument was submitted to the supervisor who made the final correction. After the supervisor correction, the final copies were produced.

3.5 Procedure for data collection

For the purpose of conducting this study, a letter of introduction was obtained from the Head of the Early Childhood Education and Educational Foundations Department at the University of Ibadan in Nigeria. For request permission request, the letter was delivered to the Provosts of the Colleges of Education in the South-west Nigeria. An approval letter was issued from the office of the provost of each of the colleges, the head of the early childhood care and education department in the selected colleges of education was presented the letter. The department's lecturers and prospective teacher cooperation helped this activity. The lecturers and the pre-service teachers were made aware of the purpose of the study.

Researcher gave the research assistants training on how to gather data using the instruments. Data were gathered for this study at two levels: pre-service teachers and lecturers. three different instrument modes (interview schedule, observation schedule and rating scale) were used for the collection of data.

3.5.1 Data administration procedure schedule

The data administration procedure schedule for this study lasted for thirteen weeks. Data were administered and gathered physically by the researcher and the research assistants. This was the schedule for collection of data:

Week 1: The department head for Early Childhood and Educational Foundations at the University of Ibadan provided a letter of recommendation.

Week 2: The letter of introduction was submitted to the Provosts in the colleges of education South-west, Nigeria.

Week 3: Acceptance letter was issued by the Provosts to the HODs of the Department of ECCE. This ensured the adequate co-operation received from the lecturers and pre-service teachers from the selected colleges.

Week 4 -5: The process for filling out the observation schedule and how to administer the instruments to the respondents were both covered in training for the research assistants. Twelve (12) research assistants (Master students of the Early Childhood and Educational Foundations Department) were trained in a selected location on areas such as: politeness on how to relate with the lecturers, systematic way of eliciting information during the interview session and the application of the observation schedule properly. After this session, any research assistance who do not measure up to the required standard will be excused from the study.

Week 6- 12: The instruments were admitted and data were collected (observation schedule, rating scale and interview Schedule).

Week 13: The instruments were collected and collated by the researcher and the research assistants for analysis.

Data administration as scheduled was carried out in the six colleges of education in the South-west Nigeria. Five of the colleges were State Government owned while one was Federal Government owned. At point of data administration and collection, one State owned college of education did not meet the criterion for selection, so four selected State owned Colleges of Education participated in the study.

3.6 Methods for data analysis

Using descriptive statistics of frequency count and percentage, the quantitative and demographic data were analysed. Inferential statistics: Pearson Product Moment Correlation (PPMC) were used to examine the hypotheses. Frequency count, percentage, mean, and standard deviation were used to answer the research questions. The qualitative data were analysed thematically after being subjected to data reduction via summarisation and transcriptions.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 Presentation of results

This chapter included the findings and analysis of information gathered from 116 (200 and 300 level) pre-service teachers and 21 ECCE lecturers at the selected colleges of education in South-west, Nigeria. The results were broken down into four sections: Section A, which analyses demographic data, Section B, which responds to the research questions, Section C, which tests the hypothesis, Section D, which discusses the findings, and Section E, which summarises the results.

Section A: Analysis of demographic information

In this section, table 1 displays the findings of the analysis of the demographic data. Table 4.1 displayed the gender breakdown of the lecturers who teach ECCE courses, educational attainment, years of teaching experience and areas of specialization.

Table 4.1 Demographic data of the ECCE lecturers

Variable	Frequency	Percentage
Gender		
Male	7	33.3
Female	14	66.7
Total	**21**	**100.0**
Educational Attainment		
B.Ed.	1	4.8
PGDE	1	4.8
Master	12	57.2
M.Phil.	1	4.8
Ph.D.	6	28.6
Total	**21**	**100.0**
Years of teaching ECCE		
1-5years	2	9.5
6-10years	10	47.6
11-15years	6	28.6
16-20years	3	14.3
Total	**21**	**100.0**
Area of specialization		
ECE	7	33.3
ECE Science	2	9.5
Geo/ECE	1	4.8
ECE/CRS	1	4.8
ECE Educational psychology	1	4.8
Guidance and Counselling	2	9.5
ECE Social studies	1	4.8
ECE curriculum	2	9.5
Children literature	1	4.8
Adult communication	1	4.8
Agricultural Extension	1	4.8
Education Management	1	4.8
Total	21	100

Table 4.1 showed the demographic information of the ECCE lecturers. The detailed analysis revealed as follows:

Gender distribution: Female ECCE lecturers were the majority which accounts for 66.7% and male ECCE lecturers accounted for 33.3%.

Educational attainment distribution: Lecturers with Ph.D. Ph.D. in view and Masters were the majority which accounted for 28.6% respectively and B.Ed. PGDE and M.Phil. account for 4.8% respectively.

Years of teaching ECCE distribution: Lecturers with the 6-10 years of experience were the majority which accounted for 47.6%, follow by those with 11-15 years 28.6%, lecturers with 16-20years account for 14.3% and 1-5years accounted for 9.5%.

Area of specialization distribution: Lecturers who have Early Childhood Education as area of specialization were the majority which accounted for 33.3%, followed by those in ECE Science, ECE curriculum and Guidance and Counselling accounted for 9.5% respectively and Geo/ECE, ECE/CRS, ECE/ Educational psychology, ECE/social studies, Children literature, Adult communication, Agricultural extension and Education management accounted for 4.8% respectively.

Table 4.2: Demographic information of the ECCE pre-service teachers

Variable	Frequency	Percentage
Gender		
Male	23	19.8
Female	93	80.2
Total	**116**	**100.0**
Colleges of Education:		
Michael Otedola College of Primary Education, Epe	31	26.7
College of Education, Ikere-Ekiti	28	24.1
Tai Solarin College of Education, Omu, Ogun State	8	6.9
Oyo State of College, Lanlate, Oyo State	13	11.2
Adeyemi College of Education, Ondo	36	31.0
Total	**116**	**100.0**

Table 4.2 showed the demographic information of the ECCE pre-service teachers. The detailed analysis revealed as follow:

Gender distribution: female ECCE pre-service teachers were the majority, 80.2% and male pre-service teachers are 19.8%.

College of Education distribution**:** Adeyemi college of Education pre-service teachers were of the majority, 31.0%, followed by Michael Otedola College of Primary education, Epe pre-service teachers, 26.7%, College of Education, Ikere-Ekiti, 24.1%, Oyo State of college, Lanlate, 11.2% and Tai Solarin College of education, Ogun State, 6.9%

Section B: Answers to research questions

Research question 1: To what extent do ECCE lecturers prepare lecture material for their lectures?

Table 4.3: Extent ECCE lecturers prepare lecture materials for their lectures

S/N	Items	Poor	Fair	Good	Very Good	Exct.	Mean	Std.D
1.	General information about Students	12 (57.1)	3 (14.3)	6 (28.6)	-	-	1.714	0.902
2.	Goals of the Course stated	8 (38.1)	3 (14.3)	9 (42.9)	-	1 (4.8)	2.191	1.123
3.	Gives the description of the course	8 (38.1)	3 (14.3)	8 (38.1)	1 (0.9)	1 (0.9)	2.238	1.179
4,	Gives list of the textbooks and other materials	13 (61.9)	3 (14.3)	5 (23.8)	-	-	1.619	0.864
5	States the objectives for each topic	7 (33.3)	3 (14.3)	8 (38.1)	3 (14.3)	-	2.333	1.111
6.	Gives Pre-assessment on the topic	10 (47.6)	4 (19.0)	6 (28.6)	1 (4.8)		1.905	0.995
7.	Gives summary of the content for each topic	10 (47.6)	5 (23.8)	3 (14.3)	2 (9.5)	1 (4.8)	2.000	1.225
8.	Shows evidence of practical hands-on for the lecturer	12 (57.1)	4 (19.0)	3 (14.3)	1 (4.8)	1 (4.8)	1.810	1.167
9.	Shows evidence of practical hands-on for the students	11 (52.4)	4 (19.0)	3 (14.3)	2 (9.5)	1 (4.8)	1.952	1.244
10	Shows the evidence of use of instructional materials	9 (42.9)	5 (23.8)	3 (14.3)	4 (19.0)	-	2.095	1.179
11.	Gives post-assessment on the topic	11 (52.4)	5 (23.8)	5 (23.8)	-	-	1.952	1.244
12.	Shows evidence of scaffolding	8 (38.1)	4 (19.0)	3 (14.3)	6 (28.6)	-	2.333	1.278
13.	Shows evidence of assignment given (most especially practical activities)	8 (38.1)	4 (19.0)	4 (19.0)	4 (19.0)	1 (4.8)	2.333	1.317
	Weighted Average= 2.04							

Table 4.3 shoeds the extent ECCE lecturers prepare lecture materials for their lectures. The detailed analysis revealed that ECCE lecturers fairly prepare the following in their lecture materials: Showed evidence of scaffolding ($\bar{x}$ =2.33), Showed evidence of assignment given (most especially practical activities) ($\bar{x}$= 2.33), Stated the objectives for each topic ($\bar{x}$=2.33), gave the description of the course ($\bar{x}$=2.24), Goals of the Course were stated ($\bar{x}$ =2.19), Showed the evidence of use of instructional materials ($\bar{x}$=2.10), gave summary of the content for each topic ($\bar{x}$=2.00), Showed evidence of practical hands-on for the students ($\bar{x}$=1.95), gave post-assessment on the topic ($\bar{x}$=1.95), gave Pre-assessment on the topic ($\bar{x}$=1.91), Showed evidence of practical hands-on for the lecturer ($\bar{x}$=1.81), General information about Students ($\bar{x}$=1.71) and gave list of the textbooks and other materials ($\bar{x}$ =1.62).

To answer the research question one, the table's weighted average is 2.04, which implied that ECCE lecturers rarely prepare lecture materials for their lectures. very few lecturers prepared lecture notes as majority made use of the NCCE prepared course material booklet.

Research question 2: What are the features and quality of ECCE lecturers' course materials?

Table 4.4: Features and quality of ECCE lecturers' course materials

S/N	Items	Poor	Fair	Good	Very Good	Excet.	Mean	Std.D
1.	General information about Students	12 (57.1)	3 (14.3)	6 (28.6)	-	-	1.714	0.902
2.	Goals of the Course stated	8 (38.1)	3 (14.3)	9 (42.9)	-	1 (4.8)	2.191	1.123
3.	Gives the description of the course	8 (38.1)	3 (14.3)	8 (38.1)	1 (4.8)	1 (4.8)	2.238	1.179
4,	Gives list of the textbooks and other materials	13 (61.9)	3 (14.3)	5 (23.8)	-	-	1.619	0.865
5	States the objectives for each topic	7 (33.3)	3 (14.3)	8 (38.1)	3 (14.3)	-	2.333	1.111
6.	Gives Pre-assessment on the topic	10 (47.6)	4 (19.0)	6 (28.6)	1 (4.8)	-	1.905	0.995
7.	Gives summary of the content for each topic	10 (47.6)	5 (23.8)	3 (14.3)	2 (9.5)	1 (4.8)	2.000	1.225
8.	Shows evidence of practical hands-on for the lecturer	12 (57.1)	4 (19.0)	3 (14.3)	1 (4.8)	1 (4.8)	1.810	1.167
9.	Shows evidence of practical hands-on for the students	11 (52.4)	4 (19.0)	3 (14.3)	2 (9.5)	1 (4.8)	1.952	1.244
10	Shows the evidence of use of instructional materials	9 (42.9)	5 (23.8)	3 (14.3)	4 (19.0)	-	2.095	1.179
11.	Gives post-assessment on the topic	11 (52.4)	5 (23.8)	5 (23.8)	-	-	1.952	1.244
12.	Shows evidence of scaffolding	8 (38.1)	4 (19.0)	3 (14.3)	6 (28.6)		2.333	1.278
13.	Shows evidence of assignment given (most especially practical activities)	8 (38.1)	4 (19.0)	4 (19.0)	4 (19.0)	1 (4.8)	2.333	1.317
	Weighted Average= 2.04							

Table 4.4 showed the features and quality of ECCE lecturers' course materials. The detailed analysis revealed that ECCE lecturers' course materials feature the following: Showed evidence of scaffolding ($\bar{x}$=2.33), showed evidence of assignment given (most especially practical activities) ($\bar{x}$= 2.33), stated the objectives for each topic ($\bar{x}$=2.33), gave the description of the course ($\bar{x}$=2.24), goals of the Course stated ($\bar{x}$=2.19), showed the evidence of use of instructional materials ($\bar{x}$=2.10), gave summary of the content for each topic ($\bar{x}$=2.00), showed evidence of practical hands-on for the students ($\bar{x}$=1.95), gave post-assessment on the topic ($\bar{x}$=1.95), gave pre-assessment on the topic ($\bar{x}$=1.91), showed evidence of practical hands-on for the lecturer ($\bar{x}$=1.81), general information about students ($\bar{x}$=1.71) and gave list of the textbooks and other materials ($\bar{x}$=1.62).

The weighted average of the table was 2.04, which implied that the lecturer course materials have all the expected features but the quality is low.

The following were the features of the lecturers course materials:

- Showed evidence of scaffolding
- Showed evidence of assignment given (most especially practical activities)
- Stated the objectives for each topic
- Gave the description of the course
- Goals of the Course stated
- Showed the evidence of use of instructional materials
- Gave summary of the content for each topic
- Showed evidence of practical hands-on for the students
- Gave post-assessment on the topic
- Gave Pre-assessment on the topic
- Showed evidence of practical hands-on for the lecturer
- General information about Students
- Gave list of the textbooks and other materials while the quality is fair.

Research question 3: To what extent do the ECCE lecturers source for and use instructional resources while teaching the pre-service teachers?

Table 4.5a: The extent ECCE lecturers source for instructional resources while teaching the pre-service teachers

S/N	Resources	Check (%)
1.	Projector	1 (4.8)
2.	Internet facilities	-
3.	Computer (laptop)	6 (28.6)
4.	Pictures on the laptop	8 (38.1)
5.	Video player	2 (9.5)
6.	PowerPoint lecture presentation	-
7.	Real objects	4 (19.0)
8.	Charts	4 (19.0)
9.	Building blocks	1 (4.8)
10.	Recycled objects	1 (4.8)
11.	Posters	3 (14.3)
12.	Human resources	5 (23.8)
13.	Games	2 (9.5)
14.	Pictorial objects	3 (14.3)
15.	Audio resources	1 (4.8)
16.	Rhymes/Songs/Puzzle	1 (4.8)
17.	lecturer-made resources	2 (9.5)
18	Students-made resources	4 (19.0)
19	Low/no cost resource made	3 (14.3)
20	Ready-made resources bought	5 (23.8)
	Overall Percentage= 13.3	

Table 4.5a revealed that the only instructional resources fairly sourced for were Pictures on the laptop as about 38.1% of the lecturers did this. The following were hardly sourced for: laptop (28.6%), ready-made resources (23.8%) and human resources (23.8%). very few lecturers sourced for chart (19.0%), Real objects (19.0%), Students-made resources (19.0%), Low/no cost resource made (14.3%), Pictorial objects (14.3%), Posters (14.3%), lecturer-made resources (9.5%), Games (9.5%), Video player (9.5%), Projector (4.8%), Building blocks (4.8%), Recycled objects (4.8%), Audio resources (4.8%) and Rhymes/Songs/Puzzle (4.8%).

It is therefore concluded that the extent to which lecturers sourced for instructional resources was low with a percentage of 13.3 of them sourced for resources to teach.

Table 4.5b: The extent ECCE lecturers use of the instructional resources while teaching the pre-service teachers

S/N	Resources	NU	FU	U	AU	Mean	Std.D
1.	Projector	20 (95.2)	1 (4.8)	-	-	1.048	0.218
2.	Internet facilities	21 (100)	-	-	-	1.000	0.000
3.	Computer (laptop)	16 (76.2)		4 (19.0)	1 (4.8)	1.524	0.981
4.	Pictures on the laptop	13 (61.9)	3 (14.3)	3 (14.3)	2 (9.5)	1.714	1.056
5.	Video player	19 (90.5)	1 (4.8)	-	1 (4.8)	1.191	0.680
6.	PowerPoint lecture presentation	21 (100.0)	-	-	-	1.000	0.000
7.	Real objects	16 (76.2)	2 (9.5)	2 (9.5)	1 (4.8)	1.429	0.870
8.	Charts	18 (85.7)	1 (4.8)	1 (4.8)	1 (4.8)	1.286	0.784
9.	Building blocks	20 (95.2)	1 (4.8)	-	-	1.048	0.218
10.	Recycled objects	20 (95.2)	-	1 (4.8)	-	1.095	0.436
11.	Posters	18 (85.7)	1 (4.8)	1 (4.8)	1 (4.8)	1.286	0.784
12.	Human resources	17 (81.0)	1 (4.8)	3 (14.3)	-	1.333	0.730
13.	Games	19 (90.5)		1 (4.8)	1 (4.8)	1.238	0.768
14.	Pictorial objects	18 (85.7)	1 (4.8)	1 (4.8)	1 (4.8)	1.286	0.784
15.	Audio resources	20 (95.2)	1 (4.8)	-	-	1.048	0.218
16.	Rhymes/Songs/Puzzle	20 (95.2)	-	-	1 (4.8)	1.143	0.655
17.	lecturer-made resources	19 (90.5)	-	2 (9.5)	-	1.191	0.602
18	Students-made resources	17 (81.0)	-	4 (19.0)	-	1.381	0.805
19	Low/no cost resource made	18 (85.7)	1 (4.8)	2 (9.5)	-	1.238	0.625
20	Ready-made resources bought	18 (85.7)	2 (9.5)	1 (4.8)	-	1.191	0.512
	Weighted Average= 1.23						

NB: NU: Not Used; FU: Fairly Used, U: Used and AU: Adequately Used.

Table 4.5b showed the extent lecturers used instructional resources while teaching the pre-service teachers. The detailed analysis revealed that lecturers fairly used the following instructional resources: Pictures on the laptop ($\bar{x}$=1.71) and Computer (laptop) ($\bar{x}$=1.52) while lecturers did not use the following instructional resources: Real objects ($\bar{x}$=1.43), Students-made resources ($\bar{x}$=1.38), Human resources ($\bar{x}$=1.33), Posters ($\bar{x}$=1.29), Pictorial objects ($\bar{x}$=1.29), Charts ($\bar{x}$=1.29), Games ($\bar{x}$=1.24), Low/no cost resource made ($\bar{x}$=1.24), Ready-made resources bought ($\bar{x}$=1.19), lecturer-made resources ($\bar{x}$=1.19), Video player ($\bar{x}$=1.19), Rhymes/Songs/Puzzle ($\bar{x}$=1.14), Recycled objects ($\bar{x}$=1.10), Audio resources ($\bar{x}$ =1.05), Building blocks ($\bar{x}$=1.05), Projector ($\bar{x}$=1.05), PowerPoint lecture presentation ($\bar{x}$ = 1.00) and Internet facilities ($\bar{x}$=1.00).

To answer the second part of the research question three, the weighted average of the table was 1.23, which implied that ECCE lecturers did not use instructional materials while teaching the pre-service teachers.

Research Question 4. The extent to which ECCE lecturers exposed the pre-service teachers to sourcing for and use of instructional resources.

The qualitative data were collected in this study to provide detailed information in answering some of the research questions raised. The data collected have been summarised and arranged under themes generated from the research questions after being subjected to the process of data reduction through summarisation and transcription. The data were analysed in a thematic approach and coded with alphabets (YY, NN, GG, EE and LL) to represents lecturers' names for each states while the pre-service teachers were also coded with alphabets (OY, ON, OG, OE and OL) for each state.

Theme 2a: Pre-service teachers' exposure to sourcing for instructional resources

The result revealed how pre-service teachers were exposed to sourcing for instructional resources. The submission made by the ECCE lecturers from various Colleges of Education were listed below;

> **Lecturer LL** who is a female lecturer II at the Otedola College of Education, Lagos State and has being teaching for 19 years submitted that she teaches the pre-service teachers that, the best way to use instructional material is to make use of real objects but when there were no real objects, they have to improvised. I personally discourage students from writing on the cardboard or chart. They should be able to think outside the box to design their instructional materials (**KII, female, senior lecturer, Otedola College of Education, 2021**).

> **Lecturer GG** who is a female lecturer II at Tai Solarin College of Education, Omu, Ijebuode, Ogun State and have being teaching for 15 years but started taking early childhood courses for 3 years now submitted that she has both imported and handmade instructional materials. Sometimes, I make the students to create instructional resources themselves. I also make use of videos too at times, I play it for them to see and also send it to them to see. I also give them task to create some materials that will accompany a topic to class. (**KII, female, senior lecturer, Tai Sholarin College of Education, 2021**).

