

Assessment of Human-Capacity-Building on Early Childhood Care Development among Teachers and Caregivers in Ijebu-Ode Local Government Area, Ogun State

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Abstract

The study examined the role of manpower development on early childhood care development in Nigeria. Three research questions guided the study. A descriptive research design was used. The population comprised all the early childhood education teachers and caregivers in Ijebu-ode local government area. A total of 33 early childhood education teachers and care givers were selected as sample size using purposive sampling technique. A researcher developed instrument tagged: Role of Manpower Development on Early Childhood Care Development Questionnaire (RMDECCDQ) with 0.96 reliability coefficient was used for data collection. Descriptive and inferential statistics were used for analyzing the research questions. The findings revealed that induction, on-the-job training, off-the-job training, workshops/courses, educational seminars/conferences, qualification programmes, teachers were among the needed human-capacity-building factors for improving early childhood care development. Increase the quality and quantity of teacher output per unit instruction in school; helps to updates teachers with the new development in the pedagogy in the area of new knowledge and skills; averts future death of human-capacity-building need in early childhood education; helps equips an individual teacher with new skills were among the role of human-capacity-building towards improving early childhood care development. There is a significant relationship between human-capacity-building and early childhood care development. Early childhood education teachers or caregivers should be given on-the-job training on a regular basis to keep them abreast of the current educational programme and employ trained teachers and Caregivers in early child care and development in the education system.

Keywords: Care Development, Early Childhood, Human-Capacity-building

Introduction

Early childhood is a pivotal period of child development that begins before birth through age eight. This is a period of rapid brain and body development. In the first few years of life, more than 1 million new neural connections are formed every second. The quality of a child's early experiences makes a critical difference as their brains develop, providing either strong or weak foundations for learning, health and behaviour throughout life. Early childhood offers a critical window of opportunity to shape the trajectory of a child's holistic development and build a foundation for their future. For children to achieve their full potential, as is their human right, they need health care and nutrition, protection from harm and a sense of security, opportunities for early learning, and responsive caregiving – like talking, singing and playing – with parents and caregivers who love them (UNICEF, 2024). Early childhood is a stage of growing up which extends beyond physical development to involve significant changes in a child 's behaviour, thought processes, emotions and attitude (Nwanekezi & Onyekuru, 2014). This largely determines the kind of adult that a child will become.

Early child care and development education is defined by the National Policy on Education (FRN, 2014) as education given in educational settings to children from ages 0 through 4 years in preparing their entry into pre-primary or Basic School. It also includes creche, nursery and kindergarten popularly called *otaakara* in some parts of Nigeria. Grunewald and Rolnick (2003)

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cited Igbinomwanhia, Ibadin and Osagie (2021) traced early child care and development education to the efforts of prominent European education experts like: John Amos Comenius (1590-1690), J. J. Rousseau (1782 – 1788), Johann Heinrich Pestalozzi (1748-1827) and Friedrich Froebel (1782-1751). These experts championed the right of children to early education. Many educationists and scholars, including Fafunwa (2004) and Oniyama (2011), supported and advocated the views held by the earlier educators that there was the need for good early child care and development education to help pupils develop their full potential.

Igbinomwanhia et al (2021); Samu (2020); Abasili, Chioke and Udeoba (2023) agreed that early childhood educational system depends heavily on manpower development (human-capacity-building) for the execution of its programme. Manpower (human-capacity-building) is the labour force or work force of a country. In its broad concept, it includes all who are potentially employable, ranging from unskilled to the most highly skilled workers. Development involves change for better. Manpower development (human-capacity-building) involves quantitative and qualitative training of person to carry out job in the society. It is an important factor in the economy of every nation and no serious nation can afford to ignore it. Nigeria, it has been a major concern of the government since independence.

