



Factors Affecting Recruitment and Allocation of Pre-School Teachers into Classroom in Ibadan North Local Government, Oyo State, Nigeria

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ABSTRACT

This study was carried out on the factors affecting the recruitment and allocation of preschool teachers into preschool classrooms in Ibadan North Local Government of Oyo state. The reason for this topic was based on the importance of proper recruitment and placement of preschool teachers into classrooms as this can bring about success or failure to teaching and learning objectives. The study adopted descriptive survey research design. Simple random sampling technique was used to select one local government and 242 participants from public and private preschools. Researchers-designed instrument titled Factors Affecting Recruitment and Allocation of Preschool Teachers (FACARAPTECH) with $r = 0.78$ was used. Six research questions were raised and answered. The data collected were analysed using quantitative and qualitative analyses method. Gender, years of teaching experience, interest and relevant professional qualifications were identified as factors influencing recruitment of preschool teachers as they have high consensus percentage count of 47.1%, 40.5%, 40.5% and 40.1% respectively. The study revealed that the above factors also affect allocation of preschool teachers into classrooms with previous teaching experience (56%), and gender (39.7%). The study further revealed that gender bias (58%), lack of cool temperament in dealing with children (66%), assumption that male preschool teachers are incompetent compare with their female counterparts (78%) as well as meager salaries (42%) are the major factors militating against availability of male preschool teachers in preschool classrooms. Generally speaking, the preschool teachers have low perception of their job as most of them consented to leaving the job for better opportunities. The impact of recruiting and allocating preschool teachers appropriately therefore include positive perception of preschool job by the workers, meaningful teaching and learning outcome and high attainment of goals of teaching and learning. Finally, the study revealed that though the preschool teachers have educational qualification but majority of them do not possess the relevant qualification in preschool education. Based on the above findings, it is recommended that preschool teachers should be recruited and allocated appropriately. It is also recommended that salaries of preschool teachers should be made attractive and the preschool school workforce should be made gender-friendly so as to reduce the problem of gender imbalance in preschool workforce.

Key Words: *Preschool teachers' placement; Recruitment factors; Teaching experience;*

Introduction

Early Childhood is the period in individual's life from birth to eight, which is characterized by rapid development of cognitive, social and psychomotor domains. Hence, it is referred to as critical period of child's development. This period covers pre-primary and lower primary education stages of children. According to National Policy on Education (NPE, 2013) of Federal Republic of Nigeria, Early Childhood /Pre-primary education is referred to as education given in educational institution to children prior to their entering the primary school. However, Akinbote (2003) broadly defined Early childhood education as educational programme serving children from birth to eight years as well as their families.

Bearing in mind how crucial this level of education is, there is need for careful recruitment and allocation of teachers who will function effectively towards achieving the goals of this level of education. Scholars in this field have done great work on areas of teaching methodology, curriculum development among others but literature on how to implement these teaching methodologies and curricula are very scanty. According to Don-Baridam, Ngobe and Diri, (2022) Ogunyebi (2022), successful implementation of preschool curriculum or attainment of teaching and learning objectives depend largely on the teachers who are recruited and allocated to classrooms. No matter how beautiful a curriculum may be, its goals and objectives cannot be achieved if it is not delivered through competent persons. For this reason, Kolawale (2015) identified implementation as the most important element in curriculum design.

Akinbote (2003), identified educational qualification, gender, year of teaching experience among others, as factors to be considered while assigning a preschool teacher to a classroom (Ayoola, 2018, Ogunbiyi, 2013). However, this study investigated various opinions on the above facts, and further examined the contemporary issues on recruitment and allocation of preschool teachers into the classroom and how they affect teaching and learning activities. Apart from meager salaries associated to preschool workers, gender imbalance in preschool workforce today is also as a result of several misconceptions in recruiting and allocating preschool teachers. The fact that women have natural inclination to children should not be enough reason to

always assume that they have all it requires to nurturing children's domains of development. It requires a qualified teacher, male or female, who could put the various developmental domains of the children into consideration for holistic development (Ogunbiyi et al, 2021).