> **Lecturer NN** who is a female senior Lecturer and has been teaching for 15 years at Adeyemi College of Education, Ondo State submitted that, there are a lot of instructional materials produced by my students in my office. There was a time we carried an activities called picking something in the environment to improvise materials for teaching. Some of the things we picked in the environment include: nylon, slippers, bottle cover to create instructional resources that will engage the pupils in child-centered activities. And we did the demonstration together on how to use them in the classroom. (**KII, female, senior lecturer, Adeyemi College of Education, 2021**).

The pre-service teachers also attested to the fact that, they were taught how to source for instructional resources. The following are responses from pre-services teachers.

> **Pre-service Teachers ON,** a female and a 300 level student of Adeyemi College of Education, Ondo said, we are expose to the use of instructional materials for our lessons during our education courses in the College of Education, but we are not allowed to design them (**KII, female, 300L, Adeyemi College of Education, 2021**).

Also in line with this,

> **Pre-service Teachers OL** who is a female and a 300 level student of Otedola College of Education, Noforija, Epe, Lagos State said, I was exposed to the use of instructional materials by my lecturers. For example: If I am to teach children how to read the alphabet in Yoruba, I can use a chart or play card to teach the children. I will first read the alphabet to them, after that, I now show them each letter for them to able to identify it (**KII, female, 300L, Otedola College of Education, 2021**).

Another submission from one of the pre-service teachers

> **Pre-service Teachers OL Said**: During some of our lectures, our lecturers brought some materials to the class to illustrate during their lesson. (**KII, female, 300L, Otedola College of Education, 2021**).

Furthermore, another pre-service teacher said this:

> **Pre-services Teachers OE said:** While in school before our teaching practice, we were taught how to prepare instructional materials. We also bought some instructional materials and created some using calendars, cardboards. (**KII, female, 300L, Ekiti State College of Education, 2021**).

Theme 2b: Pre-service teachers' exposure to the use of instructional resources

In response to pre-service teachers' exposure to the use of instructional resources, the submission made by the ECCE lecturers from various Colleges of Education are listed below:

> **Lecturer LL** who is a female senior lecturer at the Otedola College of Education, Noforija, Epe, Lagos State and has been teaching for 19 years submitted that she encouraged the use of real objects when teaching the students. She cited an example, when teaching administration of drugs, the pre-service teachers can make use of a satchel of paracetamol or already used bottle or pack of drugs as an example to the children that when you use the drugs without being ask to do so, it is called drug abuse. (**KII, female, senior lecturer, Otedola College of Education, 2021**).

In addition to this:

> **...Lecturer NN** who is a female senior Lecturer at the Adeyemi College of education, Ondo, Ondo State, and has been teaching for 19 years submitted that I teach my student how to make use of instructional materials, I tell them not to use cardboard all the times but to make use of real objects and also improvised with the materials that they can found within the environment. (**KII, female, senior lecturer, Adeyemi College of Education, 2021**).

Also, another submission from one of the lecturers:

> **Lecturer LL** who is a male Lecturer and has been teaching for 8 years at Otedola College of Education, submitted that he teaches the pre-services teachers how to make use instructional materials. I try to get low cost or no cost materials when teaching. When they go for teaching practices, they will not say that the instructional materials are too costly for them to get during their teaching practice, since they know they can use anything within their reach to teach the children. (**KII, male, senior lecturer, Otedola College of Education, 2021**).

> **...Lecturer OY** who is a female Lecturer and has been teaching for …years at Oyo State College of Education submitted that First of all, I introduce the use of micro teaching. I explain to them that they can make use of themselves to illustrate what they want to teach. We sometimes go to our child care centre in the college to

> implement whatever I teach them in the class and also get them familiarised with the use of instructional materials. I also give rules and guidelines on how to use them effectively. I also make them have presentation in the class, during the presentation I point out things they are missing in the class so that they can add it, when they get to the field (**KII, male, senior lecturer, Oyo State College of Education, 2021**).

The pre-service teachers also made their submission to the fact that, they were taught how to make use of instructional resources The following were the responses from pre-service teachers:

> **A female Pre-service Teacher** who is a 300 level student at Adeyemi College of Education, Ondo said, we have a course called production of instructional resources in school. We were asked to pick a particular topic to teach and then design materials that can be used to teach the topic. We designed a lot of instructional materials such as flash cards of different colours and abacuses among others (**KII, female, 300L, Adeyemi College of Education, 2021**).

Research question 5. To what extent do the ECCE lecturers adopt students-centred lectures while teaching the pre-service teachers?

Table 4.6: Extent ECCE lecturers adopt students-centred lectures while teaching the pre-service teachers

S/N	Items	Never	Rarely	Often	Very often	Mean	Std.D
1.	Introduced lecture through various activity	8 (38.1)	7 (33.3)	5 (23.8)	1 (0.9)	1.952	0.921
2.	Told a story from the lecture topic	14 (66.7)	3 (14.3)	4 (19.0)	-	1.524	0.814
3.	Engaged the student on discussion on the lecture topic	3 (14.3)	7 (33.3)	8 (38.1)	3 (14.3)	2.424	0.928
4.	Allowed students to discuss the topic among themselves	7 (33.3)	9 (42.9)	5 (23.8)	-	1.905	0.768
5	Students explored the topic individually	14 (66.7)	4 (19.0)	3 (14.3)	-	1.476	0.750
6.	Discussed field trips with the students	15 (71.4)	4 (19.0)	2 (9.5)	-	1.381	0.669
7.	Gave the students field trip assignment	17 (81.0)	4 (19.0)	-	-	1.191	0.402
8.	Engaged the students in model teaching use play way method	15 (71.4)	4 (19.0)	2 (9.5)	-	1.381	0.669
9.	Demonstrated making of toys from scraps (cardboard) with the students	17 (81.0)	2 (9.5)	2 (9.5)		1.286	0.644
10.	Allowed students to brainstorm on the topic of the day	12 (57.1)	2 (9.5)	6 (28.6)	1 (4.8)	1.810	1.030
11.	Allowed students to stage leadership role in the class	16 (76.2)	2 (9.5)	3 (14.3)	-	1.381	0.740
12.	Gave the student opportunity to initiate project for the class	16 (76.2)	3 (14.3)	2 (9.5)	-	1.333	0.658
13.	Engaged the students to write report on their project	16 (76.2)	1 (4.8)	3 (14.3)	1 (4.8)	1.476	0.928
14.	Used playway method to teach the students	10 (47.6)	4 (19.0)	7 (33.3)	-	1.857	0.910
	Weighted Average= 1.60						

Table 4.6 showed the extent the ECCE lecturers adopted students-centred lectures while teaching the pre-service teachers. The detailed analysis revealed that the ECCE lecturers rarely adopt the following student-centred lecture: engaged the student on discussion on the lecture topic ($\bar{x}$=2.42), introduced lecture through various activity ($\bar{x}$=1.95), allowed students to discuss the topic among themselves ($\bar{x}$=1.91), used play way method to teach the students ($\bar{x}$=1.86), allowed students to brainstorm on the topic of the day ($\bar{x}$=1.81), told a story from the lecture topic ($\bar{x}$=1.52), students explored the topic individually ($\bar{x}$=1.48) and engaged the students to write report on their project ($\bar{x}$=1.48) while ECCE lecturers never adopt the following student-centred lecture: discusses field trips with the students ($\bar{x}$ =1.38), engaged the students in model teaching, used playway method ($\bar{x}$=1.38), allowed students to stage leadership role in the class ($\bar{x}$=1.38), gave the student opportunity to initiate project for the class ($\bar{x}$=1.33), demonstrated the making of toys from scraps (cardboard) with the students ($\bar{x}$=1.29) and gave the students field trip assignment ($\bar{x}$ =1.19).

To answer the research question five, the weighted average of the table was 1.60, which implied that, ECCE lecturers rarely adopt students-centred lecture while teaching the pre-service teachers.

Research question 6: The extent to which ECCE lecturers exposed the pre-service teachers to the delivery of child-centred strategies for stimulating children development?

Theme 3. Pre-service teachers' exposure to delivery of child-centred strategies for stimulating children development

The responses gathered from ECCE lecturers revealed that the pre-service teachers were exposed to delivery of child-centred strategies for stimulating children development. This skill as discovered from the pre-service teachers during teaching was at a low rate. From the lecturers' submission, the child must be seen as the centre of every lesson planned and presented by the pre-service and not the other way round. This claim was not exhibited by the pre-service teacher during their teaching practice.

> **…Lecturer GG** who is a female lecturer at the Tai Sholarin college of education, Omu, Ijebuode, Ogun State and has been teaching for 5 years submitted that she teaches the pre-service teachers that, they must consider the chid first in all their lesson so that the children will

participate and the class will be very interactive. The children must not be seen as objects, they must be allowed to bring in their views and opinions in any topic you are to teach them. You relate what you want to teach the children to what they are familiar with in their everyday life and not to base your lesson on isolation. (**KII, female, lecturer, Tai Sholarin College of Education, 2021**).

…Lecturer YY who is a female lecturer at Oyo state College of Education Lanlate, and has been teaching for 15 years submitted that, I teach the pre-service teachers like I am teaching children because most of their characters are not different from that of children. But I make them realized that, it is what they have that they can give. Most times the class atmosphere is like that of the children class. We do lots of fantasy role play and they also make lots of storybooks and picture books and I also used them when teaching (**KII, female, lecturer, Oyo State College of Education, 2021**).

...Lecture NN who is a Lecturer II and has been teaching for 8 years at Adeyemi College of Education Ondo, Ondo State submitted that I give pre-service teachers prompt information on what to do when they want to teach children during their teaching practice. I also ask them to write stories, teach them how to prepare their lesson to suit the children. Also, I teach them to source for materials, improvise materials when they cannot get and also get familiarised with them before going to the class to teach the children so their lesson will be interactive (**KII, male, lecturer, Adeyemi College of Education, 2021**).

…Lecturer LL who is a male lecturer and has been teaching for 6 years at Oyo State College of Education: "I don't dominate the class; I use child-centred method with my students. So that, they can also do the same when they get to the class with their pupils. So I lead by example (**KII, male, lecturer, Oyo State College of Education, 2021**).

For this theme, the information gathered from the pre-service teachers, showed that, there were serious conflicting responses. While some of the pre-service teachers claim that they were exposed to the delivery of child-centred strategies for stimulating children development, others pre-service teachers claimed that they were not exposed to child-centred strategies for stimulating children development.

Responses from some of the pre-service teachers who claimed that they were exposed to child-centred delivery strategies for stimulating children development are listed below:

Pre-service Teachers Responses.

> **Pre-service Teachers ON** who is a male and 300 level student of Adeyemi College of Education, Ondo said, let me give you an example of child-centred strategies for stimulating children development**.** When you are teaching the children, you carry them along with music and dance by doing so, they engage the parts of their body. (**KII, male, 300L, Adeyemi College of Education, 2021**).

> **Pre-service Teacher OG** who is a female and 300 level student of Ogun State College of Education said, child-centred strategies are activities that are focused on helping the children to learn (e.g. demonstration) (**KII, female, 300L, Tai Sholarin College of Education, 2021**).

Responses from some of the pre-service teachers who claimed they were not exposed to child centred delivery strategies for stimulating children development are as follows:

> **Pre-service Teacher OL** who is a female and 300 level student of Otedola College of Education submitted that: I don't know what child-centred strategies for stimulating children development is all about (**KII, male, 300L, Otedola College of Education, 2021**).

> **Pre-service Teacher OY** Who is a female and 300 level student of Oyo State College of Education, Lanlate submitted that: my lecturers didn't teach me or demonstrate how to make use of child-centred delivery strategies for stimulating children development (**KII, female, 300L, Oyo State College of Education, 2021**).

> **Pre-service Teacher OE** who is a female pre-service teacher at the College of Education, Ikere Ekiti submitted that: my lecturers didn't teach me or demonstrate how to make use of child-centred strategies for stimulating children development (**KII, female, 300L, Ekiti State College of Education, 2021**).

Research question 7. What are the assessment tools used by ECCE lecturers while teaching the pre-service teachers?

Table 4.7: The assessment tools used by ECCE lecturers while teaching the pre-service teachers

S/N	Items	Not Used	Fairly used	Used	Well used	Mean	Std.D
1.	Assessment tool for single domain	16 (76.2)	1 (4.8)	4 (19.0)		1.429	0.811
2.	Assessment tool for multiple domain	18 (85.7)	1 (4.8)	2 (9.5)		1.238	0.625
3.	Assessment tool for cognitive development	15 (71.4)	2 (9.5)	3 (14.3)	1 (4.8)	1.524	0.928
4.	Assessment tool for social-emotional skills development	16 (76.2)	2 (9.5)	2 (9.5)	1 (4.8)	1.429	0.870
5	Assessment for physical development	15 (71.4)	3 (14.3)	2 (9.5)	1 (4.8)	1.476	0.873
6.	Qualitative assessment tools	17 (81.0)	2 (9.5)	1 (4.8)	1 (4.8)	1.333	0.796
7.	Quantitative assessment tools	17 (81.0)	1 (4.8)	3 (14.3)	-	1.333	0.730
8.	Self-designed assessment tools	18 (85.7)	1 (4.8)	2 (9.5)	-	1.238	0.625
9.	Adapted/adopted assessment tools	17 (81.0)	3 (14.3)	1 (4.8)	-	1.238	0.539
10.	Rating scale	17 (81.0)	1 (4.8)	2 (9.5)1	1 (4.8)	1.381	0.865
11.	Checklist	18 (85.7)	-	3 (14.3)		1.286	0.717
12.	Questionnaire	18 (85.7)	-	3 (14.3)	-	1.286	0.717
13.	Anecdotal records	18 (85.7)	-	1 (4.8)	2 (9.5)	1.381	0.973

Table 4.7 showed the assessment tools used by ECCE lecturers while teaching the pre-service teachers. The detailed analysis revealed that ECCE lecturers fairly used the following assessment tools: Assessment tool for cognitive development ($\bar{x}$= 1.52) and Assessment for physical development ($\bar{x}$= 1.48) while ECCE lecturers not used the following assessment tools: Assessment tool for single domain ($\bar{x}$=1.43), Assessment tool for social-emotional skills development ($\bar{x}$=1.43), Anecdotal records ($\bar{x}$=1.38), Rating scale ($\bar{x}$= 1.38), Qualitative assessment tools ($\bar{x}$=1.33), Quantitative assessment tools ($\bar{x}$ =1.33), Checklist ($\bar{x}$=1.29), Questionnaire ($\bar{x}$= 1.29), Assessment tool for multiple domain ($\bar{x}$=1.24), Self-designed assessment tools ($\bar{x}$=1.24) and Adapted/adopted assessment tools ($\bar{x}$=1.24).

Therefore, to answer the research question seven, the following were the assessment tools fairly used by ECCE lecturers while teaching the pre-service teachers: Assessment tool for cognitive development and Assessment for physical development

Research question 8. The extent to which ECCE lecturers expose the pre-service teachers to (a) design and (b) use assessment tools

Table 4.8: Type of assessment tools designed and used by the final year pre-service teachers during teaching practice

SN	Items	Not used	Fairly used	Used	Well used	Mean	Std.D
1	Use assessment tool that is for single domain	59 (50.9)	35 (30.2)	22 (19.0)	-	1.681	0.776
2	Use assessment tool that is for multiple domain	91 (78.4)	18 (15.5)	7 (6.0)	-	1.276	0.569
3	Assessment tool for cognitive development	60 (51.7)	37 (31.9)	19 (16.4)	-	1.647	0.749
4	Assessment tool for social-emotional skills	87 (75.0)	14 (12.1)	15 (12.9)	-	1.379	0.706
5	Assessment tools for physical development	76 (65.5)	24 (20.7)	16 (13.8)	-	1.483	0.728
6	Use self-designed assessment tools	92 (79.3)	10 (8.6)	14 (12.1)	-	1.328	0.682
7	Adapted/adopted tools	92 (79.3)	11 (9.5)	13 (11.2)	-	1.319	0.667
8	Use of rating scales	101 (87.1)	8 (6.9)	7 (6.0)	-	1.190	0.526
9	Use of checklist	95 (81.9)	13 (11.2)	8 (6.9)	-	1.250	0.573
10	Use of anecdotal records	99 (85.3)	11 (9.5)	6 (5.2)	-	1.198	0.514
	Weighted Average = 1.38						

Table 4.8 showed the type of assessment tools designed and used by the final year pre-service teachers during teaching practice. The detailed analysis revealed that the following assessment tools were designed and used: Use assessment tool that is for single domain ($\bar{x}$ =1.68), Assessment tool for cognitive development ($\bar{x}$=1.65) and Assessment tools for physical development ($\bar{x}$=1.48) while final year pre-service teachers do not design and use the following: Assessment tool for social-emotional skills ($\bar{x}$=1.38), Use self-designed assessment tools ($\bar{x}$=1.33), Adapted/adopted tools ($\bar{x}$=1.32), Use assessment tool that is for multiple domain ($\bar{x}$=1.28), Use of anecdotal records ($\bar{x}$=1.20), Use of rating scales ($\bar{x}$ =1.19), and Use of checklist Use ($\bar{x}$=1.25).

To answer the research question eight, the type of assessment tools designed and used by the final pre-service teachers during teaching practice catered for only cognitive development of the children in the class. The other domains were neglected

Theme 4. Exposure of the pre-service teachers to design and use of assessment tools

Most of the lecturers in the Colleges of Education claimed to expose the pre-service teachers to the design and use of various assessment tools. The ECCE lecturers' responses are given below:

> **Lecturer EE** who is a female senior lecturer at the Ekiti State College of Education, Ikere and has been teaching for 19 years submitted that there are two courses in the NCCE curriculum which introduce pre-service teachers to assessment at part one and two. In part two the course is practicum where pre-service teachers go to school to use various form of assessment. In part one the course exposes them to the various form of assessment techniques of children at that level. We have quite a number of them, rating scale, anecdotal records. I even have samples in my office that we used to teach the pre-service teacher and I can make them available to you if you don't mind **KII, female, senior lecturer, Ekiti State College of Education, 2021**).

> **Lecturer GG** who is a male senior lecturer at Ogun State College of Education and has been teaching for 12 years submitted that he takes the course titled practicum in early childhood education. When exposing pre-service teachers to design and use of assessment tools, I teach them how to observe and assess the children based on their peculiarity and uniqueness because children are different (**KII, male, senior lecturer, Tai Sholarin College of Education, 2021**).

> **Lecture YY** who is a female lecturer and has been teaching for 10 years at Oyo State College of Education, Lanlate submitted that

> we operate based on the course, during their practicum, we teach them that they don't award number to children. They should be more concerned with what the children are able to do with their hands. Some of the children may not be able to write correctly with their hands so they are assessed based on the activities they have done. With their hands. At second semester the pre-service teachers are also exposed to more observational assessment. We give them guidelines on how to go about it (**KII, female, lecturer, Oyo State College of Education, 2021**).

The responses from pre-service teachers in respect to how they were exposed to the design and use of assessment tools for children.

> **A female pre-service teacher ON**, at 300 level at Adeyemi College of Education, Ondo submitted that, assessment means checking children's ability, uniqueness, and the way they understand what you teach them. We were provided hand-outs that had the various forms of assessment tools for children such as portfolio, anecdotal records and checklist. Assessment helps me to know more about the children and the level of their development **(KII, female, 300L, Adeyemi College of Education)**

Theme 4a. Demonstration of assessment skills to pre-service Teachers

> **Lecturer GG,** who is a male lecturer at the Tai Solarin College of Education, Omu, Ijebuode, Ogun State and has been teaching for 12 years submitted that he takes the course practicum in early childhood education*;* When I am introducing my pre-service teachers to assessment tool, I usually use the schools around as practical class for them. I educate that, when observing children, you don't allow them to know that you are observing them. You examine them while they are playing with peers, throw and catch things at that point their (the gross and motor development), when they talk with peers (language development) interact and relate with peers (social development) and so on. This period of practicum, usually last for four weeks (**KII, male, lecturer, Tai Sholarin College of Education, 2021**).

> **Lecturer EE** who is a female lecturer at the Ekiti State College of Education, Ikere Ekiti and has been teaching for 5 years submitted that she exposes the pre-service teachers to design and use of assessment tool by teaching them the various form of assessments tools. She goes as far as gathering the assessment tools and making it available to the pre-service teachers. She gives them a task to work on it, after working on it, they bring it to the class and we discuss it together (**KII, female, lecturer, Ekiti State College of Education, 2021**).

Lecturer NN who is a male Lecturer II and has been teaching for 8 years at Adeyemi College of Education, Ondo State submitted that, "there is a course I teach the pre-service teachers on how to administer assessment tools. I distribute them into groups, assigned various task to them on assessment tools and they gave report back during class lectures (**KII, male, lecturer, Adeyemi College of Education, 2021**).