Nwachukwu (2024) stated that manpower development (human-capacity-building) can also be seen as human capital development which refers to the knowledge, abilities, health, and skills that people invest in and accumulate throughout their lives, enabling them to realize their potential as productive members of a country. In contrast, manpower development (human-capacity-building) refers to the process of acquiring and increasing the number of persons who have the skills, education, and experience that are critical for the economic growth and development of a country's economy (Okojie, 2005). Also, Ejere (2011) posited that manpower development refers to the human factor in the production process; and consists of the combined knowledge, skills or competencies and abilities of the workforce. Of all the factors of production and educational development, most especially, only human beings are capable of learning, adapting or changing, innovative and creative. The sum of an individual's knowledge, abilities, and assets is referred to as their manpower development (Nwachukwu, 2024).

Investing in manpower development (human-capacity-building) has been recognized as a fundamental driver of educational progress, economic growth, and social progress. Without substantial investment in manpower development, no country can achieve sustainable economic and educational development (Ebisine, 2015). Moreover, manpower development (human-capacity-building) goes beyond mere economic considerations because it enriches people's understanding of themselves and the world around them, improving their quality of life and providing broad social benefits for individuals and society (Febriyanti & Ihsani, 2019). Manpower development is essential for driving innovation, increasing productivity, and ultimately contributing to economic growth. It is a key factor in determining an individual's earning potential and career advancement opportunities. Investing in manpower development through education and training programs can lead to higher levels of productivity and competitiveness in the workforce (Febriyanti & Ihsani, 2019).

To actualize the educational objectives in early childhood care depends heavily on the manpower development or teacher or caregiver. Manpower development (human-capacity-building) are the human beings (teacher or caregiver) needed to accomplish the goals of the system. They are the key to rapid socioeconomic development and efficient instruction delivery (Onah, 2008). Without adequate, skilled and well-motivated personnel operating within a system, a sound educational system will not be possible. Omah and Pepple (2019) stated that teachers were the critical resource for effectively implementing and realising educational policies and objectives at the practical level of the classroom. Teachers are therefore, one the most indispensable entities in the school. The shortage (in terms of quantity and quality) of teachers reduces the extent to which the curriculum can be effectively delivered (Igbinomwanhia, et al 2021). Furthermore, since Nigeria has pledged her commitment to provide quality and comprehensive early child care and development education and care for all preschoolers, there is the need for adequate manpower development in the sector.

Education delivery at the early stage required experience and qualified teachers or caregivers to handle to achieve educational objectives. However, the current situations of instruction delivery in public early childhood centres in Ogun state are a source of worry and concern to the stakeholders in the sector. A situation where teachers seem not to have been subjected to training and re-training exercises for many years is not a good development for early childhood education care development. The more

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the teachers are being trained, the more they develop knowledge and skills for the achievement of childhood education development objectives. This study was an attempt to examine the role of manpower development on early childhood care development in Nigeria.

Objectives of the Study

The main objective of the study was to examine the role of manpower development on early childhood care development in Nigeria. Specifically, the study sought to:

1. identified the needed human-capacity-building for improving early childhood care development.
2. ascertained the role of human-capacity-building towards improving early childhood care development.
3. examine the relationship between human-capacity-building and early childhood care development.

Research Questions

The following research questions were raised and answered in this study:

1. What are the needed human-capacity-building for improving early childhood care development?
2. What are the role of human-capacity-building towards improving early childhood care development?
3. Is there any relationship between human-capacity-building and early childhood care development?

Theoretical Framework

The theoretical framework for this study was Pestalozzi theory of education and the theory was propounded by Trohler Daniel in 2013. The theory postulated that ability of every individual human being to learn and in the right of every individual to education. He explained that education should develop the power of the head, heart and hands to create individuals who were capable of knowing what was right or wrong and would act according to that knowledge. His contributions to education involved his educational philosophy and instructional method which encouraged harmonious intellectual, moral and physical development, methodology of empirical sensory learning, especially through object lessons and use of activities, excursions and nature.