Recruitment and allocation of appropriate teachers should be the top most priority of any education institution, especially early childhood education. In early childhood education, classroom activities are the only charms that capture children's interest to keep learning. However, these activities need to be properly set up or arranged by the teacher who serves as moderator. If this be the case, it therefore follows that any teacher who is to function in this position must be grounded in the rudiments of developmentally appropriate practice (DAP). Recruitment and allocation of teachers to classroom are two different things but should be given the same attention. Recruitment is the process of employing or absorbing new staff or teachers while allocation of teacher is fixing the teacher in the classroom where he or she should function primarily. It is a common practice today to allocate least qualified teachers to lower classes such as preschools and lower primary. This may not be in the best interest of the children because of their fragility and tenderness. Bearing this in mind, children are therefore should be taught and cared for by best teachers who would constantly nurture them with positive impression. Inappropriate recruitment and allocation of preschool teachers could lead to partial or even total failure in achieving the goals of teaching and learning as these wrongly placed teachers most times focus on the wrong domain of children development (Omisore and Okofu, 2014). For instance, a preschool teacher whose effort is to force a three-year-old to read and write may be doing more harm than good. It is expected that trained preschool teacher should know that literacy and numeracy is not the primary goal at this level of education, hence cognitive enrichment is of essence rather than intellectual development, but memorization and regurgitation methods are the common practice of the so-called preschool teachers. This suggests that there is likely to be a problem with the teachers or the recruitment and allocation of the teachers. There are numerous benefits of proper recruitment and allocation of preschool teachers. However, not all preschool administrators are aware of this, and many who are aware have not put this into practice because of one factor or the other. This study therefore investigated the prevalence of this situation in Ibadan North Local Government of Oyo State.

Theoretical Anchor

This work is anchored on the theory of Resource Based View (RBV) which explains that sustainable advantage of firms can be achievable when firms have effective human resource which cannot be copied or imitated by rival organizations (Barney, 1991). The theory explains that firms need to continuously assess their employees to ensure that they have the right people with the right aptitude and knowledge that can lead the organization into having a competitive edge among rivals. So firms need to ensure that they manage the shortfall in the firms by employing reliable recruitment and selection process (Barney, 2001). According to the theory, organization that the major source of any firm's strength or weakness is from the quality of the people employed and In summary, the Resource Based theory revealed that the engages exceptional individuals have the capability of enjoying human capital advantage (Neeraj ,2012).

Research Questions

1. What are the factors to be considered while recruiting preschool teachers?
2. What are the factors to be considered when allocating preschool teachers into the classroom?
3. What are the factors militating against availability of male teachers in the preschool workforce?
4. What are the perceptions of the preschool workers about the preschool work?
5. What are the impacts of the teachers' recruitment and allocation factors on teaching and learning activities?
6. Do the preschool teachers possess relevant educational qualification?

Methodology

Descriptive survey research design was adopted for this study. The study sampled 250 preschool workers from public and private schools in Ibadan North local government of Oyo state. The research instrument used was questionnaire titled "Factors Affecting the Recruitment and Allocation of Preschool Teachers into Classroom and their Impacts on Teaching and Learning Activities" (FARAPTCITLA). The instrument has 5 sections. Section A contains a biographical data; Section B is a 4 Likert-type scale on recruitment of teachers. Section C contains 6 items on Allocation of teachers while Section D is on Factors militating against availability of male teachers in preschool workforce. Section E contains items for Teachers' perceptions of preschool work. Sections B to E were developed using 4 points Likert scale format of Strongly Agree (SA), Agree (A), Strongly Disagree (SD) and Disagree (D). In order to ensure the validation of the instrument, a draft was sent to some lecturers in the Department of Early Childhood and Educational Foundations for remarks. A field test of the instrument was carried out by administering the instrument to 20 teachers in some preschools in a different local government. This does not form part of the main study and the reliability of the instrument was determined using Cronbach's Alpha technique and the reliability coefficient was found to be 0.78. Data analysis was carried out using frequency count, simple percentage and weighted average.

Results

Research question 1: What are the factors to be considered while recruiting preschool teachers?