Theme 4b. Pre-service teacher's demonstration of assessment skills

Lecturer GG who is a female lecturer at the Tai Solarin College of Education, Omu, Ijebuode, Ogun State and has been teaching for 10 years submitted that she took the course ECE 215 which is basically practicum. The pre-service teachers were taken into the crèche with ECE facilities where they will observe the children and record their observation (**KII, female, lecturer, Tai Sholarin College of Education, 2021**).

Lecturer EE who is a female lecturer at the College of Education, Ikere Ekiti and has been teaching for 5 years submitted that, one of the courses taken by pre-teacher teachers is meant to teach the pre-service on how to design assessment tools. By the end of the course, they should be able to design one. "I do a lot of that to build their confidence, by the time they have done that in the class many times and before the end of the course (**KII, female, lecturer, Ekiti State College of Education, 2021**).

Lecturer NN who is a Lecturer 1 and has been teaching for 5 years at Adeyemi College of Education, Ondo State, submitted he gives the pre-service teachers room to design assessment tools on their own**.** "I ask them to assess children based on the assessment of their choice. They will design the tools on their own based on the sample they have seen (**KII, male, lecturer, Adeyemi College of Education, 2021**).

Lecturer YY who is a female lecturer and has been teaching for seven years at Oyo State College of Education, Lanlate submitted that "I make use of video clips. I ask the pre-service teachers to observe and point out which assessment tools will be appropriate. They put down their observation (**KII, male, lecturer, Oyo State College of Education, 2021**).

Responses from some of the pre-service teachers also showed the fact that, they were given the opportunity to demonstrate assessment skills.

Pre-service teacher ON who is a female and presently in 300 level at Adeyemi College of Education submitted that during the course work, we have a course called practicum. "We are asked to go to the class to observe the children for a whole term. We picked two days in the week to visit each school. You either take an aspect of the child for example: whether physical or cognitive development of the child to assess **(KII, female, 300L, Adeyemi College of Education)**

Pre-service teacher YY, female in 300 level at Oyo State college of education, Lanlate, submitted thus: "I can use portfolio. I was taught by my lecturers on how to make use of various assessment tools. Myself and other course mates were taken to a school to observe children **(KII, female, 300L, Oyo State College of Education)**

Theme 4c. How pre-service teachers design assessment tools

Lecturer NN, a male lecturer II at Adeyemi College of Education, Ondo State and has been teaching for 8 years submitted; "I teach my pre-service teachers how to design and use of assessment tools. There are sources I sort for materials to teach them on how to administer each assessment tools, I give them assignment on it, take them to the nursery class with the tools after I have taught them the use of the tools (**KII, male, lecturer, Adeyemi College of Education, 2021**).

Lecturer GG, a female at the Tai Solarin College of Education, Omu, Ijebuode, Ogun State and has been teaching for 10 years submitted that, she usually asks the pre-service teachers to surf the internet such as goggle for information on how to design assessment tools after they have been given foundation knowledge that they can further built upon (**KII, female, lecturer, Tai Sholarin College of Education, 2021**).

Theme 4d. Designed assessment tools used by pre-service teachers during lesson delivery

Challenges

However, some of the ECCE lecturers in the course of the interview also, listed some challenges they have in exposing the pre-service teachers to design and use of assessment tools. These challenges were summarized into two themes: nature of school and peculiarities of the courses.

1. Nature of school

Lecturer YY who is a male Lecturer I and has been teaching for 6years at Oyo State College of Education, Lanlate submitted

that “in our school here, we don’t have children within the preschool ages, so there is no way the pre-service teachers can practicalised what they are taught in the area of assessment (**KII, male, lecturer, Oyo State College of Education, 2021**).

In addition, another lecturer said:

> **Lecturer OG** who is a Lecturer I, a male and has been teaching for 6 years at Ogun State College of Education Omu, Ijebu Ode submitted that,” as per assessment, we don’t have power over that. The school they are teaching will determine the type of assessment to use. This is because most of the school are not exposed to the way we assess children at preschool level (**KII, male, lecturer, Tai Sholarin College of Education, 2021**).

2. Peculiarities of the Courses.

> **Lecturer YY** who is a female lecturer 1, and has been teaching for 6years at Oyo State College of Education, Lanlate submitted: “I expose them to the topics they have in their curriculum. The content in their curriculum is not much because, this is NCE. For examples, we just have four topics under the assessment course for the whole semesters (**KII, female, lecturer, Oyo State College of Education, 2021**).

Also, another lecturer;

> **Lecturer YY** who is a male lecturer I at Oyo State college of education and has been teaching for 6 years submitted that “I don’t teach them anything on assessment because it is not in my course contents and I personally don’t ask them to design any assessment tools (**KII, male, lecturer, Oyo State College of Education, 2021**).

> **Lecturer GG** who is a male lecturer at the Tai Solarin College of Education, Omu, Ijebuode, Ogun State and has been teaching for 12 years submitted that “I allow the preservice teachers to interact with the materials because they will be the one to relate with them directly with the children (**KII, male, lecturer, Tai Sholarin College of Education, 2021**).

Research question 9. What are the features and quality of lesson plan used by the pre-service teachers?

Table 4.9: The features and quality of lesson plan used by the pre-service teachers

S/N	Items	not at all	Fairly	Good	Very well	Mean	Std.D
1.	Showed the general information about the children	12 (10.3)	49 (42.2)	51 (44.0)	4 (3.4)	2.405	0.722
2.	Reflected the goals for the class activity	45 (38.8)	33 (28.4)	28 (24.1)	10 (8.6)	2.026	0.991
3.	Gave the description of the activity	52 (44.8)	34 (29.3)	22 (19.0)	8 (6.9)	1.879	0.952
4.	Listed the materials for the activity	60 (51.7)	21 (18.1)	23 (19.8)	12 (10.3)	1.888	1.061
5.	Stated the behavioural objective for the lesson:						
	Social-Emotional objectives	77 (66.4)	18 (15.5)	19 (16.4)	2 (1.7)	1.535	0.828
	Physical objectives	69 (59.5)	24 (20.7)	20 (17.2)	3 (2.6)	1.629	0.860
	Intellectual objectives	49 (42.2)	31 (26.7)	33 (28.4)	3 (2.6)	1.914	0.900
6.	Pre-assessment on the children knowledge of the activity	66 (56.9)	26 (22.4)	20 (17.2)	4 (3.4)	1.672	0.882
7.	Showed evidence of practical hands-on activities	63 (54.3)	25 (21.6)	27 (23.3)	1 (0.9)	1.707	0.855
8.	Showed evidence of other type children participation during lesson	79 (68.1)	15 (12.9)	19 (16.4)	3 (2.6)	1.535	0.859
9.	There is evidence of use of instructional materials	47 (40.5)	28 (24.1)	31 (26.7)	10 (8.6)	2.035	1.012
10.	Post-assessment on the activity reflects on the lesson plan	67 (57.8)	26 (22.4)	16 (13.8)	7 (6.0)	1.681	0.929
11.	There is evidence of scaffolding	73 (62.9)	32 (27.6)	10 (8.6)	1 (0.9)	1.474	0.691
12.	There is evidence of assignment on practical activities	73 (62.9)	16 (13.8)	24 (20.7)	3 (2.6)	1.629	0.900
13.	Evidence of reflection about the lesson delivered	75 (64.7)	17 (14.7)	17 (14.7)	7 (6.0)	1.621	0.948
14.	Reflected the next step of action	72 (62.1)	18 (15.5)	10 (8.6)	16 (13.8)	1.741	1.096
	Weighted Average= 1.77						

Table 4.9 showed the features and quality of the lesson plan used by the pre-service during teaching practice. The detailed analysis revealed that pre-service teachers lesson plans feature the following: show the general information about the children ($\bar{x}$=2.41), there was evidence of use of instructional materials ($\bar{x}$=2.04), reflected the goals for the class activity ($\bar{x}$=2.03), listed the materials for the activity ($\bar{x}$=1.89), gave the description of the activity (Mean=1.88), reflected the next step of action ($\bar{x}$=1.74), showed evidence of practical hands-on activities ($\bar{x}$=1.71), stated the behavioural objective for the lesson: Intellectual objectives ($\bar{x}$=1.91), Physical objectives ($\bar{x}$=1.63) and Social-Emotional objectives ($\bar{x}$=1.54). Pre-assessment on the children knowledge of the activity ($\bar{x}$=1.67), post-assessment on the activity reflected on the lesson plan ($\bar{x}$=1.68), there was evidence of assignment on practical activities ($\bar{x}$=1.63), evidence of reflection about the lesson delivered ($\bar{x}$=1.62), showed evidence of other type children participation during lesson ($\bar{x}$ =1.54), and there was evidence of scaffolding ($\bar{x}$=1.47).

The weighted average of the table was 1.77, which implied that the pre-service teachers lesson plans have expected features but the quality was low.

Therefore, to the answer the research question 9, the following are the features of the pre-service teacher lesson plans:

Showed the general information about the children,

There was evidence of use of instructional materials,

Reflected the goals for the class activity,

Listed the materials for the activity,

Gave the description of the activity,

Reflected the next step of action,

Showed evidence of practical hands-on activities,

Stated the behavioural objective for the lesson: Intellectual objectives, Physical objectives and Social-Emotional objectives.

Pre-assessment on the children knowledge of the activity,

Post-assessment on the activity reflects on the lesson plan,

There was evidence of assignment on practical activities,

Evidence of reflection about the lesson delivered,

Showed evidence of other type children participation during lesson, and

There was evidence of scaffolding.

However, on the part of the quality, the pre-service teachers lesson plans have low quality.

Research question 10. What are the common instructional resources deployed by the pre-service teachers during teaching practice?

Table 4.10: The common instructional resources deployed by the pre-service teacher during teaching practice

SN	Item	Not used	Fairly used	Used	Well Used	Mean	Std.D
1	Projector	114 (98.3)	1 (0.9)	1 (0.9)	-	1.026	0.207
2	Internet facilities	113 (97.4)	1 (0.9)	2 (1.7)		1.043	0.276
3	Computer (laptop)	112 (96.6)	1 (0.9)	2 (1.7)	1 (0.9)	1.069	0.390
4	Pictures on laptop	107 (92.2)	1 (0.9)	3 (2.6)	5 (4.3)	1.190	0.684
5	Video on laptop	111 (95.7)	1 (0.9)	-	4 (3.4)	1.112	0.556
6	Real objects	69 (59.5)	8 (6.9)	18 (15.5)	21 (18.1)	1.922	1.217
7	Charts	59 (50.9)	21 (18.1)	15 (12.9)	21 (18.1)	1.983	1.172
8	Building blocks	94 (81.0)	6 (5.2)	1 (0.9)	15 (12.9)	1.457	1.025
9	Recycled objects	91 (78.4)	7 (6.0)	3 (2.6)	15 (12.9)	1.500	1.043
10	Posters	75 (64.7)	14 (12.1)	10 (8.6)	17 (14.7)	1.733	1.122
11	Games	90 (77.6)	4 (3.4)	8 (6.9)	14 (12.1)	1.535	1.059
12	Pictorial objects	79 (68.1)	6 (5.2)	14 (12.1)	17 (14.7)	1.733	1.152
13	Audio resources	95 (81.9)	7 (6.0)	3 (2.6)	11 (9.5)	1.397	0.932
14	Human resources	84 (72.4)	14 (12.1)	9 (7.8)	9 (7.8)	1.509	0.937

Table 4.10 showed the common instructional resources deployed by the ECCE pre-service teachers during teaching practices. The detailed analysis revealed that the following instructional resources were rarely deployed: Charts ($\bar{x}$=1.98), Real objects ($\bar{x}$=1.92), Posters ($\bar{x}$= 1.73), Pictorial objects ($\bar{x}$=1.73), Games ($\bar{x}$=1.54), Human resources ($\bar{x}$=1.51) Recycled objects ($\bar{x}$=1.50) and Building blocks ($\bar{x}$=1.46) while the following instructional resources not deployed: Audio resources ($\bar{x}$=1.40), Pictures on laptop ($\bar{x}$=1.19), Video on laptop ($\bar{x}$=1.11), Computer (laptop) ($\bar{x}$=1.07), Internet facilities ($\bar{x}$=1.04) and Projector ($\bar{x}$ =1.03).

Therefore, to answer this research question the following were the common instructional resources deployed by ECCE pre-service teachers during teaching practice: Charts, Real objects, Posters, Pictorial, objects, Games, Human resources, recycled objects, and Building blocks.

Research question 11. To what extent do the pre-service teacher deliver child-centred lesson during teaching practice?

Table 4.11: Pre-service teacher deliver child-centred lesson during teaching practice

SN	Child-Centred lesson delivery	Not done	Fairly done	Done	Well done	Mean	Std.D
1	Pre-activity briefing	38 (32.8)	44 (37.9)	31 (26.7)	3 (2.6)	1.991	0.839
2	Learning materials were made available at appropriate time	54 (46.6)	18 (15.5)	27 (23.3)	17 (14.7)	2.060	1.137
3.	Allow individual child active participation	42 (36.2)	24 (20.7)	40 (34.5)	10 (8.6)	2.155	1.018
4.	Gives the children room to initiate alternative activity on the topic	84 (72.4)	17 (14.7)	9 (7.8)	6 (5.2)	1.457	0.848
5.	Allows group activity during lesson	87 (75.0)	11 (9.5)	10 (8.6)	8 (6.9)	1.474	0.918
6	Individual presentation of children's work	77 (66.4)	17 (14.7)	14 (12.1)	8 (6.9)	1.595	0.951
7	Group presentation of project or assignment	91 (78.4)	17 (14.7)	5 (4.3)	3 (2.6)	1.310	0.678
8.	Allow children free discussion on the activity	78 (67.2)	15 (12.9)	16 (13.8)	7 (6.0)	1.586	0.942
9	Allow post-activity discussion	91 (78.4)	9 (7.8)	6 (5.2)	10 (8.6)	1.440	0.935
	Weighted Average= 1.67						

Table 4.11 showed the extent Pre-service teacher delivered child-centred lesson during teaching practice. The detailed analysis revealed that pre-service teachers fairly carry out the following child-centred lesson during teaching: Allowed individual child active participation ($\bar{x}$= 2.16), Learning materials were made available at appropriate time ($\bar{x}$=2.06), Pre-activity briefing ($\bar{x}$=1.99), Individual presentation of children's work ($\bar{x}$ =1.60), Allowed children free discussion on the activity ($\bar{x}$=1.59), Allowed group activity during lesson ($\bar{x}$=1.47) and Gave the children room to initiate alternative activity on the topic ($\bar{x}$=1.46) while they did not do the following child-centred lesson during teaching practice: Allowed post-activity discussion ($\bar{x}$=1.44) and Group presentation of project or assignment ($\bar{x}$= 1.31).

Therefore, to answer the research question 11, the weighted average of the table was 1.67, which implied that pre-service teachers' child-centred lesson delivery during teaching practice was low.

Section C: Testing the hypotheses

$H_0$1: There is no significant relationship between student-centred lesson planning skills of the lecturers and child-centred lesson planning skills of the pre-service teachers

Table 4.12: Summary of Pearson Product Moment Correlation on lecturers' and pre-service teachers' child-centred lesson planning skills

Variable	N	Mean	Std.D	R	Sig	Remark
Lecturer lesson planning	21	26.476	11.205	0.498	0.021	Significant
Pre-service teacher lesson planning	116	26.897	10.471			

Table 4.12 showed that there was a positive significant relationship between lecturer student-centred planning skills and pre-service teachers' child-centred planning skills (r=-0.50). This implied that the more ECCE lecturer student-centred planning skills, the higher the child-centred planning skills as reflect in the mean score, hence, the hypothesis 1 was rejected.

H_o2: There is no significant relationship between the sourcing for and the use of instructional resources by the ECCE lecturers and the sourcing for and use of instructional resources of the ECCE pre-service teachers.

Table 4.13: Summary of Pearson Product Moment Correlation on lecturers' use and sourcing for instructional resources and pre-service teachers' use and sourcing for instructional resources

Variable	N	Mean	Std.D	R	Sig	Remark
Lecturer sourcing for and the use of instructional resources	21	22.333	10.758	0.322	0.155	Not Significant
Pre-service teacher sourcing for and the use of instructional resources	116	20.207	8.954			

Table 4.13 showed there was no significant relationship between the sourcing for and the use of instructional resources by the ECCE lecturers and the sourcing for and use of instructional resources of the ECCE pre-service teachers ($r=0.32$, $p>0.05$). This implied that lecturers sourcing for and the use of instructional resources has nothing to do with the final year pre-service teachers sourcing for and the use of instructional resources, hence, hypothesis 2 was accepted.

$H_0$3: There is no significant relationship between the lecturers' student-centred strategies and the pre-service teachers' child-centred strategies for stimulating children development.

Table 4.14: Summary of Pearson Product Moment Correlation on lecturers' student-centred strategies and the pre-service teachers' child-centred strategies

Variable	N	Mean	Std.D	R	Sig	Remark
lecturers' student-centred strategies	21	22.476	7.040	0.240	0.294	Not Significant
Pre-service teacher child-centred strategies	116	28.819	11.207			

Table 4.14 showed there is no significant relationship between the lecturers' student-centred strategies and the pre-service teachers' child-centred strategies for stimulating children development ($r=0.24$, $p>0.29$). This implied that lecturers' strategies do not dictate the pre-service teachers' child-centred strategies, hence, hypothesis 3 was accepted.

$H_0 4$: There is no significant relationship between the assessment tools used by the ECCE lecturers while teaching the pre-service teachers and the pre-service teachers assessment tools used in assessing the children during teaching practice.

Table 4.15: Summary of Pearson Product Moment Correlation on the assessment tools used by the lecturers and the assessment tools used by the pre-service teachers

Variable	N	Mean	Std.D	R	Sig	Remark
Lecturer assessment tools used	21	17.571	8.931	0.364	0.105	Not Significant
Pre-service teacher assessment tools used	116	13.750	5.167			

Table 4.15 showed there was no significant relationship between the assessment tools used by the ECCE lecturers while teaching the pre-service teachers and the pre-service teachers assessment tools used in assessing the children during teaching practice ($r=0.36$; $p>0.11$). This implied that, the lecturers' usage of assessment tools on pre-service teachers has no direct link on the pre-service teachers use of assessment tools during the teaching practice, hence, hypothesis 4 was accepted

$H_0$5: There is no significant relationship between the ECCE lecturers' delivery skills and the delivery skills of the pre-service teachers during teaching practice.

Table 4.16: Summary of Pearson Product Moment Correlation on the lecturers' delivery skills and the delivery skills of the pre-service teachers

Variable	N	Mean	Std.D	R	Sig	Remark
ECCE child-centred delivery skills	21	19.286	6.857	-0.063	0.786	Not Significant
Pre-service teacher child-centred delivery skills	116	15.069	6.599			

Table 4.16 showed there is no significant relationship between the ECCE lecturers' delivery skills and the delivery skills of the pre-service teachers during teaching practice ($r=-0.06$; $p>0.05$). This implied that, the lecturers' delivery skills have no direct link to the pre-service teachers' delivery skills, thus, hypothesis 5 was accepted.

4.2 Discussion of findings

4.2.1 ECCE lecturers' preparation for lecture materials

The weighted average of the table was 2.04, which suggests that the quantity of preparation done by ECCE lecturers for their lectures was low. The quantitative result revealed the lecturers seldom prepare lecture materials for the delivery of their lectures. During the observation, many of the lecturers relied on the course materials prepared by the NCCE minimum standard benchmark for the Colleges of Education. This reliance on the benchmark by the lecturers clearly evident in their teaching as some of them came to the class without well prepared lecture note, even some of them dish out information offhand, which is quite surprising as it was expected that the Colleges of Education; pre-service teachers should get comprehensive training from the Department of Early Childhood Care and Education, including help with preparing lesson plans. many lecturers had not fare well in this capacity as the role model in terms of lesson note preparation.

The potential for pre-service teachers to learn from lecturers about the pedagogical practise of lesson preparation was lost as a result of the aforementioned observation. Oga and Okpaga (2020) on the practice of lecture material preparation noted that the foundation of the pre-service teachers will strengthen the impact of the developmental and intentional orientation for the education of the children. Oga and Okpaga continued that ECCE-NCE has as part of its objectives in Nigeria to prepare teachers for the pre-primary level of education. They commented on above observation of the lecturers' practice on lecture material preparation that it cast doubt on the actualisation of the objective. Furthermore, they see education as the medium through which knowledge is transmitted to individuals to actualise their potentials and maximise the use, Oga and Okpaga (2020). Aremu and Salami (2012) also revealed this loophole in the lesson planning of the ECCE lecturers in their studies. And that the pre-service teachers found it difficult to impart their expertise to the children in pre-primary school after being exposed to lesson plan practice. This is the rationale behind the suggestion that lecturers in colleges of education receive updated education in the practice of lesson planning (Aremu and Salami, 2012).