The implications of this theory to the present study were that the manpower development in the early childhood care development plays a major role in developing the power of the head, heart and hands by implementing the policy guiding the education system. The Pestalozzi theory of education further buttressed the policies and outcomes of their implementation. Early childhood education teachers need to be subjected to routine training exercises to update their knowledge, skills, and new methods of imparting knowledge to children to achieve the early childhood education aim and objectives.

Methodology

A descriptive research design was used for this study. The population of this study comprised all the public early childhood education teachers. caregivers in Ijebu-ode local government area of Ogun State, Nigeria. A total of 33 public early childhood education teachers and caregivers in Ijebu-Ode local government area of Ogun State were selected as the sample size. Purposive sampling technique was used for selecting the teachers and caregivers. A researcher self-developed instrument tagged: Role of Manpower Development on Early Childhood Care Development Questionnaire (RMDECCDQ). RMDECCDQ was a self-structured instrument geared towards eliciting information from early childhood education teachers and caregivers regarding the role of manpower development on early childhood care development. The instrument (RMDECCDQ) was divided into two sections namely section A and B. Section A focused on demographic characteristics of the respondents, while B identified the needed manpower development and its role for improving early childhood care development. The instrument requested responses on a four (4) – point scale format which was a modification of 5-point Likert scale. The responses rating scales are as follows: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD) rated as 4, 3, 2 and 1 points respectively. To ensure the content validity of the instrument (RMDECCDQ), a copy of the instrument was made available to the expert in the field of early childhood education and development. All the corrections raised, were amended before the final draft was used to gather relevant data for study. In this case, copies of the instrument (RMDECCDQ) were administered on 6 early childhood education teachers twice in Ijebu-North local government area of the state that are parallel to the sampled population. The collected data were analyzed using Pearson Product Moment Correlation (PPMC) and 0.96 was reported as reliability coefficient. The researcher with the helped of three trained research assistants participated in the questionnaire administration of the instrument which took two weeks before the completion. After completion of the exercise, a total of 31 copies of the questionnaires were

retrieved. Retrieval rate was 93.94%. Descriptive statistics of mean, standard deviation and bar-chart were used for providing answers to the research questions 1 and 2. Research question 3 was answered using inferential statistics of PPMC.

Presentation of Results

Research Question 1: What are the needed human-capacity-building for improving early childhood care development?

Table 1: Descriptive statistics on the needed human-capacity-building for improving early childhood care development

Items	Mean	SD	Remarks
Induction	2.96	0.999	Agreed
On-the-Job Training	3.01	0.714	Agreed
Off-the-Job Training	3.16	0.699	Agreed
Workshops/courses (e.g. on subject matter or methods and/or other education-related topics)	2.87	0.899	Agreed
Educational Seminars/conferences (at which teachers and/or researchers present their research results and discuss education problems)	2.81	0.910	Agreed
Qualification programmes (e.g. degree, PGDE programmes etc.)	2.99	0.938	Agreed
Teachers observation visits to other schools	3.02	0.806	Agreed
Participation in a network of teachers formed specifically for the purpose of professional development	3.18	0.803	Agreed
Individual or cooperative research on a topic of professional interest	3.15	0.799	Agreed
Mentoring and/or peer observation and coaching, as part of a formal school arrangement	3.08	0.783	Agreed
Cluster Mean	3.02		