4.2.2 Pre-service teachers' exposure to child-centred lesson preparation strategies.

The responses gathered from ECCE lecturers showed that they expose the pre-service teachers to child-centred lesson planning skills as ultimate bases for teaching. The pre-service teachers' responses also ring the submission line of their lecturers, that the ECCE lecturers exposed them to child-centred lesson planning skills. This finding was corroborated with Edokpolor (2018), who found that the majority of class time is spent by the lecturers teaching and demonstrating pedagogical-content strategies, which does not inspire self-assurance in the potentials of pre-service teachers to create efficient lesson plans while engaging in teaching practise. The majority of the lecturers' pedagogical strategies in Nigerian institutes of education, particularly in the South-west, Nigeria are teacher-centered, (Isa et al. 2020). This was in line with the findings of Chassels and Melville (2009). This is also supported by Daluba (2013) and Adunola (2011). Okolocha and Nwadiani (2014) in support of the study on child-centred lesson planning report that it increases the potentials of the learners to acquire skilful knowledge. In conclusion, the observations found in this study is in line with Akintemi (2019) who disclosed that most preschool teachers in public and private preschools adopt the stand-up-and-talk approach which she referred to as direct teaching, generally known as teacher-centred approach. Kapur (2019) described pedagogical practice as a way teacher uses resources, materials, methods, principles and explanation.

4.2.3 ECCE lecturers sourcing and use of instructional resources during lectures

13.3% was the score for the percentage of ECCE lecturers that used instructional resources; this implies that not many ECCE lecturers instruct pre-service teachers using instructional tools. In the second section, the use of learning resources; the results showed that the weighted average was 1.23. This suggests that ECCE lecturers do not use instructional materials while preparing the pre-service teachers. Mupa and Chinooneka's (2015) investigation, which discovered that the only resources available to lecturers for instruction are textbooks and curricula and do not extend beyond them. This confirmed the conclusion that lecturers do not create a range of media to be used for teaching and learning. This finding does not support the result of Manurung and Mihardi, (2018), and Adeyanju (2015) that said the lecturers used multimedia resources to capture the interest of the students while teaching. This a case of one in many opinions on the use of instructional resources by the lecturers.

The qualitative result, based on this research question revealed the following three interesting themes which indicated the extents to which ECCE lecturers exposed the pre-service teachers to the sourcing for and use of educational resources. The three themes are categorized under improvisation of materials task; little or no cost task; and practical session. The feedback from the lecturers and prospective teachers indicate that lecturers exposed the pre-service teachers to sourcing for and use of instructional resources whereas the quantitative data revealed opposite results. This indication suggested a prank in the interview to cover up the inadequacy of the lecturers. Though in some schools two out of eight lecturers showed instructional resources sourced for and used them while teaching, but many of them stood and lectured the pre-service teachers without instructional resources. This discuss was in agreement with the studies of Manurung and Mihardi (2018), Mupa and Chinooneka (2015) and Adeyanju (2015).

4.2.4 ECCE lecturers' use of student-centred method during their lectures

The weighted average of the table, according to the findings, was 1.60. There is a possibility that ECCE lecturers rarely adopt students-centred lecture while teaching the pre-service teachers, this indicated low rate. This finding supported the finding of Nicholas et al, (2021) which stated that adopting student-centred approach in teaching allows the teacher to concentrate on the interests of the students and what each student could achieve. This was the lament of Isa et al (2020) that the lecturers at the colleges of education do not concentrate on the needs of the pre-service teachers to help them develop their capacity in the field of adopting and organising child-centred lessons. The lack of effective stimulation skills displayed by pre-service teachers throughout their teaching practice was reflected in the teacher-centred approach. The results of the findings in this study support the findings of Adesanya (2017), Daluba (2013) and Adunola (2011).

4.2.5 ECCE lecturers' child-centred delivery skills and the child's overall development

Responses gathered from ECCE lecturers showed that they exposed the pre-service teachers to delivery of child-centred strategies for stimulating children development to a very large extent. To them the child must be seen as the centre of every lesson planned and presented by the pre-service and not the other way round. The findings from this study on ECCE lecturers' child-centred delivery skills supported the findings of Shah (2019) that acknowledged child-centred strategy as a way to encourage the child's overall development

while delivering lesson in the class. This was against the former strategy of the teacher-centred that does not consider the needs and interest of the child (Munyaradzi, 2013). In agreement with Andiema (2016), submitted that child-centred approach affords the learners to express the spirit of enquiry, promote active learning and the acquisition of skills. The findings in this study disagreed with Egunjobi and Adesanya's (2019) that the lecturers in colleges of education utilised the student-centred approach to give students tasks that were pertinent to the course and allowed them to have ample time, manage the class, and complete the course's objectives.

Results from the findings in this study collaborated the findings of Isa et al (2020) that the lecturers at the institutions of education do not concentrate on the needs of the aspiring teachers to support them in maximising their ability in the area of embracing and developing child-centered lessons. The submission of Isa et al (2020) was supported by Adesanya (2017), Daluba (2013) and Adunola (2011).

4.2.6 ECCE lecturers' usage of assessment tools while teaching the pre-service teachers

The analysis revealed that the use of assessment tools by the lecturers is low, only a small fraction of ECCE lecturers used the following assessment strategies: Assessment tool for cognitive development ($\bar{x}$=1.52) and Assessment for physical development ($\bar{x}$ =1.48) while ECCE lecturers not used the following assessment tools: Assessment tool for single domain ($\bar{x}$=1.43), Assessment tool for social-emotional skills development ($\bar{x}$ =1.43), Anecdotal records ($\bar{x}$=1.38), Rating scale ($\bar{x}$=1.38), Qualitative assessment tools ($\bar{x}$=1.33), Quantitative assessment tools ($\bar{x}$=1.33), Checklist ($\bar{x}$=1.29), Questionnaire ($\bar{x}$ =1.29), Assessment tool for multiple domain ($\bar{x}$=1.24), Self-designed assessment tools ($\bar{x}$ =1.24) and Adapted/adopted assessment tools ($\bar{x}$=1.24).

From the above, the finding revealed that the lecturers fairly use assessment that involve the all-round development of skill acquisition for the development of assessment tools that will enable the pre-service teachers to assess the child's overall development. Cognitive and physical growth can be assessed using the assessment tool that were introduced to the preservice teachers. Those that will assess the affective domain are either not introduced or not emphasised.

The findings corroborated with the submission of Salami (2014) that provided evidence for this conclusion that paper and pencil tests and termly examinations serve as

the principal assessment tools in Nigerian colleges of education that prepare primary school teachers. Additionally, he made the point that assessments do not promote the interest of pre-service teachers who are unwilling or uninterested in pursuing a career in the college of education. Also with the study of Norton et al. (2013) on the development and use of assessment tool depict the flaws in the development of assessment tools by the lecturers which the students found to be a blockade in their effort to be innovative in the development of accurate and current assessment tools before, during and in the conclusion of their class. This statement of Norton et al. confirms the inadequacies of the ECCE lecturers in exposing the pre-service teachers to the creation and use of assessment tools necessary to measure children's overall growth during teaching practice. In the same vein, this study agreed with the submission of Thilip et al. (2016) which stated that it is impossible to overstate the value of assessment tools in early childhood education. as many scholars had made various attempt to design assessment tools. The measurement of a child's overall development is one of the key benefits of assessment tools.

Eni et al. (2020) concluded in their study that the lecturers failed to develop assessment tool that will assess all the domain of learning. They considered this action of the lecturers as an abuse of good test or development of assessment tools. They assessed the test items developed by the lecturers and found that out of fifty items only two were on psychomotor domain and none on affective domain as all the items were mostly on cognitive domain. They concluded that this action is a case of incompetency in the development of assessment tools among the lecturers at Cross River State's college of education. The findings in this study support the submissions of all these scholars that the lecturers in the Colleges of Education fairly develop and use assessment tools which assess child's overall development. They also transmit the same to the pre-service teachers who, during their teaching practice did not develop and use the assessment tools that can measure all round development of the children.

4.2.7 ECCE lecturers' exposure of pre-service teachers to (a) assessment design and (b) its usage

The findings indicated that most lecturers at the institutes of education made the claim that they instructed aspiring teachers in the design and use of appropriate assessment processes. They also claimed to have a course on designing of assessment tools and the tools must be made by the pre-service teachers themselves. As opposed to this claim, it was only cognitive assessment and evaluation tools were usually designed, they failed to attest

to the development and use of anecdotal records, observation records, rating scale and so on which are the assessment tools for ECCE. The pre-service teachers disclosed that they offered a course referred to as the practicum and that it is a requirement course for their certification as teachers when their education is complete. The pre-service teachers in this course choose a child's cognitive or physical development to observe.

Portfolio, anecdotal recordings, and checklist were among the assessment tools mentioned by another pre-service teacher that they were exposed to by their lecturers. This demonstrated that while pre-service teachers were introduced to the use of assessment tools, they were not taught how to design them. In all this, a lecturer revealed that he does not talk about assessment in his class as it was not part of his course content, so He does not engage the pre-service teachers in the creation or usage of the assessment tools. The lecturer displayed ignorance on what formative assessment is about. Therefore, the finding partially disagreed with the study outcome of Eni et al, (2020). The findings agreed with Thilip et al. (2016) and Salami (2014) who were of the opinion that the lecturers fairly develop and use assessment tools that measure the development of the child holistically.

4.2.8 Common source of instructional materials utilised by pre-service teachers during teaching practice.

The outcomes revealed that the final year pre-service teachers rarely source and use common instructional resources during teaching practices. The detailed analysis revealed that the following instructional resources were rarely source for and used: charts, real objects, posters, recycled objects and so on. This was in agreement with Akubue (2010), the teachers she observed in her study hardly ever used learning resources and made little attempt to customize, that they only relied on the lesson notes and textbooks. They completely neglected the use of instructional materials. The results of the research by Akubue (2010) findings also in line with Mba's (2013) research, which discovered that the pre-service teachers did not use instructional resources when teaching. This study supported the findings of Onyesom and Okolocha (2015) which showed that the lecturers at the college of education were instructing pre-service teachers without using the resources necessary for their development. Although, the study of Ibrahim and Sanusi (2019) seemed to be on the fence, this study supports their recommendation that teachers should endeavour to produce educational materials for effective teaching and learning. Adebule and Ayoola (2015) reported similar results in their study, noting that students who utilised learning tools in their instruction outperformed those who did not.

4.2.9 Assessment tools designed and used by pre-service teachers during teaching practice

Analysis details showed the assessment tools designed and used: Use assessment tool that was for single domain, Assessment tool for cognitive development and Assessment tools for physical development. It also showed the assessment tools not designed nor used: Assessment tool for social-emotional skills; self-designed assessment tools; Adapted/adopted tools; assessment tool that was for multiple domain; anecdotal records; rating scales and checklist. This study was in consonant with the study of Adaramaja and Uwadiegwu (2012) as it revealed that pre-service teachers do not fully utilise assessment processes and the lecturers' dedication to assessment practices was insufficient to help the pre-service teachers. It was revealed that the assessment practices in the colleges of education were focused on preparing the students for final examination, instead of preparing them to acquire the skills inherent in the course for development of assessment technique.

This finding agreed with Omebe's (2014) findings that assessments in schools were not well implemented and that it can lead to the temptation of success at all cost in the final examination. According to him, the procedure did not permit the teachers to evaluate their lesson plans or the students' overall development in the process of teaching and learning. Adebule and Ayoola (2015), and Samphina Academy (2020) this study concurred with their study's outcome.

4.2.10 Use of the tools created for assessing the children during teaching practice by pre-service teachers

The finding showed the table's weighted average was 1.60, which implied that final year pre-service teachers fairly used assessment tools designed to assess the children during teaching practice. In agreement with Adaramaja and Uwadiegwu (2012) which revealed that the practice of assessment design and use by the pre-service teachers were not thorough. Omebe (2014) had the same opinion that assessment in schools was not well implemented. Amua-Sekyi (2016) supported the opinions of Adaramaja and Uwadiegwu also that of Omebe as he lamented the improper use of assessment practice in assessing the learners while teaching and learning was in progress. He also observed that the assessment practiced did not facilitate the evaluative thinking among the students. This study disagreed with the evidence from the findings of Xu and He (2019), who showed that pre-service teachers effectively used the assessment designed to assess the children.

In conclusion from all the findings, the pre-service teachers were required to make improvements in their act of design and use of assessment tools for the evaluation of children's activities during real-world teaching practice.

According to the results from the hypotheses testing, the first one showed there was a strong correlation between pre-service teachers' child-centred planning skills and the student-centred planning skills of lecturers. This implied that pre-service teachers would have stronger child-centred planning skills the more student-centred planning skills they had learned from ECCE lecturers. This finding showed that lecturers rarely exposed pre-service teachers to plan lessons that are child-centred. This result was in agreement with the study of Nicholas et al. (2021), which found that teachers rarely plan lessons that are centred on the needs of the children. Isa et al. (2020) was of the same opinion that the lecturers in the colleges of education seldom expose the pre-service teachers to planning of child-centred lesson activity.

The findings revealed that there was no association between the ECCE lecturers' sourcing of, and use of instructional resources and the ECCE pre-service teachers' sourcing for and use of instructional resources. This meant that the sourcing for and use of instructional resources by lecturers had nothing to do with the sourcing for and use of instructional resources by final-year ECCE student teachers. It may be argued that because lecturers rarely introduce ECCE student teachers to sourcing and use of instructional resources, they will also rarely do so. The lecturers seldom prepare instructional materials for their lesson (Mupa and Chinooneka, 2015). According to Akubue (2010), pre-service teachers seldom ever look for and utilise instructional resources throughout their teaching practise. The finding supported the claims of these studies. As well as the study of Onyesom and Okolocha (2015) and Mba (2013).

The findings revealed no correlation between the pre-service teachers' child-centred techniques for promoting children's development and the lecturers' student-centred strategies. This implied that lecturers' strategies did not dictate the pre-service teachers' child-centred strategies. The finding supported the submission of Ahmed (2013) who clarified the importance of child-centred strategies and emphasised that lecturers are bound to expose students in the programme to improved learning strategies that promotes active participation and improve their practice. Following the same line with Ahmed, the study agreed with Aregbeyen (2010), that effective lecturer will always strike a balance in his

teaching styles to allow the students to express their opinion while teaching. This lecturer quality has a significant effect on the pre-service teachers to embrace child-centred strategies during teaching practice. The finding did not support nor against the submission of Bremmer (2019), as the study hybrid the two strategies. Though learner-centred was perceived as the best practice, but the teacher-centred also has a place. That the two can be employed as the case may be, which he called "polarisation of pedagogy"

The results showed that there was no link between the use of assessment tools by ECCE lecturers and the use of assessment tools by ECCE pre-service teachers during teaching practice. This implied that, the lecturers' usage of assessment tools on pre-service teachers has no direct correlation on the ECCE student teachers use of assessment tools during teaching practice. In other words, the pre-service teachers were rarely exposed by the lecturers to the assessment tools that will be used to assess children in the classroom. This result supported the argument made by Adaramaja and Uwadiegwu (2012) that pre-service teachers are not fully engaged in assessment practices, and that lecturers' commitment to assessment practices were insufficient to support pre-service teachers. This aforementioned finding corroborated the study of Killingback et al., (2019) that both the students and lecturers have different approach to assessment. This is true, because many of the lecturers rarely practice the use of assessment tools for ECCE in the class with the pre-service teachers. The pre-service teachers at the school of teaching practice are left to practice assessment tools they deem appropriate to assess the children or use the ones available with the preschool teachers.

The findings revealed no relationship between the pre-service teachers' teaching delivery skills and those of the ECCE lecturers. This suggested that there was no direct relationship between the lecturers' delivery skills and the pre-service teachers' delivery skills.

4.3 Summary of findings

- ECCE lecturers prepared lecture materials for their lectures but the quality is low.
- The following were the features of the lecturers course materials: Showed evidence of scaffolding, showed evidence of assignment given (most especially practical activities), stated the objectives for each topic, gave the description of the course, goals of the Course stated, showed the evidence of use of instructional materials, gave summary of the content for each topic, showed evidence of practical hands-on

for the students, gave post-assessment on the topic, gave pre-assessment on the topic, showed evidence of practical hands-on for the lecturer, general information about Students, and gave list of the textbooks and other materials while the quality of the lecture material was low.

- The extent to which lecturers source for instructional resources was low with average of 13.3% of them sourcing for resources to teach while they did not use instructional materials while teaching the pre-service teachers.
- ECCE lecturers rarely adopt students-centred lecture while teaching the pre-service teachers
- The following were the assessment tools used by ECCE lecturers while teaching the pre-service teachers: Assessment tool for cognitive development and Assessment for physical development.
- The features of the pre-service teacher lesson plans were: Showed the general information about the children, there was evidence of use of instructional materials, reflected the goals for the class activity, listed the materials for the activity, gave the description of the activity, reflected the next step of action, showed evidence of practical hands-on activities, stated the behavioural objective for the lesson: Intellectual objectives, Physical objectives and Social-Emotional objectives. Pre-assessment on the children knowledge of the activity, post-assessment on the activity reflects on the lesson plan, there was evidence of assignment on practical activities, evidence of reflection about the lesson delivered, showed evidence of other type children participation during lesson, and there was evidence of scaffolding.
- Pre-service teachers lesson plans quality was low.
- The common instructional resources deployed by ECCE pre-service teachers during teaching practice: Charts, Real objects, Posters, Pictorial, objects, Games, Human resources, recycled objects, and Building blocks.
- Pre-service teachers' quality of child-centred lesson delivery during teaching practice was low.
- The type of assessment tools designed and used by the final year pre-service teachers during teaching practice were: Use assessment tool that was for single

domain, Assessment tool for cognitive development and Assessment tools for physical development.

- There was a positive significant relationship between lecturer student-centred planning skills and pre-service teachers' child-centred planning skills.
- There was no significant relationship between the sourcing for and the use of instructional resources by the ECCE lecturers and the sourcing for and use of instructional resources of the ECCE pre-service teachers.
- There was no significant relationship between the lecturers' student-centred strategies and the pre-service teachers' child-centred strategies for stimulating children development.
- There was no significant relationship between the assessment tools used by the ECCE lecturers while teaching the pre-service teachers and the pre-service teachers' assessment tools used in assessing the children during teaching practice.
- There was no significant relationship between the ECCE lecturers' lecture delivery skills and the lesson delivery skills of the pre-service teachers during their teaching practice.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

In this study, the pedagogical practices of ECCE lecturers were compared to pre-service teachers' stimulation skills (SSs). The study was conducted in the South-west, Nigeria at colleges of education. The moderating impacts of lesson planning and preparation, the ability to source and use instructional resources, the form of lesson delivery, the development and use of assessment tools were examined in this study. The impact of ECCE lecturers' pedagogical practices on the stimulation skills of ECCE pre-service teachers in five colleges of education in the South-west of Nigeria also formed a key part of this study.

The aim was to ascertain how much exposure the pre-service teachers had of these variables before starting their teaching practice. The ECCE lecturers were observed and interviewed on these variables: the lecturers' lecture notes; instructional materials sourced and used; lecturers' mode of lecture delivery and the development and use of assessment tools. Additionally, the ECCE pre-service teachers were observed and interviewed while they were on teaching practice on these variables: planning of lesson notes; the source and use of instructional materials; the mode of lesson delivery, and the development and use of assessment tools.

This study was hinged on Ivan Pavlov's Behaviourist theory of learning and the Lev Vygotsky's (1968) Social Constructivist to give direction to the study. The study involved twenty-one (21) ECCE lecturers and one hundred and sixteen (116) ECCE pre-service teachers from five colleges of education from the South-west, Nigerian. The lecturers and the students were selected using the total enumeration technique, while the schools were selected using disproportionate stratified techniques. Data were gathered using five response instruments, including schedules for observation and interviews using audio recorders. To analyzed quantitative data; ratios, means, and the standard deviation were employed. Qualitative data were analyzed thematically. The results of this investigation were summarized thus:

Extent to which the ECCE lecturers prepare their lecture materials for teaching in the class. The result revealed that the lecturers fairly prepare for their lectures, this was rated as low as majority relied on the prepared booklet lecture notes from the NCCE curriculum on all the courses to be taught in the college. Some take the prepared lecture note to the class and teach directly from it, few of them have self-prepared lecture notes.

The findings on the use of instructional resources by ECCE lecturers in educating pre-service teachers showed that the percentage of ECCE lecturers who obtain these materials was low (13.3%). According to the weighted average in the table, which was calculated at 1.23, the majority of the lecturers who were observed did not use instructional materials.

The extent to which ECCE lecturers use student-centred teaching techniques. The findings showed that lecturers rarely use student-centred techniques when delivering class lecture. This was observed in many of the lectures as they dictate notes to the students without a pause for explanation. The few who observed pause, do so to tell stories out of bearing on the topic being taught.