Source: Field Survey, 2024

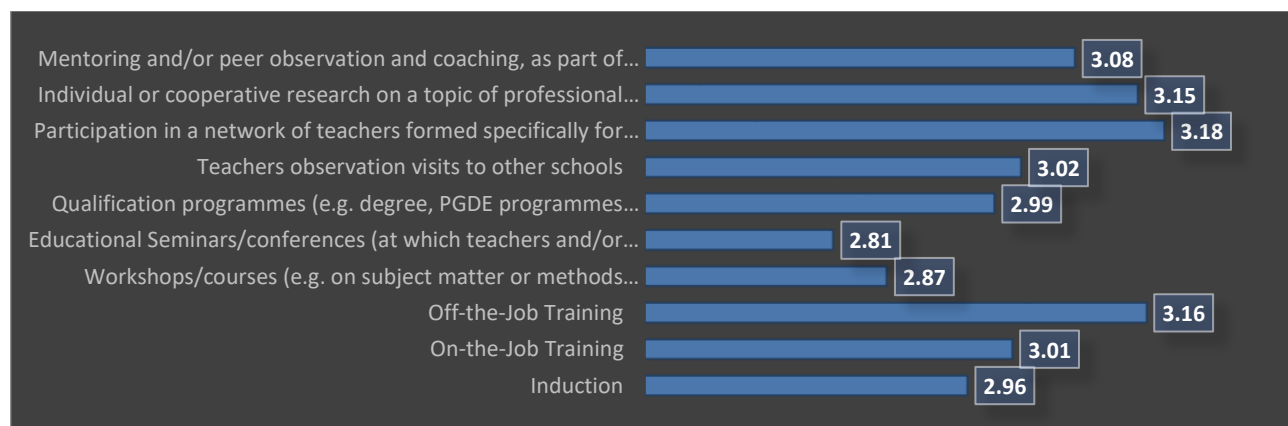


Figure 1: Bar-chart showing the needed human-capacity-building for improving early childhood care development

Table 1 indicated that cluster mean was 3.02 which greater than the bench mark mean value 2.50 i.e ($3.02 > 2.50$). The implications of this was that induction, on-the-job training, off-the-job training, workshops/courses (e.g. on subject matter or methods and/or other education-related topics, educational seminars/conferences (at which teachers and/or researchers present their research results and discuss education problems), qualification programmes (e.g. degree, PGDE programmes etc.), teachers observation visits to other schools, participation in a network of teachers formed specifically for the purpose of professional development, individual or cooperative research on a topic of professional interest and mentoring and/or peer observation and coaching, as part of a formal school arrangement were among the needed manpower development for improving early childhood care development.

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Research Question 2: What are the role of human-capacity-building towards improving early childhood care development?

Table 2: Descriptive statistics on the role of human-capacity-building towards improving early childhood care development

Items	Mean	SD	Remarks
Increase the quality and quantity of teacher output per unit instruction in school.	3.18	0.691	Agreed
Helps to updates teachers with the new development in the pedagogy in the area of new knowledge and skills.	3.24	0.687	Agreed
Averts future death of manpower need in early childhood education.	3.00	0.666	Agreed
Helps equips an individual teacher with new skills and technical know-how in handling new teaching strategies and methodologies.	2.93	0.817	Agreed
Help of staff development programme handle situation more technically so as to enhance continuous existence of the school	2.96	0.843	Agreed
Helps weaker teachers become more effective.	2.98	0.896	Agreed
Helps exchange information and expertise among teachers and others, e.g. academics and industrialists.	3.16	0.684	Agreed
Enable schools to develop and apply new strategies concerning the curriculum and other aspects of teaching.	3.03	0.626	Agreed
Enhances teachers' competence in carrying out their job effectively through knowledge and skills acquisition.	3.26	0.611	Agreed
Reform teachers' behaviour through learning experiences.	3.34	0.671	Agreed
Cluster Mean	3.11		

Source: Field Survey, 2024



Figure 2: Bar-chart showing the role of human-capacity-building towards improving early childhood care development

Table 2 revealed that cluster mean was 3.11 which greater than the bench mark mean value 2.50 ($3.11 > 2.50$). This implied that increase the quality and quantity of teacher output per unit instruction in school; helps to updates teachers with the new development in the pedagogy in the area of new knowledge and skills; averts future death of manpower need in early childhood education; helps equips an individual teacher with new skills and technical know-how in handling new teaching strategies and methodologies; help of staff development programme handle situation more technically so as to enhance continuous existence

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of the school; helps weaker teachers become more effective; helps exchange information and expertise among teachers and others, e.g. academics and industrialists; enable schools to develop and apply new strategies concerning the curriculum and other aspects of teaching; enhances teachers' competence in carrying out their job effectively through knowledge and skills acquisition and reform teachers' behaviour through learning experiences were among the role of manpower development towards improving early childhood care development.