Assessment tools employed by the ECCE lecturers in the cause of teaching. The listed assessment tools in this study were for the use of the ECCE pre-service teachers for their teaching practice exercise. It is also for their preparation and education while in the college of education. The assessment tools are fairly used in the preparation and education of the pre-service teachers. Results showed that the lecturers used these assessment tools fairly. The use of commercial or homemade assessment tools were rarely introduced to pre-service teachers. As the pre-service teachers hardly ever use the assessment tools, this has implications for the children during the required teaching practice exercise.

Pre-service teachers' use of Common Instructional Material was observed as they conducted their teaching. Most of the pre-service teachers who were observed during teaching practise used the materials that were readily available to deliver lessons. Several of them did not try to employ teaching resources like audio, moving pictures, and computers, as evidenced by the analysis table. Despite having internet-connected phones in the majority of cases, pre-service teachers did not look for or utilise relevant learning resources. The results showed that they had fair exposure to the process of finding and using instructional materials. This was likewise given as low.

The following assessment tools were created and used by pre-service teachers as observed during the teaching experience: The table of result showed the designed and the use of appropriate assessment tools were low as observed during teaching practice. The

ones that can be seen as being used have the mean on assessment tools for single domain at ($\bar{x}$=1.68), cognitive development at ($\bar{x}$=1.65) and physical domain at ($\bar{x}$=1.48). This result demonstrated the infrequent design of assessment tools by pre-service teachers while engaging in classroom practise. Therefore, their stimulation skills on the development of assessment tools was low.

The extent to which pre-service teachers developed and employed the assessment tools: Because the outcome of the development of assessment tools was inadequate or in another word, fair. It therefore implied that the assessment tool designed is what was used during the teaching practice exercise. However, result showed that during their teaching practice, the pre-service teachers fairly utilised the assessment tools developed to evaluate the children; this exposure showed the level at which the pre-service teachers utilised the developed assessment tools was low

The extent to which ECCE lecturers expose student teachers to plan and prepare child-centred lessons: The lecturers claimed that they exposed the pre-service teachers to child-centred lesson plan during the interview, and the pre-service teachers concurred with this claim. Though what was observed on the field was different from this assertion; as many lecturers observed dictated from their lecture notes with little or no explanation or interaction from the students. On the contrary, the ECCE student-teachers who were observed during teaching practice did not dictate note the children, but were engaged in talk and chalk while children were in passive mode listening.

How much exposure to sourcing for and using instructional resources the pre-service teachers receive from the ECCE lecturers. Lecturers claimed to be aware of the use of instructional resources as they have in their possession both the imported and handmade resources. Some of them asserted that using actual objects and improvising with materials from their surroundings is the greatest method to use educational resources. As regards the sourcing for instructional resources, some of the lecturers claimed that they make use of recycling materials to produce instructional materials and make the pre-service teachers use them to teach themselves during micro-teaching. The claims made by the lecturers that the pre-service teachers are exposed to the sourcing and use of instructional resources are also supported by the pre-service teachers. As many of the pre-service teachers did not display the characteristics of this exposure during teaching practise, the situation was actually the contrary.

Extent to which ECCE lecturers introduced child-centred practices for promoting children's development to the aspiring teachers. The lecturers in responding to the interview said that they explained the pre-service teachers what child-centred delivery lesson is, and how they are to plan their lesson to involve the children. After receiving lecture on child-centred lesson delivery skills, pre-service teachers are given the task of planning a child-centred lesson delivery plan to be presented during the following class. The lecturers claimed that in order to promote the children's development, they had taught the pre-service teachers how to offer lessons that were child-centred. However, many of the aspiring teachers indicated they had no idea what a child-centred delivery lesson plan was. A few others claimed to have been exposed to child-centred delivery lesson plan.

To ascertain the extent ECCE lecturers demonstrate how to design and use various appropriate assessment tools to the student teachers. In response to the interview, the lecturers claimed that pre-service teachers use a number of assessment tools that they are introduced to during their practicum in schools. The lecturers also explained that the students are exposed to the design and use of appropriate assessment tools which include cognitive assessment tools, observational assessment tools and evaluation assessment tools. Prospective teachers acknowledged that they learned about the various assessment tools, such as: portfolio, anecdotal records and checklist. They submitted that the assessment tools were useful for learning and child development. However, the majority of the assessment tools used by the pre-service teachers during teaching practice did not take the child's total development into account. They mainly concentrate on cognitive and physical development.

5.2 Conclusion

The pre-service teachers' stimulation skills (SSs), as noticed during their teaching practice, were significantly impacted by the pedagogical practices of the ECCE lectures at the colleges of education in South-west, Nigeria. As lecturers fairly or seldom prepare their lecture materials, and rarely source for instructional material or use instructional materials while teaching the student-teachers. Additionally, the pre-service teachers' use of learning resources in the classroom received poor evaluations. When it came to the usage of assessment tools, pre-service teachers tended to favour summative assessment that focused solely on cognitive abilities of the children. Pre-service teachers employed more cognitive (question-and-answer) exercises. assessments during teaching practice, which did not assess overall growth and development of the children in learning.

Conclusion, pedagogical practices observed with the ECCE lecturers were below expectation. Nigeria's South-West region's colleges of education are tasked with preparing and presenting qualified, resourceful and successful teachers for the schools, especially in the preschool. Therefore, it is crucial that the ECCE lecturers improve, upgrade and utilise pedagogical practices that will enhance and promote adequate and quality stimulation skills expected to fulfil Nigeria's early childhood care and education goals and objectives.

5.3 Limitations to the Study

The researcher met the following restrictions: At the selected Colleges of Education, there were not many pre-service teachers available and one of the colleges was not able to take part in this study since there were no 200- and 300-level pre-service teachers available. There were few and overworked lecturers at the Colleges of education. Some of them responded to duty call in the midst of the interview that made the researcher to schedule and reschedule many times before the interview could take place. Some of the lecturers were persuaded to participate in the interview and class observation.

5.4 Recommendations

- Early childhood care and education lecturers in colleges of education should provide aspiring teachers with child-centred practices and use the appropriate instructional resources to improve their ability to stimulate children's learning.
- The holistic development and education of children depend heavily on the information and skills ECCE pre-service teachers learned while attending the college of education and becoming ready to teach in early childhood and primary settings. Therefore, the ECCE lecturers in the colleges of education should place high importance on preparing and educating the pre-service teachers while engaging in appropriate pedagogical practices that will improve the pre-service teachers' stimulation skills.
- Child-centred lesson preparation that include enough hands-on, mind-on activities are important for a child's overall development. No matter the topic being taught, when preparing ECCE pre-service teachers, ECCE lecturers should incorporate several of these activities. As a result, pre-service teachers will be able to arrange their lesson plans in a way that would inspire the children during teaching practice with greater awareness of what is expected of them.
- NCCE curriculum preparation should allow the lecturers to develop their lecture note from the curriculum instead of lecture made booklet. The lecturers on their parts should deduce

their lecture note and materials from the curriculum to make up their self-made lecture notes and materials.

- Pre-service teachers need more of examples from the lecturers in the planning of lesson note, sourcing for and use of instructional materials, method of lesson delivery and the designing and use of assessment tools in the children's overall development in the preschool.

5.5 Suggestions for further studies

Future researchers should survey Colleges of Education in the region before embarking on the study. Sufficient fund should be made available for airtime if there would be need to conduct interviews via phone calls. Researchers in the future should be adaptable in their data collection process to accommodate lecturers who might prefer to be contacted via phone. The programmes offered by Nigerian Colleges of Education leave room for further research and review. The other geographical area of Nigeria might conduct the exact same research.

5.6 Contributions to knowledge

- This study offers empirical proof of the inadequate pedagogical practices of the lecturers in the Early Childhood Care and Education Department at the colleges of education in the South-West of Nigeria.
- Empirical evidence of this study validated the level of stimulation skills (SSs) pre-service teachers in the early childhood care and education department acquired.
- It determined the ECCE lecturers' pedagogical expertise and impact on the ECCE pre-service teachers' capacity for stimulation skills.
- Most importantly, it opened the door for researchers to conduct interventions aimed at enhancing the children's overall development and the pre-service teachers' capacity for stimulation skills.
- Also, this study has exposed the issues related to preschool teachers' dearth of stimulating skills (SSs).

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Appendices

Appendix I

Early Learning Lesson Plan (Sample I)

January 18th – 23rd weekly theme: The Forest (Jungle)						
Learning goals	What is forest? What kind of animals live in the forest	Letter T focus: sounding the letter T and words that begins with T	Group cooperation and story sequencing	Letter T focus: sounding the letter T and words that begins with T	Dramatic play and forest animal homes	
Songs and music	Song: Five little monkeys swinging on tree – each child adds to the song	Music and dance with scarves	Rhythm with sticks and story	Music and dance with scarves	Forest animals' groove-dance to the music as the children favourite forest animal	
Literacy Development	Weekly Reader: to learn about lion	Journal focus: ask the children to tell story of their favourite jungle animal. Tell the children a story: fight in the jungle.	Create a jungle story, each child adds a word or a sentence to the story	Let the children practicing the big and small letter Tt. Story: the three pigs.	Journal focus: name things that start with letter T. Story: tell story of animal farm	
Mathematics and Science Exploration	Practicing writing and recognizing numbers sensory table. Animals in beans and corn	Using and recognizing the difference shapes make of animal plasticine	Physical exercising and outdoor activities	Craft: making animal masks	Craft: drawing, painting and cutting of forest animal.	
Letter of the week: L						

EARLY LEARNING LESSON PLAN (sample II) Appendix II

CLASS: PRE-PRIMARY WHITE AGE: FIVE

DATE:

SUBJECT: SOCIAL STUDIES

TOPIC: MY FAMILY

ENTRY BEHAVIOUR: Children live in a family, so they could mention members of their family.

LEARNING MATERIAL: Paper, makers or crayon

PREPARATION: Pictorial book on family and friends

The Lesson:

INTRODUCTION: 1. Teacher ask the children to name the family members. 2. Introduce the children to type of people that make up a family such as grandparents, parents, uncles, aunties and cousins.

PRESENTATION: Teacher tells the story that involve members of the family. Ask the children to connect to the story and what takes place in their individual family. Group the children in fives to share one thing that is the same in their family in the story and one thing that is different. Allow the children to share their comparison in the class. Give the children paper and marker or crayon to draw members of their family.

ASSESSMENT: Move round the class as the children draw members of their family to assess their drawing and make encouraging comment and score their drawings.

CONCLUSION: Display the children's drawings around the class. Ask the children to go around the class to view each other's drawing and make comments.

This lesson format includes the teacher skills of lesson plan, lesson delivery, sourcing for material and developing assessment tools. One is not sure if the pre-service teachers are taking through this process of lesson plan in their methodology class as the preschool teachers observed did not exhibit this skill in the course of their lesson delivery in the class.

APPENDIX II

ECCE Pre-Service Teachers' Observation Schedule (EPTOS)

Part A: Demographic Section

School of TP: …….

Gender: ……

Name of your College: …….

Part B	**Lesson plan scale**				
S/N	Items	not at all	fairly	good	Very well
1.	Shows the general information about the children				
2.	Reflect the goals for the class activity				
3.	Gives the description of the activity				
4.	Lists the materials for the activity				
5.	States the behavioural objective for the lesson				
	Social-Emotional objectives				
	Physical objectives				
	Intellectual objectives				
6.	Pre-assessment on the children knowledge of the activity				
7.	Shows evidence of practical hands-on activities				
8.	Shows evidence of other type children participation during lesson				
9.	There is evidence of use of instructional materials				
10.	Post-assessment on the activity reflects on the lesson plan				
11.	There is evidence of scaffolding				
12.	There is evidence of assignment on practical activities				
13.	Evidence of reflection about the lesson delivered				
14.	Reflects the next step of action				
Part C	**Sourcing for instructional resources**	not source	fairly	sourced	well sources
15.	Identify resources to be used for lesson activity				
16.	Provide resources for children to interact with during lesson				
17.	Resources provided, are developmentally suitable.				
18.	Resources are not available at all but only chalk and board.				

19.	Resources provided can enhance the holistic development				
Part D	**Instructional resources used**	Not used	Fairly used	Used	Well Used
20	Projector				
21	Internet facilities				
22	Computer (laptop)				
23	Pictures on laptop				
24	Video on laptop				
25	Real objects				
26	Charts				
27	Building blocks				
28	Recycled objects				
29	Posters				
30	Games				
31	Pictorial objects				
32	Audio resources				
33	Human resources				
Part E	**Child-Centred lesson delivery**	Not done	Fairly done	Done	Well done
34.	Pre-activity briefing				
35.	Learning materials were made available at appropriate time				
36.	Allow individual child active participation				
37.	Gives the children room to initiate alternative activity on the topic				
38.	Allows group activity during lesson				
39.	Individual presentation of children's work				
40.	Group presentation of project or assignment				
41.	Allow children free discussion on the activity				
42.	Allow post-activity discussion				
Part F	**Use of assessment tools**	Not used	Fairly used	Used	Well used
43.	Use assessment tool that is for single domain				
44.	Use assessment tool that is for multiple domain				
45.	Assessment tool for cognitive development				
46.	Assessment tool for social-emotional skills				
	Assessment tools for physical development				
47.	Use self-designed assessment tools				
48.	Adapted/adopted tools				

49.	Use of rating scales				
50.	Use of checklist				
51.	Use of anecdotal records				

APPENDIX III

ECCE Lecturers' Course material and Assessment Tool Scale (ELCMATS)

Part A: Demographic Section

1. Institution: …….
2. Gender: …….
3. Educational attainment: …….
4. Years of teaching ECCE: ……...
5. Area of Specialization: …….
6. Course Code: ……

Part B. Quality of Course Material

S/N	Items	Poor	Fair	Good	Very Good	Excellent
1.	General information about Students					
2.	Goals of the Course stated					
3.	Gives the description of the course					
4,	Gives list of the textbooks and other materials					
5	States the objectives for each topic					
6.	Gives Pre-assessment on the topic					
7.	Gives summary of the content for each topic					
8.	Shows evidence of practical hands-on for the lecturer					
9.	Shows evidence of practical hands-on for the students					
10	Shows the evidence of use of instructional materials					
11.	Gives post-assessment on the topic					
12.	Shows evidence of scaffolding					
13.	Shows evidence of assignment given (most especially practical activities)					

Part C: Any other comment about the lecture course material

1. ….……...
   ……
2. ….……
   ……
3. ….……
   ……

Part D: Use of assessment tools

S/N	Items	Not Used	Fairly used	Used	Well used
1.	Assessment tool for single domain				
2.	Assessment tool for multiple domain				
3.	Assessment tool for cognitive development				
4.	Assessment tool for social-emotional skills development				
5	Assessment for physical development				
6.	Qualitative assessment tools				
7.	Quantitative assessment tools				
8.	Self-designed assessment tools				
9.	Adapted/adopted assessment tools				
10.	Rating scale				
11.	Checklist				
12.	Questionnaire				
13.	Anecdotal records				

APPENDIX IV

ECCE Lecturers' Instructional Resources Observation Checklist (ELIROC)

Part A. General Information

Institution: ……

Course Code Observed: ……

Lecture time: ……

Part B: Source for and Available instructional resources checklist

S/N	Instructional Resources	Check
1.	Projector	
2.	Internet Facilities	
3.	Computer (Laptop)	
4.	Pictures on laptop	
5.	Videos player	
6.	PowerPoint lecture presentation	
7.	Real objects	
8.	Charts	
9.	Building blocks	
10.	Recycled objects	
11.	Posters	
12.	Human resources	
13.	Games	
14.	Pictorial objects	
15.	Audio resources	
16.	Rhymes/Songs/Puzzle	
17.	lecturer-made resources	
18	Students-made resources	
19	Low/no cost resource made	
20	Ready-made resources bought	

Part C: Use of instructional resources observation scale

S/N	Resources	Not used	Fairly used	Used	Adequately used
1.	Projector				
2.	Internet facilities				
3.	Computer (laptop)				
4.	Pictures on the laptop				
5.	Video player				
6.	PowerPoint lecture presentation				
7.	Real objects				
8.	Charts				
9.	Building blocks				
10.	Recycled objects				
11.	Posters				

12.	Human resources				
13.	Games				
14.	Pictorial objects				
15.	Audio resources				
16.	Rhymes/Songs/Puzzle				
17.	lecturer-made resources				
18	Students-made resources				
19	Low/no cost resource made				
20	Ready-made resources bought				

Part D: Lecturer's students-centred lecture delivery scale

S/N	Items	Poor	Fair	Good	Very Good
1.	Pre-lecture briefing				
2.	Make available materials for the lecture				
3.	Allows individual student's active participation				
4.	Gives post-activity discussion				
5.	There is lecturer's hands-on demonstration				
6.	Gives room for students' demonstration of the activity				
7.	Allows group activity				
8.	Allows presentation of project/assignment by the students				
9.	Allows students free discussion on the lecture topic				
10.	Allow students to initiate alternative activity on the topic				

Part E: Lecturers teaching method checklist

S/N	Items	Never	Rarely	Often	Very often
1.	Introduce lecture through various activity				
2.	Tell a story from the lecture topic				
3.	Engage the student on discussion on the lecture topic				
4.	Allows students to discuss the topic among themselves				
5	Students explore the topic individually				
6.	Discusses field trips with the students				
7.	Gives the students field trip assignment				
8.	Engage the students in model teaching use playway method				
9.	Demonstrate making of toys from scraps (cardboard) with the students				

10.	Allow students to brainstorm on the topic of the day				
11.	Allow students to stage leadership role in the class				
12.	Gives the student opportunity to initiate project for the class				
13.	Engage the students to write report on their project				
14.	Use playway method to teach the students				

APPENDIX V

ECCE Lecturers' Interview Schedule (ELIS)

This interview schedule is meant to elicit information from the lecturers on number of issues. This is to guide the Research Assistants on what questions to ask the lecturer.

Part A: Interview guide on how Lesson Planning is exposed to ECCE Pre-service teachers

1. Can I meet you Sir/Ma?
2. You are in ECCE department, what course(s) do you teach?
3. Since you do plan for your lectures, how are you teaching the pre-service teachers, how to plan a lesson?
4. Do you demonstrate to the pre-service teachers how to plan child-centred lesson (Any evidence to support your claim)?
5. Do you allow the pre-service teachers to plan a lesson and you give feedback on it (with Evidences)?
6. Do you give any guide to pre-service teacher to present child-centre lesson to you for corrections?

Part B: Interview guide on how students are expose to Child-centred based Lesson Delivery

1. How do you teach the use of instructional resources?
2. How do you teach design and use of assessment tools?
3. Do you demonstrate these skills to the students?
4. Do you allow each student to demonstrate these skills?
5. Do you allow the pre-service teachers to design assessment tools on their own?
6. Do they use the designed assessment tools during your lecture delivery?
7. Do you allow the pre-service teachers to demonstrate child-centred delivery lesson during your lecture class?

APPENDIX VI

ECCE Pre-service Teachers Interview Schedule (EPTIS)

This interview schedule is to elicit information from the pre-service teachers on how the lecturers exposed them to pedagogical skills of early childhood care and education.

Part A: interview Guide on How the Pre-service Teachers are Exposed to Lesson Plan

1. Can I meet you?
2. What level in the department of Early Childhood Care and Education?
3. Do your lecturers often expose you to how to plan lesson for ECCE children? If yes, how?
4. Do your lecturers demonstrate how to plan child-centred activity to you during class?
5. Has your lecturer given you opportunity to plan a lesson and give feedback on it in the class?

Part B: Interview Guide on How Pre-service Teachers Are Exposed to Child-Centred based Lesson Delivery

1. Do you know what child-centred lesson is? Give examples.
2. Do you lecturers demonstrate how to deliver a child-centred lesson to you?
3. How are you expose to the use of instructional materials by your lecturers?
4. Are you given an opportunity to deliver a child-centred lesson for corrections?
5. How are you exposed to the use of instructional materials by your lecturers?
6. Have you been expose to the design and use of assessment tools by your lecturer?

ECCE LECTURER INTERVIEW SCHEDULE (ELIS)

This interview schedule is meant to elicit information from the lecturers on number of issues. This is to guide the Research Assistants on what questions to ask the lecturer.

Part A: Interview guide on how Lesson Planning is exposed to ECCE Pre-service teachers

7. Can I meet you Sir/Ma

   ……
   ……
   ……
   ……
   ……

8. You are in ECCE department, what courses do you teach?
   i. ……
   ii. ……
   iii. ……
   iv. ……

9. Since you do plan for your lectures, how are you teaching the pre-service teachers, how to plan a lesson?

   ……
   ……
   ……
   ……
   ……
   ……
   ……..

10. Do you demonstrate to the pre-service teachers how to plan child-centred lesson (Any evidence to support your claim)?

    ……
    ……
    ……
    ……
    ……
    ……..

11. Do you allow the pre-service teachers to plan a lesson and you give feedback on it (with Evidences)?

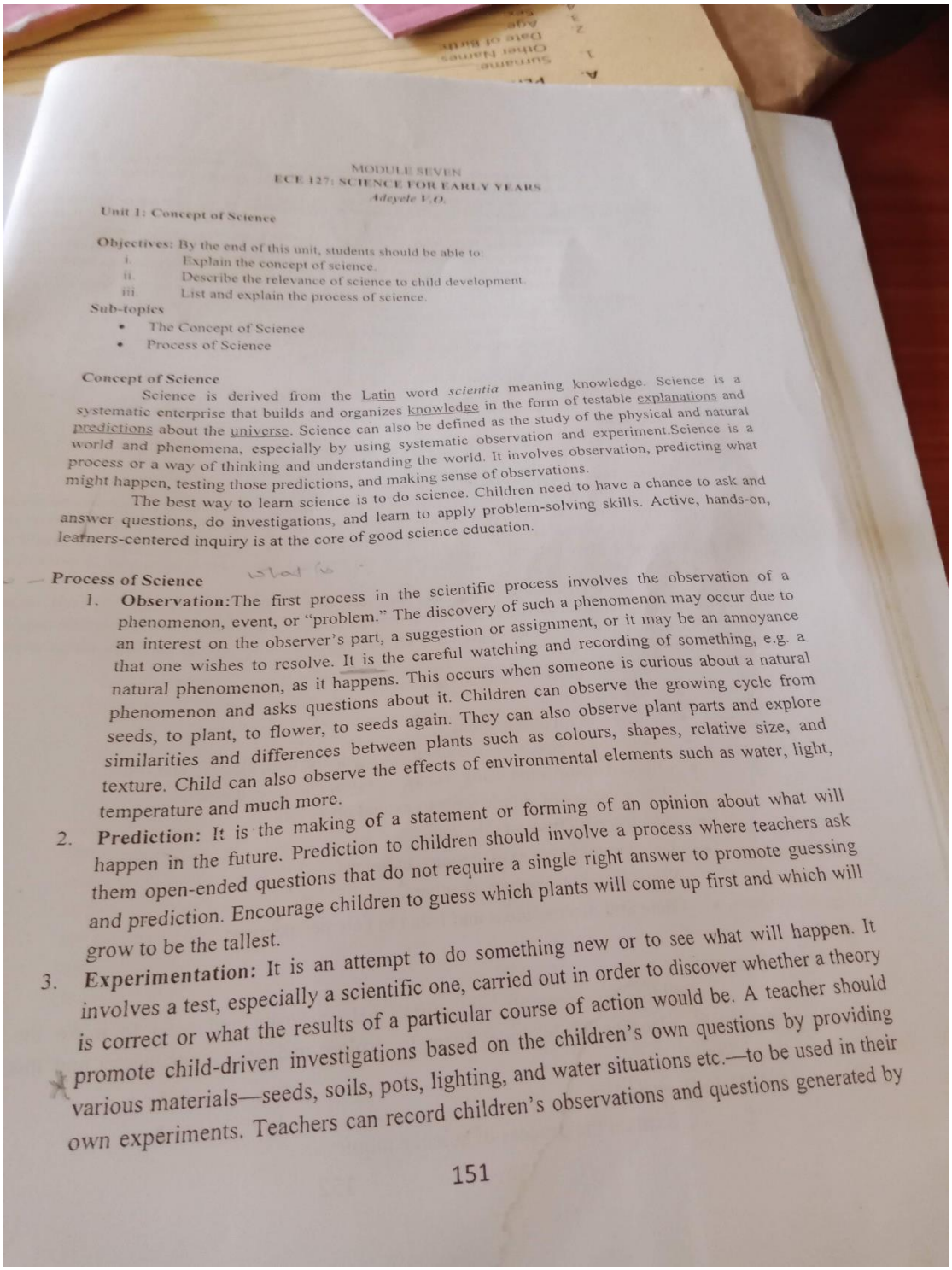
    ……
    ……
    ……
    ……
    ……
    …….

Part B: Interview Guide on Exposing Students to Child-centred based Lesson Delivery

8. How do you normally teach students about pedagogical skills?
9. How do you teaching starting a child-centred lesson?
10. Do you give any guide to present activity-based lesson?
11. How do you teach the use of instructional resources?
12. How do you teach design and use of assessment tools?
13. Do you demonstrate these skills to the students?
14. Do you allow each student to demonstrate this skills?

Photo gallery

Lecture material for ECE 127



MODULE SEVEN
ECE 127: SCIENCE FOR EARLY YEARS
Adeyele F.O.

Unit 1: Concept of Science

Objectives: By the end of this unit, students should be able to:
i. Explain the concept of science.
ii. Describe the relevance of science to child development.
iii. List and explain the process of science.

Sub-topics
- The Concept of Science
- Process of Science

Concept of Science

Science is derived from the Latin word *scientia* meaning knowledge. Science is a systematic enterprise that builds and organizes knowledge in the form of testable explanations and predictions about the universe. Science can also be defined as the study of the physical and natural world and phenomena, especially by using systematic observation and experiment.Science is a process or a way of thinking and understanding the world. It involves observation, predicting what might happen, testing those predictions, and making sense of observations.

The best way to learn science is to do science. Children need to have a chance to ask and answer questions, do investigations, and learn to apply problem-solving skills. Active, hands-on, learners-centered inquiry is at the core of good science education.

Process of Science

1. **Observation:**The first process in the scientific process involves the observation of a phenomenon, event, or "problem." The discovery of such a phenomenon may occur due to an interest on the observer's part, a suggestion or assignment, or it may be an annoyance that one wishes to resolve. It is the careful watching and recording of something, e.g. a natural phenomenon, as it happens. This occurs when someone is curious about a natural phenomenon and asks questions about it. Children can observe the growing cycle from seeds, to plant, to flower, to seeds again. They can also observe plant parts and explore similarities and differences between plants such as colours, shapes, relative size, and texture. Child can also observe the effects of environmental elements such as water, light, temperature and much more.
2. **Prediction:** It is the making of a statement or forming of an opinion about what will happen in the future. Prediction to children should involve a process where teachers ask them open-ended questions that do not require a single right answer to promote guessing and prediction. Encourage children to guess which plants will come up first and which will grow to be the tallest.
3. **Experimentation:** It is an attempt to do something new or to see what will happen. It involves a test, especially a scientific one, carried out in order to discover whether a theory is correct or what the results of a particular course of action would be. A teacher should promote child-driven investigations based on the children's own questions by providing various materials—seeds, soils, pots, lighting, and water situations etc.—to be used in their own experiments. Teachers can record children's observations and questions generated by

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their experiments. They can also provide paper, journals, pencils and crayons for children to use to record their own observations as their experiments progress. Encourage children to use drawing and invented spellings.

3. **Interpretation:** It is an explanation or establishment of the meaning or significance of something. Children learn best when their own interpretations rather than from their teachers telling them what the facts are. Therefore, teachers should continue to promote open-ended questions encouraging children to process and draw conclusions about what they have seen in their experiments. This process will lead to more questions and to further experiments.

Self-Help Exercise

i. Explain the concept of science.
ii. Describe the relevance of science to child development.
iii. List and explain the process of science.

Unit 2: Science Inquiry and the Nature of Science

Objectives: By the end of this unit, students should be able to:

i. Explain the process of science inquiry

Sub-Topic

- Science Inquiry and the Nature of Science

Science Inquiry and the Nature of Science

The nature of science is regarded in contemporary documents as a fundamental attribute of science literacy and a defense against unquestioning acceptance of pseudoscience and of reported research. Children are naturally scientists, their curiosity and need to make the world a more predictable place certainly drives them to explore and draw conclusions and theories from their experiences.

Children need guidance and structure to turn their natural curiosity and activity into something more scientific. They need to practice science to engage in rich scientific inquiry. Scientific inquiry provides opportunity for children to develop a range of skills, either explicitly and implicitly.

- Explore objects, materials and events.
- Raise questions
- Make careful observations
- Describe (shape, size, and number), compare, sort, classify and order.
- Record observation using words, pictures, charts, and graphs.
- Use a variety of simple tools to extend observations
- Identify patterns and relations.
- Develop tentative explanations and ideas.
- Work collaboratively with others.
- Share and discuss ideas and listen to new perspectives.

mmary

Children are naturally scientists, their curiosity and need to make the world a more ictable place certainly drives them to explore and draw conclusions and theories from their iences.

elp Exercise

Explain the process of science inquiry

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Unit 3:The Child and Science

Objectives: By the end of this unit, students should be able to:

i. Explain the relevant of science to children.
ii. Describe the learning experiences that are involved in the teaching and learning of science.

Sub-Topic

- Introduction
- Learning experiences

Introduction

Children acquire fundamental concepts through active involvement with their environment. As they explore their surroundings, they actively construct their own knowledge. Characterize specific learning experiences with young children as naturalistic, informal or structured. These experiences differ in terms of who controls the activity: the adult or the child. Naturalistic experiences are those in which the child controls choice and action; in informal experiences, the child chooses the activity and action, but adults intervene at some point; and in structured experiences, the adult chooses the experience for the child and gives some direction to the child's action.

Learning Experiences

1. **Naturalistic Experiences:** They are those initiated spontaneously by children as they go about their daily activities. These experiences are the major mode of learning for children during the sensorimotor period. Naturalistic experiences can also be a valuable mode of learning for older children.With naturalistic experiences, the role of adult is to provide an interesting and rich environment for the child. That is adults should offer many things for the child to look at, touch, taste, smell, and hear. The adult should observe the child's activity, note how it is progressing, and then respond with a glance, a nod, a smile, or a word of praise to encourage the child. The child needs to know when he or she is doing the appropriate things. For instance, Titi takes a book from the book shelf and says, "This is big." The teacher says, "Yes.
2. **Informal Learning Experiences:** The adult initiates informal learning experiences as the child is engaged in naturalistic experiences. These experiences are not preplanned. They occur when the adult's experience that it is time to act. For example, the child might be or the right track in solving a problem that needs an encouragement. In another situation, th adult might take advantage of a teachable moment to reinforce certain concepts. Examp of informal experience is "I'm six years old," says three-year-old Kike while holding three fingers. The teacher says, "let us count those fingers. One, two, three fingers. You three years old."
3. **Structured Learning Experiences:** They are preplanned lessons or activities that occ many different ways. For example, Kola is four years old. His teacher decides that he to practice counting. She says, "Kola, I have some blocks here for you to count. How are in this pile?". Teachers can also offer structured experience by showing the c balls of different sizes and colours, and ask them to examine the balls and discu characteristics. The teacher picks up a ball and says, "Find a ball that is smaller," " colour balls."

Summary

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Children acquire fundamental concepts through active involvement with their environment. As they explore their surroundings, they actively construct their own knowledge. Characterize specific learning experiences with young children as naturalistic, informal or structured. These experiences differ in terms of who controls the activity: the adult or the child.

Self-Help Exercise

i. Explain the relevant of science to children.
ii. Describe the learning experiences that are involved in the teaching and learning of science.

Unit 4:Exploring the Environment

Objectives: By the end of this unit, students should be able to:

i. Explain active learning in the context of exploration
ii. List and explain the ingredients of active learning

Sub-Topics

i. Introduction
ii. The Five Ingredients of Active Learning

Introduction

Infants and toddlers are active learners from birth. They are intrinsically motivated to explore the world around them, investigating and engaging with the objects and people in their environment and gathering knowledge in the process. Even the youngest of children make active choices and decisions; they choose objects and people to play with and explore, initiate actions that interest them, respond to events in their surroundings, and figure out how to communicate their feelings and ideas — first by sounds, gestures, and facial expressions, and later through language — to parents and family members, caregivers, and peers. In the course of their explorations with people and things "beyond the blanket," they rely on parents and caregivers to attend to, support, and build on their actions, choices, and ways of communicating.

According to early childhood experts Geraldine French and Patricia Murphy (2005), active learning in infants and toddlers is "the process by which they explore the world either through: observing (gazing at their hand), listening, touching (stroking an arm or bottle),reaching, grasping, mouthing, letting go, moving their bodies (kicking, turning, crawling, pulling themselves up on furniture, walking), smelling, tasting, or making things happen with objects around them (putting things in and out of boxes, stacking blocks, rolling a ball)".

Exploration takes place in an active learning environment. In an active learning child care environment, teachers and caregivers support children's natural desire to be active learners. Active learning takes place at any time and throughout the day. Even during bodily care routines — which take time and fill up much of the day — teachers and caregivers can find opportunities to enhance children's learning while also attending to their physical needs. By applying the ingredients of active learning during each part of the day, we can ensure that infants and toddlers will be engaged and challenged in their learning

Five Ingredients of Active Learning in Exploration

An active learning environment builds trust, autonomy, and initiative in young children. To e infants and

toddlers enjoy these benefits and flourish in their programsettings, HighScope has five nts of active learning that serve as practical guidelines for caregivers:

Materials — There are abundant, age-appropriate materials the child can use in a variety of ways. Learning grows directly out of the child's direct actions on the materials.

2. **Manipulation** — The child has opportunities to explore (with all the senses), manipulate, combine, and transform the chosen materials.
3. **Choice** — The child chooses what to do. Since learning results from the child's attempts to pursue personal interests and goals, the opportunity to choose activities and materials is essential.
4. **Child communication, language, and thought** — The child communicates his or her needs, feelings, discoveries, and ideas through motions, gestures, facial expressions, sounds, sign language, and words. Adult's value, attends to, and encourages the child's communications and language in a give and- take manner.
5. **Adult scaffolding** — Adults establish and maintain trusting relationships with each child in their care. Adults recognize and encourage each child's intentions, actions, interactions, communications, explorations, problem solving, and creativity

Summary

Active learning is theprocess by which they explore the world eitherthrough: observing, listening, touching,reaching, grasping, mouthing, letting go, moving their bodies, smelling,tasting, or making things happen with objects around them. There are five ingredients of active learning which include materials; manipulation; choice; communication, language and thought; and adult scaffolding.

Self-Help Exercise

i. Explain active learning in the context of exploration
ii. List and explain the ingredients of active learning

Unit 5:Understanding Play and Learning in Exploration

Objectives: By the end of this unit, students should be able to:

i. Explain exploration learning opportunities for babies and
ii. State with examples learning opportunities for toddlers

Sub-Topic

- Introduction
- Exploration learning opportunities for babies and toddlers

Introduction

In early childhood, most children develop physically and cognitively through exploring their environment, though some have disabilities that make this more difficult to achieve. As well as building knowledge and developing skills, children also need to develop positive dispositions and attitudes towards learning. They have an innate drive to get to know the workings of their world. Learning is best achieved in children through play. The adult can foster learning by planning play-based activities that for them through which they can experience success as learners. This means planning play-based activities that are suited to children's individual needs and connect with their experiences and interests while at the same time challenging them to extend their knowledge, refine their skills, and work together to solve problems.

Exploration Learning Opportunities

Babies

The adult should

i. Promotes a warm and trusting relationship with babies through play and explora
by

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a. maximizing opportunities for meaningful adult interactions with babies (observing before interacting) during play and sensory explorations
b. striking a balance between adult and babies' initiations so that the interactions can be meaningful, regularly following the baby's lead
c. focusing babies' attention on a particular object or person, for example by pointing to a feature

ii. Provides opportunities for babies to develop **physical skills** and **spatial awareness** by:
a. placing appealing objects out of babies' reach encouraging them to move towards them
b. providing safe surfaces and objects (toys, furniture) which give babies something to hold on to, to balance against, or to pull themselves up with
c. encouraging babies to crawl, lift, slide, walk, or climb in, on, around, under, over, and through things

iii. Creates opportunities for babies to experience **cause and effect** by:
a. helping babies to see what happens when they interact with playthings and everyday objects such as cutlery, saucepans, sponges, soft balls and keys in different ways, for example touching, shaking, pushing, rolling, squeezing, throwing, picking up and handing back a toy as babies repeatedly drop it until they tire of the game
b. providing wheelie objects and toys for babies to push and pull on different surfaces

iv. Provides opportunities for **sensory exploration** that help babies to develop ideas about how the world works by:
a. creating opportunities for babies to experience different sights, sounds, smells, tastes, movements, textures, and temperatures indoors and outdoors, while being mindful of the babies' sensitivities towards these.
b. planning space for babies to move, explore and touch things
c. providing safe, natural objects for exploratory play, for example a basket of objects (including shells, wool, and wooden spoons), water for splashing, sand grass for sitting on.

v. Playhiding games to help babies to develop the concept of **object permanence** (th knowledge that things still exist even when they are out of sight) by:
a. hiding a favourite toy while babies look on and encourages them to find it, f example
b. looking at lift-the-flap books with babies
c. searching for things together with babies

vi. Provides **all babies** with opportunities to **play and explore** by:
a. putting things within reach and gives support to young babies to grab them
b. encouraging babies with visual impairment to explore using touch and sound
c. encouraging and joining in older babies' pretend play and responds to initiatives, such as pretending to drink from the empty cup that they crawling after the babies on the floor, speaking into the toy mobile phone, sti the saucepan with the wooden spoon

ddlers
adult should
i. Encourages **physical activity** and the development of an **understanding of spac**

a. setting up boxes, cushions and other safe objects as well as climbing frames for toddlers to crawl into, over, around, behind, on top of, beside, in front of
b. encouraging toddlers to become increasingly skilful at activities like running, jumping, hopping, pedalling a tricycle, moving towards and away from people and things
c. helping toddlers to notice the location of objects, rearrange them, and look at them from different viewpoints
d. encouraging play with stack blocks, simple puzzles, things that fit together and come apart, things that fill and empty, things that reverse and go forward such as a tractor or tricycle
e. providing opportunities for toddlers to explore and make discoveries without adult intervention using safe, everyday objects like empty thread reels, jar lids, tins, corks, strong cardboard tubes, large buttons, pine cones, seashells, and scraps of material

ii. Helps toddlers to **experience** and **talk about the world** around them: by
a. encouraging toddlers to play with natural materials such as sand, water, stones, leaves, and acorns
b. drawing children's attention to the physical properties of objects, such as their colour, texture, size, and shape
c. organizing outings for toddlers with mixed-age groups of children, for example walking in the woods, feeding the ducks in the river, visiting the local farm to feed the calves and collect the eggs, splashing in puddles in their wellies and raingear, and encouraging them to talk about these experiences

iii. Supports toddlers in **making theories** about how things work, and in understanding **cause and effect**:
a. providing objects and materials to encourage toddlers to investigate, for example have early experiences with magnets and magnifying lenses, experience the effect of water on different materials, including sand, stones, paper, soil, and ice
b. giving opportunities to toddlers to do everyday tasks, such as putting items in a bag, washing paint pots, sweeping with a brush, emptying and tidying a cupboard, pouring water into cups

iv. Enables toddlers develop an understanding of concepts like **measures** (weight, height, volume, money, and time) by:
a. encouraging toddlers to remember and reflect on things and events, to talk about things that are going to happen, and to develop planning and prediction skills
b. providing play money for the shopping corner and encourages toddlers to use it in their play
c. giving toddlers opportunities to make purchases as part of a trip to the local shop

f-Help Exercise

i. Explain exploration learning opportunities for babies and
ii. State with examples learning opportunities for toddlers

t 6:Understanding Play and Learning in Exploration II

ectives: By the end of this unit, students should be able to:

i. Explain exploration learning opportunities young children
ii. State ways to plan exploration in the school and home.

Topic

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- Exploration learning opportunities for young children
- Ways to plan exploration in the school and home

Young children

The adult should:

i. enables young children to develop **physical skills**by:
   a. encouraging children to use gross motor skills such as balancing,
   b. cycling with and without stabilizers, hopping, jumping, running, skipping, bouncing, completing obstacle courses, and playing team games with rules such as basketball
   c. creating opportunities for using beanbags, balls, bats,hoops, racquets, skipping ropes, and large play equipment, such as slides and climbing frames
   d. providing experiences to use fine motor skills through activities that involve the children picking up and inserting items, for example opening and closing buttons and zips, doing jigsaws, working with beads, sewing, and building with small construction toys

ii. extends young children's **knowledge about their world**by:
   a. helping children to collect, sort and organize objects and natural materials, for example shells, leaves, stones, seeds, flowers
   b. talking to children about patterns and sounds in the natural environment, for examplethe sound of rain, animal sounds, traffic sounds
   c. modeling and encouraging respect for the environment and surroundings, for example sorting and putting rubbish in the bin, turning off lights and taps when they are not needed, using cardboard tubes, plastic containers, and packaging for art and construction.

iii. encourages young children to **think deeply** about things by using discussion techniques, listening carefully to them and building on what they know by :
   a. using everyday experiences, stories and photographs to prompt discussions that can fuel imagination, for example a story of an animal that escapes from the zoo
   b. asking open-ended questions,

iv. uses play and real-life experiences to **classify, sequence, sort, match, look for and create patterns and shapesby:**
   a. planning activities in which young children order items and use the language of big/bigger/biggest, tall/taller/tallest, wide/wider/widest
   b. exploring and classifying things in the garden that are rough/smooth, thick/thin, high/low, and in dark/light shades of colours
   c. investigating and classifying the flavours and textures of vegetables and fruit grown in the garden or bought in the shop, for example sweet/sour, crunchy/soft

to plan exploration in the school and home

Learning occurs when children can manipulateand choose materials and can freely usetheir dies and all their senses. Eventhe youngest children need to be out and aboutexploring their nt with their wholebodies by moving their heads, waving theirarms and legs, and ith materials andpeople.

children development, teachers and parents should plan ways to explore new and ings in school, at home and in the neighbourhood.

k about new play ideas involving shapes, colours, textures and sizes.

news places—stores, parks, zoos etc. talk about what you find there.