Research Question 3: Is there any relationship between human-capacity-building and early childhood care development?

Table 3: Relationship between human-capacity-building and early childhood care development

Variables	Mean	Std. Dev	df	r _{value}	p _{value}
early childhood care development	21.2840	3.10074			
human-capacity-building	58.2440	6.60816	3	.007	.001

Source: Field Survey, 2024

Table 3 revealed Mean, Standard Deviation and zero order correlation between the variables. It was observed that there was relationship between the independent variable and the dependent variable in the order of ($r = 0.007$, $p < .05$). On this premise, the researcher concluded that there was relationship between human-capacity-building and early childhood care development.

Discussion of Findings

The findings of the study indicated that induction, on-the-job training, off-the-job training, workshops/courses, educational seminars/conferences, qualification programmes, teachers were among the needed human-capacity-building agents for improving early childhood care development. These findings corroborate with Igbinomwanhia et al (2021) who examined human resource adequacy in early childhood educational development in Nigeria and their findings showed that attending seminar, workshop, human development programmes needed by the teachers of early childhood education.

The findings further revealed that increase the quality and quantity of teacher output per unit instruction in school; helps to updates teachers with the new development in the pedagogy in the area of new knowledge and skills; averts future death of manpower need in early childhood education; helps equips an individual teacher with new skills and technical know-how in handling new teaching strategies and methodologies; help of staff development programme handle situation more technically so as to enhance continuous existence of the school; helps weaker teachers become more effective; helps exchange information and expertise among teachers and others, e.g. academics and industrialists; enable schools to develop and apply new strategies concerning the curriculum and other aspects of teaching; enhances teachers' competence in carrying out their job effectively through knowledge and skills acquisition and reform teachers' behaviour through learning experiences were among the role of manpower development towards improving early childhood care development. These findings were in consonant with the study of Ogunode, Adah, Audu and Mama (2020) who examined staff development programme for primary education teachers in Nigeria and they found that manpower development was a good development in right direction for early childhood education teacher or caregiver towards up bring their intellectual knowledge in order to handle situation for education development and they also revealed that it will helps teachers and care givers to avert death of needed manpower in early childhood education. Finally, the study showed that there was a relationship between manpower development and early childhood care development. These findings support Samu (2020) who examined education and manpower in Nigeria and He found that the manpower development programme for teachers of early childhood education directly associated with the development of childhood education.

Conclusion

This study focused on the limelight of manpower development in developing early childhood care and education in Nigeria. Induction, off-the-job training, on-the-job training, workshops, educational seminars, and upgrading knowledge of early childhood educators were focused in the limelight of this study. Moreover, it provides evidence that manpower development enhances the level of knowledge, competency, and quality of teaching skills of teachers and thus improves the quality of teaching as well as the social development of young children. Also, childhood development and child care go in tandem with manpower, and constant professional development is therefore necessary. Occasionally, there should be training and employed

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trainee teachers and quality early childhood education. The instructors are concerned with the long-term success and sustainability of early childhood education among the learners as well as among the instructors.

Recommendations

Based on the findings of the study, it was then recommended that:

1. Government should embark on a need training assessment of early childhood education teachers and caregivers, develop an action plan, develop a financial plan for implementation, set up an effective monitoring and evaluation system, ensure policies continuity and fight all institutional corruption in the ministries.
2. Workshops should be organized that will comprise all stakeholders in early childhood, including the head teachers, assistants, and caregivers, on necessary knowledge and new trends in the field of early childhood education.
3. Early childhood educators or caregivers should be given on-the-job training on a regular basis to keep them abreast of the current educational programme.
4. Employment of trained manpower in the early child care and development education system, and also motivate them.

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