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- Allow children to wash plates and give them toys to play with and bath.
- Provide safe places to crawl into, hide in, climb, and explore.
- Talk about what you can see and hear while walking, riding the bus,or driving in the car.
- Talk about nature as you walk with children. Point out colours of leaves and grass, and allow them to feel the texture of the grass.
- Block the way to open unguarded windows, do no leaves blinds and curtains cords hanging freely.
- Cover electric plugs.
- Keep medicines and poisons in a locked cabinet.
- Teach children how to climb safely.

Self-Help Exercise

i. Explain exploration learning opportunities young children
ii. State ways to plan exploration in the school and home.

Unit 7:The Human Body

Objectives: By the end of this unit, students should be able to:

i. Explain the human body
ii. Explain steps to take in teaching the human body part

Sub-Topic

- The Human Body
- How to teach children parts of the body

The Human Body

The human body is the complete material structure and physical structure of human being. Teaching the human body part should begin at a young age and continue through school. It is a constant learning process that needs to be encourages at each stage of life. Children as young as 2 years are expected to know the basic body parts and there are some very easy steps that can be taken at each the major stages of a child's life to ensure that they will learn all of the human body parts.

How to teach Children parts of the body

1. Teaching parts of the body should stat from birth. Babies love song and we can sing songs like my head, my shoulder, my knees, my toes etc. while touching the body parts that the song mentions. Read books to babies that teach body parts, point out different body parts as you wash them.
2. As children enter the toddler years, continue singing songs and reading books that teach parts of the body. Start to add some learning tools like colouring sheets that teach body parts. As you teach children how to dress themselves, emphasize the body parts that are used in the dressing process. Make outlines of the child's hands, feet and body and have them colour. Encourage the children to draw people and have them label the different body parts.
3. Later on in primary school, the children start to learn about organs and organs systems. While eating food, you can describe the journey that food is taking from the mouth, down the oesophagus, through the stomach and intestines. Have the children breathe, then describe the respiratory system. Have them hold different objects and describe how the nervous system allows them to feel. Show them models of the human body and human body parts.
4. Throughout the rest of the child's academic career, continue to encourage the child to learn about human body parts right down to the basic building blocks i.e. human cell.

Self-Help Exercise

i. Explain the human body
ii. Explain steps to take in teaching the human body part

Unit 8:Using the Senses

Objectives: By the end of this unit, students should be able to:

i. Define the Sense Organ.
ii. Explain activities to teach sense of sight.
iii. Mention activities sense of hearing.

Sub-Topic

- Introduction
- Teaching the sense of sight
- Teaching the sense of hearing

Introduction

The sense organs are organs that receive stimuli from the physical world and transmit them through the nerve impulses to the brain.

Our senses are our gateway to the world. They are the way through which we obtain information, gain understanding, and interact with the objects and people around us. In any scientific observation the five senses are important. The sense of sight, touch, smell, hearing and taste are important in observing the world. Children can be taught these senses by documenting that they around them.

In early childhood science, children need to become aware of their five senses and how they use these senses as observations skills.

Teaching Sense of Sight

Sight is one of the five senses that children used in scientific observation. Children should be talk to about objects and they should be asked to name information about them. For example hold p a bag, ask the children to describe it telling all what they can see e.g. colour, size, shape, number f zip, etc. of the bag.

ctivities to Learn about Sight:

1. Have the children cover their eyes. Ask if they can see, explain to them that we use our eyes to see.
2. Play games with children by provide them with objects calling out colours, shapes, textures, sizes etc. to help the children guess the object. As you play, explain to the children that these characteristics are things you observe with your eyes, or sense of sight.

Children can wear blindfold to explain to them that people without their sight have a special way to read. Books written in brail can be presented to children and let them explore what it would be like to read without sense of sight.

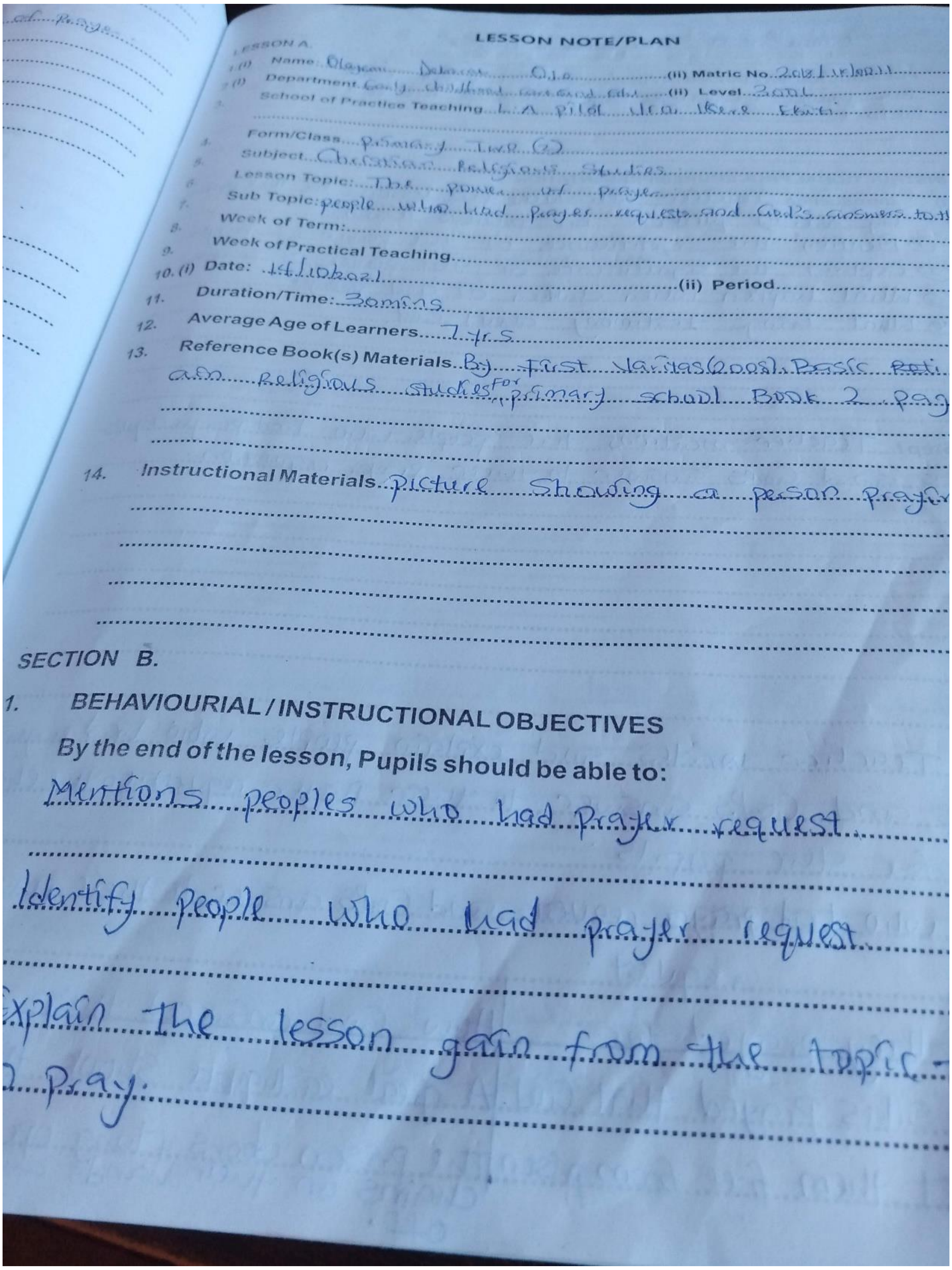
g the Sense of Hearing

These senses are used in scientific observation and study later in learning and talking about children become aware of their observation skills. Children should be able to identify the body used for hearing— the ears. The child should be able to differentiate between oud or soft.

Learn about Hearing:

ruct the children to close their eyes and make any of the following noises— clap, stle, tap, snap, stomp etc. Ask the child to identify the noise they are hearing.

PRE-SERVICE TEACHER'S LESSON PLAN/NOTE, SPECIMEN 1


LESSON A

LESSON NOTE/PLAN

1. (i) Name: [illegible] (ii) Matric No. [illegible]
2. (i) Department: Early childhood care and edu... (ii) Level: 300L
3. School of Practice Teaching: L.A. Pilot [illegible] Ikere Ekiti
4. Form/Class: Primary Two (2)
5. Subject: Christian Religious Studies
6. Lesson Topic: The power of prayer
7. Sub Topic: people who had prayer requests and God's answers to th
8. Week of Term:
9. Week of Practical Teaching
10. (i) Date: 14/10/2021 (ii) Period
11. Duration/Time: 30mins
12. Average Age of Learners: 7yrs
13. Reference Book(s) Materials: By First [illegible] (2008), Basic Reli... and Religious studies for primary school Book 2 pag
14. Instructional Materials: picture showing a person pray

SECTION B.

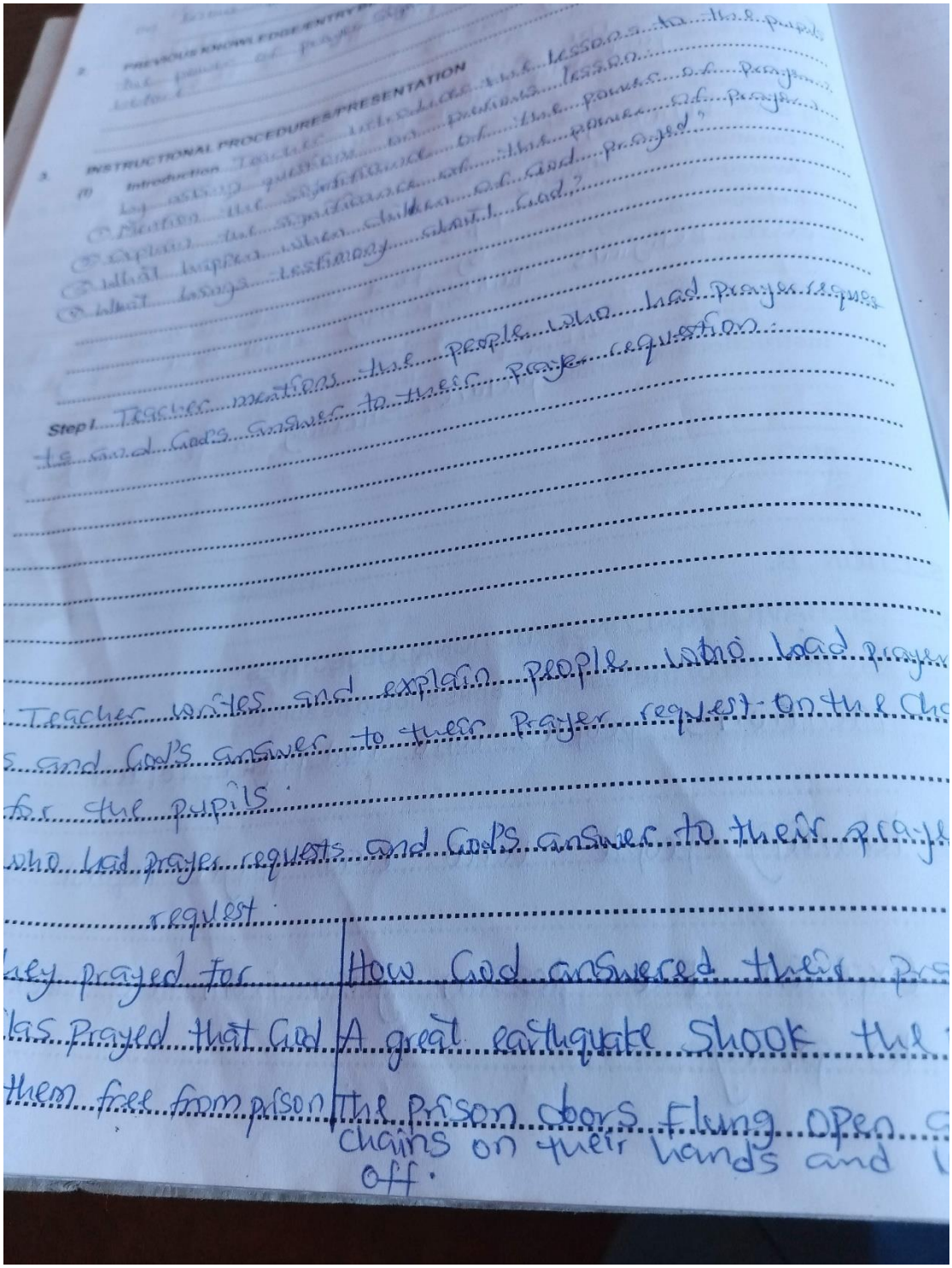
1. BEHAVIOURIAL / INSTRUCTIONAL OBJECTIVES

By the end of the lesson, Pupils should be able to:

Mentions peoples who had prayer request

Identify people who had prayer request

Explain the lesson gain from the topic [illegible] pray.



PREVIOUS KNOWLEDGE/ENTRY

INSTRUCTIONAL PROCEDURES/PRESENTATION

(i) Introduction

Step I

Teacher writes and explain people who had Prayer request and God's answer to their Prayer request on the Ch

for the pupils.

who had prayer requests and God's answer to their pray

request	
hey prayed for	How God answered their pr
las Prayed that God	A great earthquake shook the
them free from prison	The prison doors flung open chains on their hands and off.

Step III Hannah was barren. She prayed to God for a son.	Hannah became pregnant and gave birth to a son named Samuel.
(3) Elijah challenged some idols worshippers to prove which God is the true God. Each killed an animal for sacrifice and called their own to send fire to burn the sacrifice.	The god of the idols worshippers could not answer them but the only true God of Elijah which is the God that burnt his sacrifice sent a great fire.
(4) Jesus prayed that God should raise Lazarus from the dead.	God raised Lazarus and he walked out of the grave and lived ...

Step IV Teacher reads their requests to the pupils on the chalkboard to their prayer request.

Step V: Teacher allows the pupils to read it on the chalkboard and correct their mistakes.

Step V Teacher allows the pupils to write the note on the chalkboard in their books and supervise them.

SUMMARY

Teacher summarise the lesson with the pupils

UATION

cher asks questions from the pupils.

Step III Hannah was barren. She prayed to God for a son.	Hannah [illegible] birth to a son named [illegible]
(3) Elijah challenged some idols worshipper to prove which God is the true God. Each killed an animal for sacrifice and called them own to send fire to burn the sacrifice.	The god of the idols worshippers could not answer them but the God of Elijah which is the only true God sent a great fire that burnt the sacrifice.
(4) Jesus prayed that God should raise Lazarus from the dead.	God raised Lazarus and he walked out of the grave and [illegible]

Step IV Teacher reads their requests and how God answer to their prayer request to the pupils on the chalkboard.

Step VI: Teacher allows the pupils to read it on the chalkboard and correct their mistakes.

Step V. Teacher allows the pupils to write the note on the chalkboard in their books and supervise them.

4. SUMMARY

Teacher summarise the lesson with the pupils.

EVALUATION

Teacher asks questions from the pupils:

Mention 2 people who prayed in the bible?

(2) Explain how ... [illegible]
(3) Who challenged some ... [illegible]
(4) What is the prayer request of Paul ... [illegible]

6. ASSIGNMENT(S)

(i) Write 3 people that pray in bibles.

(ii) Who prayed for a son?

(iii) Who prayed for Lazarus.

(iv) Who answers prayers?

LESS...
1. (i)
2 (I)
3.
4.
5.
6
7

SECTION C

1. REMARKS/COMMENTS BY THE COOPERATING TEACHER

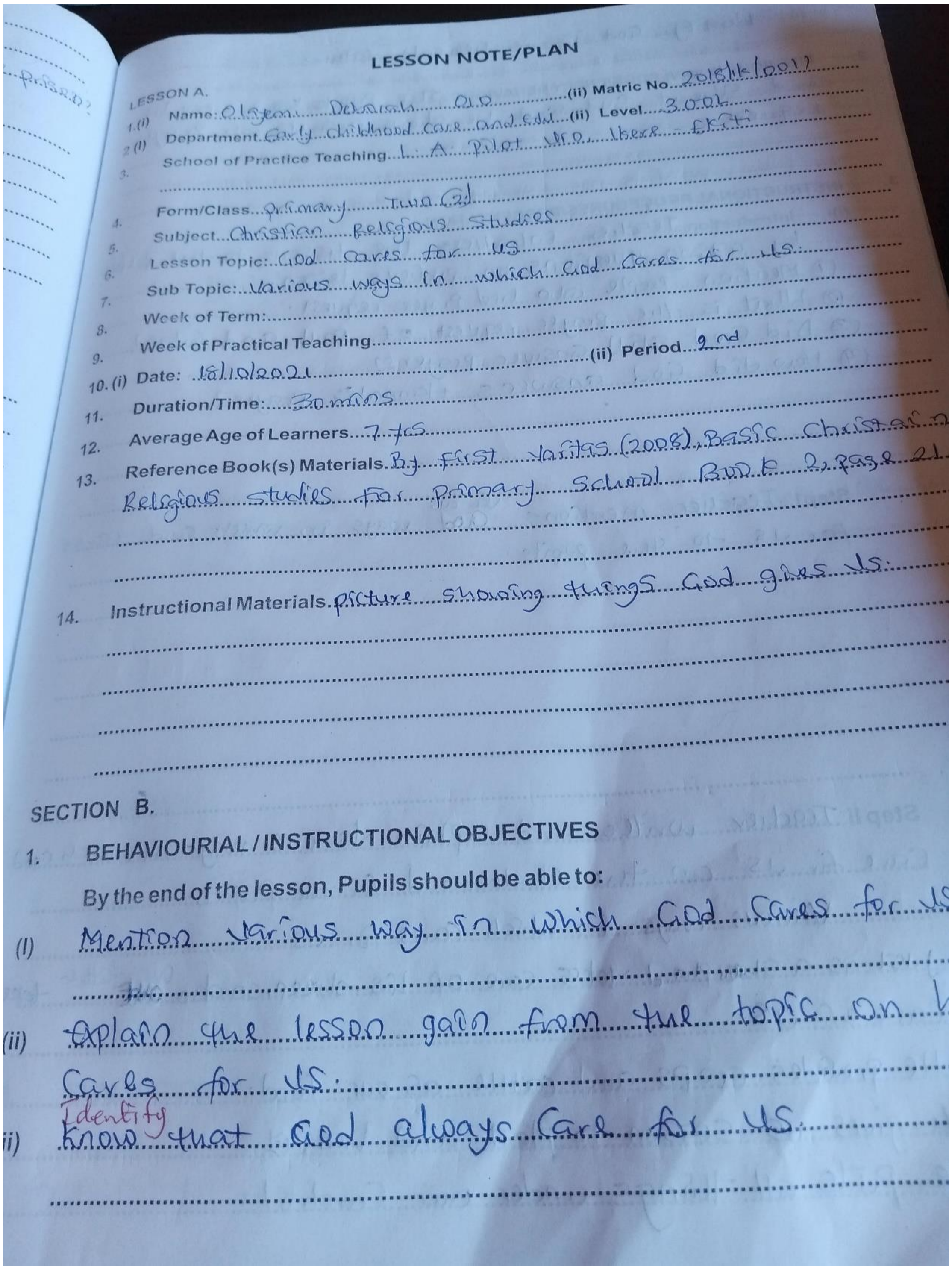
Good

Aderibigbe G.J
Name

13/10/21
Signature & Date

...ERVISOR'S REMARKS/COMMENTS

PRE-SERVICE TEACHER'S LESSON PLAN/NOTE, SPECIMEN 2



LESSON NOTE/PLAN

LESSON A.

1. (i) Name: Olajumi Deborah Olo ....(ii) Matric No. 2018/1k/0017
2. (i) Department. Early childhood care and Edu. (ii) Level. 300L
3. School of Practice Teaching. L. A. Pilot Nur. Ikere Ekiti
4. Form/Class. Primary Two (2)
5. Subject. Christian Religious Studies
6. Lesson Topic: God cares for us
7. Sub Topic: Various ways in which God cares for us.
8. Week of Term:
9. Week of Practical Teaching
10. (i) Date: 18/10/2021 (ii) Period 2nd
11. Duration/Time: 30mins
12. Average Age of Learners 7 yrs
13. Reference Book(s) Materials. By First Varitas (2008), Basic Christian Religious studies for primary school Book 2, page 21
14. Instructional Materials. picture showing things God gives us.

SECTION B.

1. BEHAVIOURIAL / INSTRUCTIONAL OBJECTIVES

By the end of the lesson, Pupils should be able to:

(I) Mention various way in which God cares for us

(ii) Explain the lesson gain from the topic on how God cares for us.

(iii) ~~Know~~ Identify that God always care for us.

(iv) Identify God ... prayer

2. PREVIOUS KNOWLEDGE/ENTRY BEHAVIOUR ... and about God and he always answer request

3. INSTRUCTIONAL PROCEDURES/PRESENTATION

(I) Introduction Teacher introduces the lessons to the pupils by asking questions on previous lesson.

① Mention people who had prayer request.

② What is the prayer request of Paul and Silas?

③ Did God still answer prayers?

④ How did God answers Hannah's prayer?

Step I. Teacher mentions various ways in which God cares for us to the pupils.

Step II. Teacher writes and explain various ways in which God care for us on the Chalkboard for the pupils.

Various ways in which cares for us.

① Just as a shepherd takes care of his sheep, so also our father takes care of us.

② He provides crops and cattle as our food.

③ He gives us season to plant and harvest.

④ He puts all things under our control.

Step III. Teacher ... the pupils ...

Step IV. Teacher allows the pupils to read it on the chalkboard and correct their mistakes.

Step V. Teacher allows the pupils to write the note their books from the chalkboard.

4. **SUMMARY**

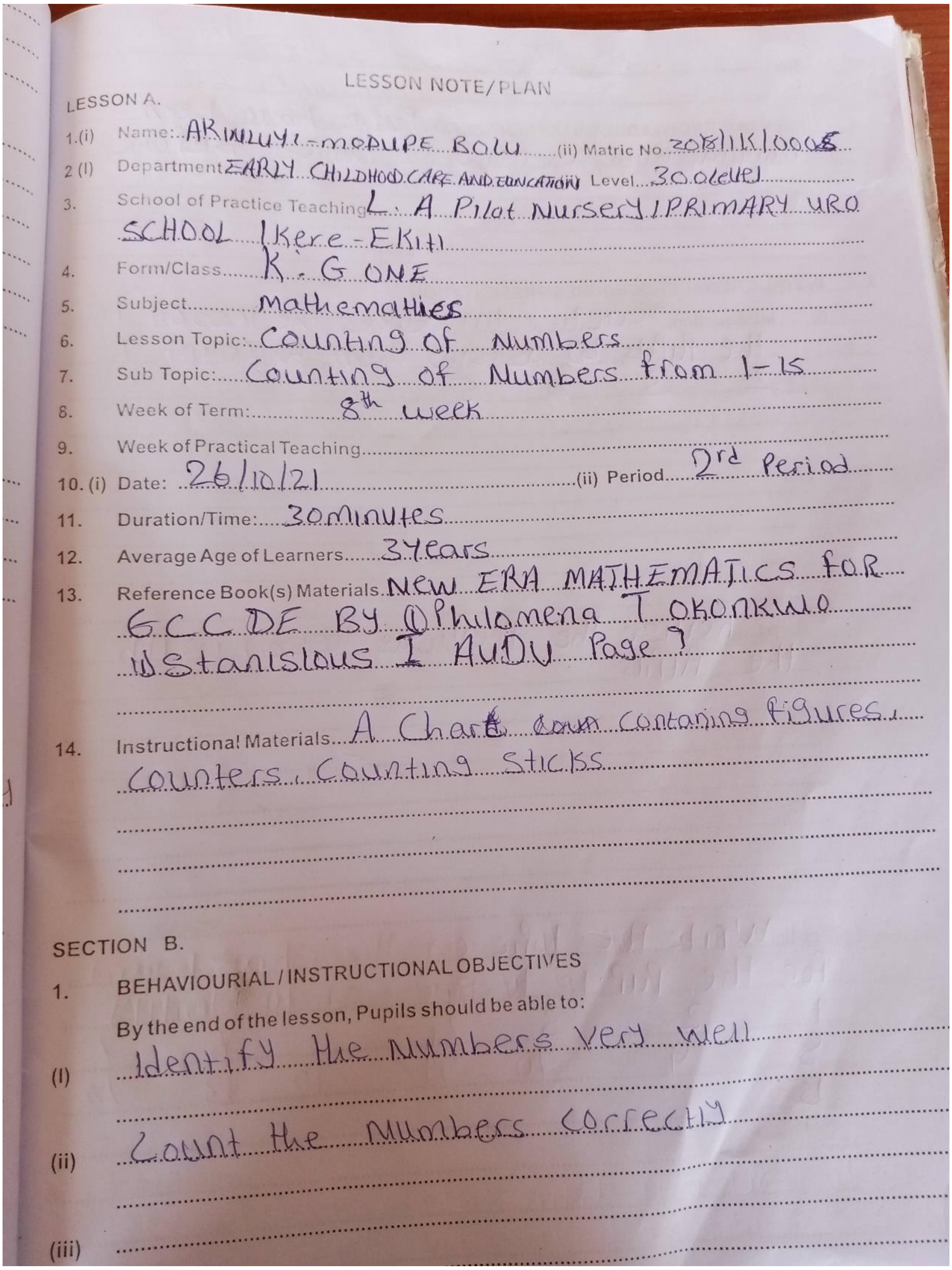
Teacher summarise the lesson with the Pupils.

5. **EVALUATION**

Teacher asks questions from the pupils.

① Who is God?

PRE-SERVICE TEACHER'S LESSON PLAN/NOTE, SPECIMEN 3



LESSON NOTE/PLAN

LESSON A.

1.(i) Name: AKINLUYI-MODUPE BOLU (ii) Matric No. 2018/1K/0008

2 (I) Department EARLY CHILDHOOD CARE AND EDUCATION Level 30.0level

3. School of Practice Teaching L. A Pilot Nursery/PRIMARY URO SCHOOL Ikere-Ekiti

4. Form/Class K. G ONE

5. Subject Mathematics

6. Lesson Topic: Counting of Numbers

7. Sub Topic: Counting of Numbers from 1-15

8. Week of Term: 8th week

9. Week of Practical Teaching

10. (i) Date: 26/10/21 (ii) Period 2rd Period

11. Duration/Time: 30minutes

12. Average Age of Learners 3years

13. Reference Book(s) Materials New ERA MATHEMATICS FOR ECCDE BY (i) Philomena I OKONKWO (ii) Stanislous I AUDU Page 7

14. Instructional Materials A Chart ~~down~~ containing figures, counters, counting sticks

SECTION B.

1. BEHAVIOURIAL/INSTRUCTIONAL OBJECTIVES

By the end of the lesson, Pupils should be able to:

(I) Identify the Numbers very well

(ii) Count the numbers correctly

(iii)

(iv)

PREVIOUS KNOWLEDGE/ENTRY BEHAVIOUR Pupils have been familiar with counting of Numbers before

INSTRUCTIONAL PROCEDURES/PRESENTATION

(I) Introduction Teacher Introduces the lesson to the Pupils by asking them to count 1 2 3 4 5

Step I Revise the previous lesson with the Pupils

Step II Write the topic on the Chalkboard for the Pupils to see and to identify

1 2 3 4 5 6 7
8 9 10 11 12 13 14
15

Step

4. SUMMA

5. EVALU

Step III. Teacher leads the Pupils in counting the Numbers and teach them how to count the Numbers

Step IV. Teacher gives the Pupils chalk to write the Numbers on the chalk board and correct their mistakes

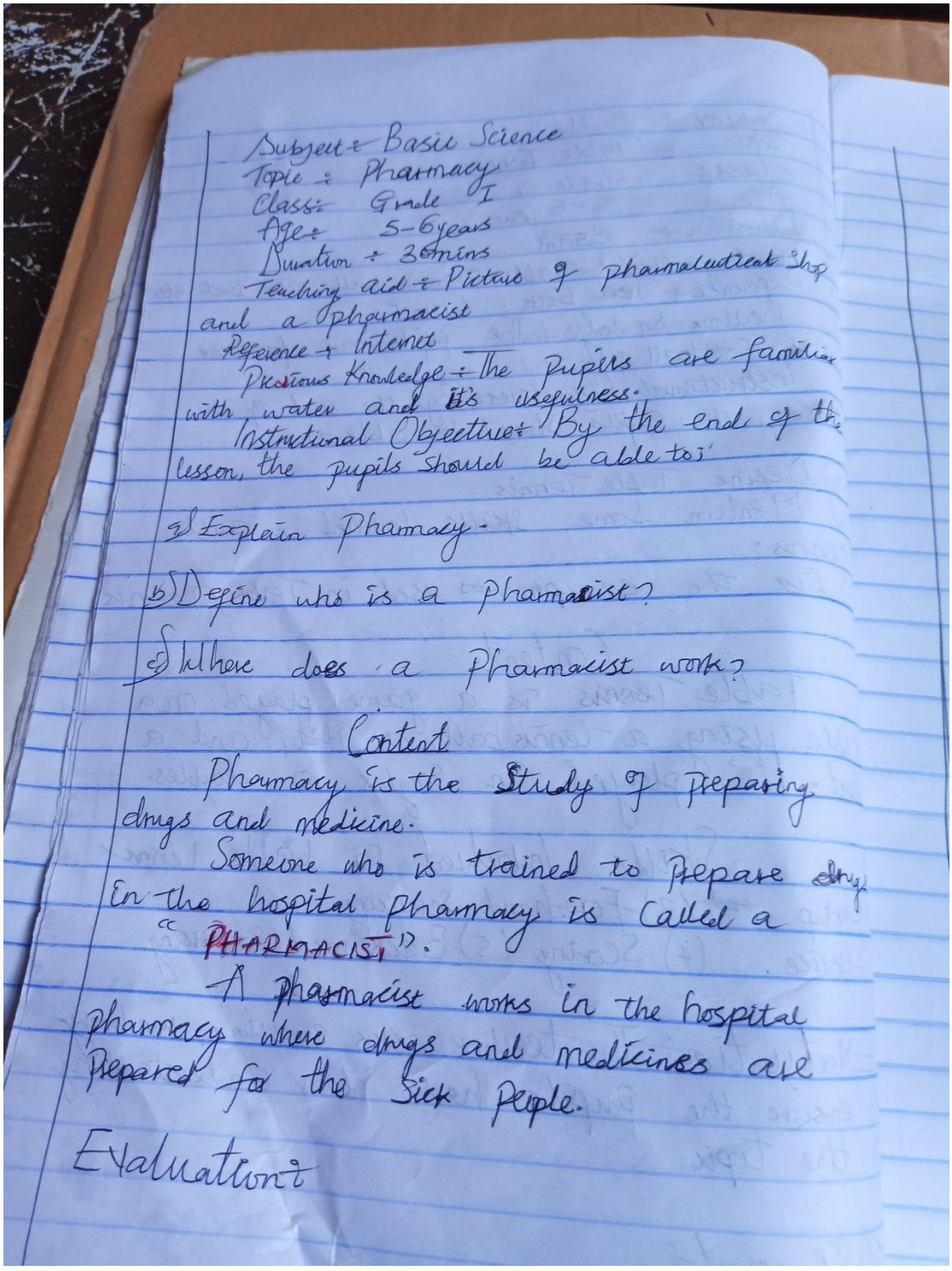
Step V.

4. SUMMARY

Teacher summarises the lesson with the Pupils and explain to them

5. EVALUATION

Teacher asks the Pupils to touch the figures on the Chalk board 1 2 3 4 5 6



Subject: Basic Science
Topic: Pharmacy
Class: Grade I
Age: 5-6years
Duration: 30mins
Teaching aid: Picture of pharmaceutical shop and a pharmacist
Reference: Internet
Previous Knowledge: The pupils are familiar with water and it's usefulness.
Instructional Objective: By the end of the lesson, the pupils should be able to:

a) Explain Pharmacy.

b) Define who is a pharmacist?

c) Tell where does a pharmacist work?

Content

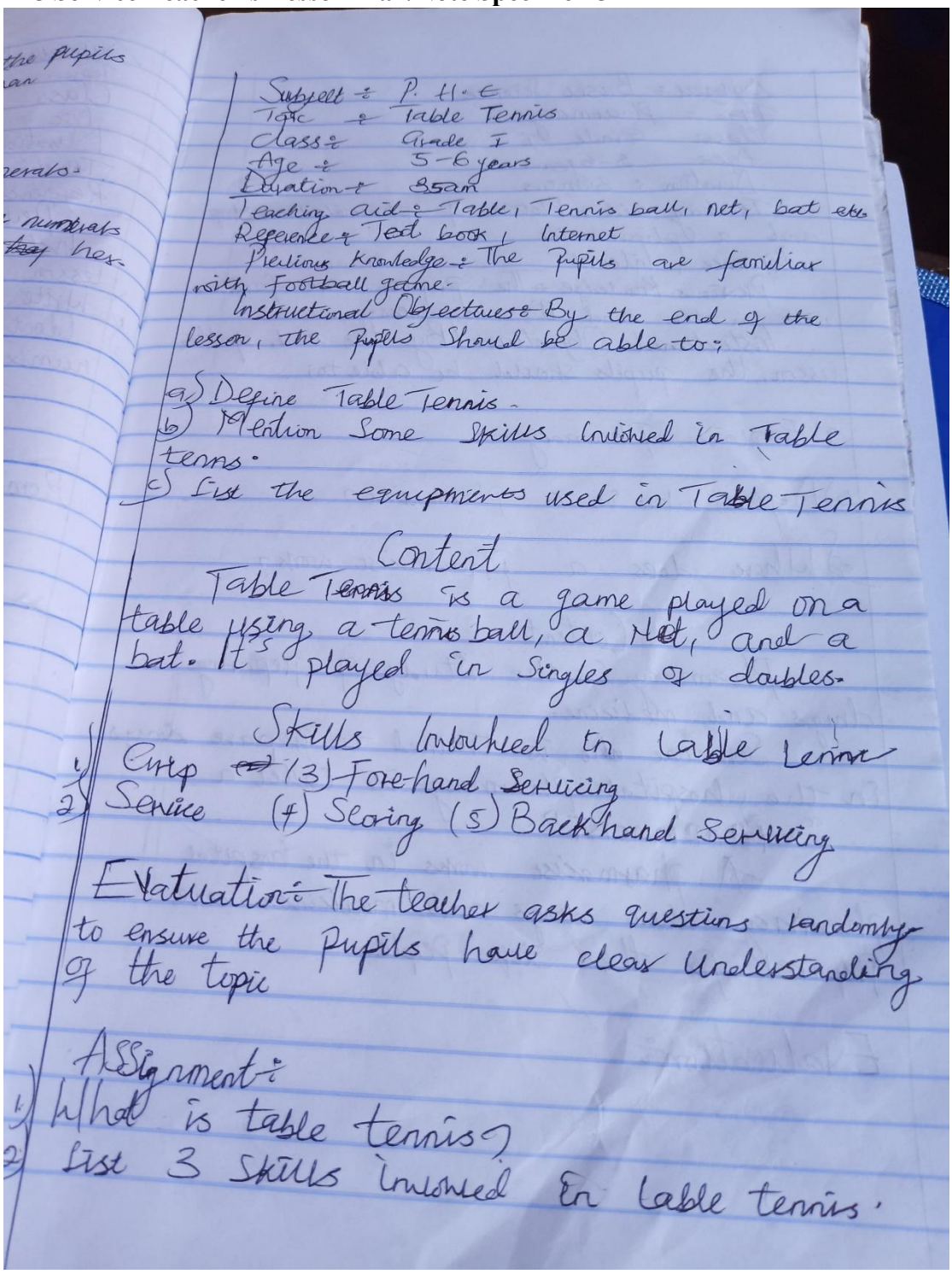
Pharmacy is the study of preparing drugs and medicine.

Someone who is trained to prepare drugs in the hospital pharmacy is called a "PHARMACIST".

A pharmacist works in the hospital pharmacy where drugs and medicines are prepared for the sick people.

Evaluation:

Pre-Service Teacher's Lesson Plan/Note Specimen 5



Subject: P.H.E
Topic: Table Tennis
Class: Grade I
Age: 5-6 years
Duration: 35am
Teaching aid: Table, Tennis ball, net, bat etc.
Reference: Text book, Internet
Previous knowledge: The pupils are familiar with football game.
Instructional Objectives: By the end of the lesson, the pupils should be able to:

a) Define Table Tennis.
b) Mention some skills involved in Table tennis.
c) List the equipments used in Table Tennis

Content

Table Tennis is a game played on a table using a tennis ball, a Net, and a bat. It's played in Singles or doubles.

Skills involved in table tennis

1) Grip (3) Fore-hand Servicing
2) Service (4) Scoring (5) Back hand Servicing

Evaluation: The teacher asks questions randomly to ensure the pupils have clear Understanding of the topic

Assignment:
1) What is table tennis?
2) List 3 skills involved in table tennis.

Researcher Conducting Interview with a Pre-Service Teacher

OBSERVING A LECTURER DURING TEACHING 1

Observing a Lecturer during teaching 2

Learning Materials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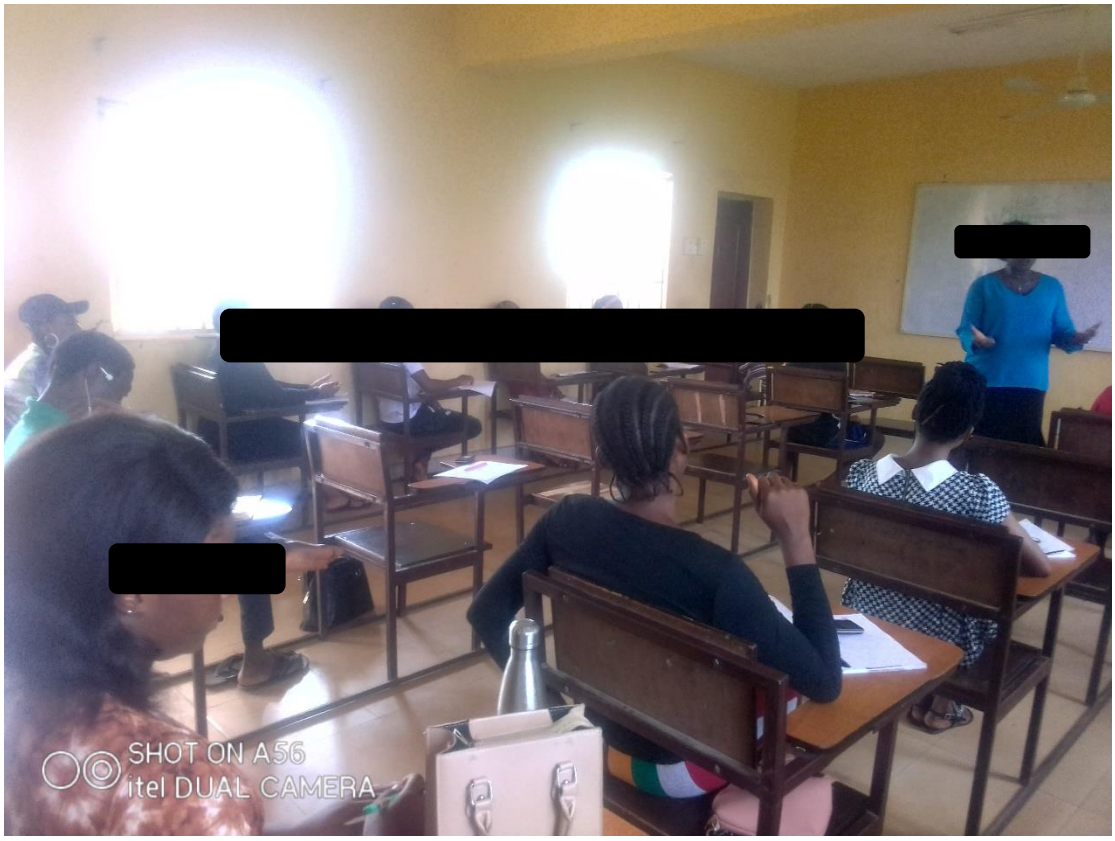
PRE-SERVICE TEACHER DURING OBSERVATION COURSE AT ADEYEMI UNIVERSITY STAFF SCHOOL, ONDO

A Lecturer Teaching During Observation



Pictures of student during classroom assessment at Adeyemi College of Education, Ondo Staff School.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A LECTURER BEING OBSERVED DURING TEACHING