Table 1: showing responses on factors to be considered while recruiting preschool teachers into classroom.

ITEMS ON RECRUITMENT FACTORS	RESPONSES (%)				Total
	SA	A	D	SD	
It is always good to consider one's gender before offering him/her job in a preschool	98 (40.5)	78 (32)	30 (12.4)	36 (14.9)	242 (100)
The gender issues should only be considered when employing teachers, not non-teaching staff	54 (22.3)	64 (26.4)	60 (24.8)	64 (26.4)	242 (100)
It is not true that those who have professional qualification in Early childhood education are the best option in the preschool work force	52 (21.5)	20 (8.3)	72 (29.8)	98 (40.5)	242 (100)
To be an effective teacher of preschoolers is only a matter of interest and cool temperament	114 (47.1)	80 (33.1)	30 (12.4)	18 (7.4)	242 (100)
Years of teaching experience in other levels of teaching can bring about better performance in preschool settings	80 (33.1)	114 (47.1)	36 (14.9)	12 (5)	242 (100)
I don't think the above factors should be a priority when recruiting and allocating preschool teachers.	32 (13.2)	48 (19.8)	80 (33.1)	82 (33.9)	242 (100)

**percentage counts are in brackets.*

From table 1 above, majority of the respondents agreed and strongly agreed that gender should always be considered before offering someone job in preschools. They are also of opinion that not only teachers alone but every worker in the preschool. Again, further investigation shows that those who have professional qualification will be the best teachers of preschoolers. Majority also agreed and strongly that interest of the teacher matters in order to be a preschool teacher. Years of professional experience can also enhance teaching performance and the above factors should be priority when recruiting preschool staff. Hence, gender, professional qualification, previous teaching experience as well as personal interest is a factor affecting the recruitment of preschool teachers.

Research question 2: What are the factors to be considered when allocating preschool teachers into classrooms?

Table 2: showing responses on factors to be considered while allocating preschool teachers into classroom.

ITEMS ON ALLOCATION FACTORS	RESPONSES (%)				TOTAL
	SA	A	D	SD	
					242 (100)
Teachers' gender should be considered when allocating class to them	96 (39.7)	78 (32.2)	48 (19.8)	20 (8.3)	242 (100)
Educational qualification should be used in allocation of preschool teachers into classroom	76 (31.4)	96 (39.7)	54 (22.2)	16 (6.6)	242 (100)
The higher the qualification, the higher the class to be allocated	50 (20.7)	86 (35.5)	70 (28.9)	36 (14.9)	242 (100)
Previous teaching experience is an advantage in allocating teachers into preschool classrooms	84 (35.5)	136 (56.2)	20 (8.3)	2 (0.8)	242 (100)
Teachers should be allowed to choose the class he or she wants to teach	16 (6.6)	86 (35.5)	92 (38)	48 (19.8)	242 (100)
I don't think the above factors should be considered when allocating teachers into preschool classrooms	16 (6.6)	68 (28.1)	72 (29.8)	86 (35.5)	242 (100)

**percentage counts are in brackets.*

From table 2 above, most of the respondents agreed and strongly agreed that gender, educational qualification as well as previous teaching experience should also be considered before placing a preschool teacher into the classroom. However, the numbers of respondents who agreed/strongly agreed and disagreed/strongly disagreed that a teacher should be allowed to make choice of class which he/she are close. 42% of the respondents agreed and strongly agreed that teachers should be allowed to make choice of class to teach while 57.8% are of opinion that teachers are not to be allowed to make such choice. It therefore follows from the above table, that educational qualification, previous teaching experience, should be considered when allocating preschool teachers into the classroom. However, the table do not provide enough evidence to conclude that choice of class to teach should be a factor.

Research question 3: What are the factors militating against availability of male teachers in the preschool workforce?

Table 3: showing responses on factors militating against availability of male teachers in preschool classrooms

ITEMS ON FACTORS MILITATING AGAINST AVAILABILITY OF MALE TEACHERS IN THE PRESCHOOLS	RESPONSES				Total
	SA	A	D	SD	
In my school, we have a good number of male teachers in the preschool classrooms	10 (4.1)	46 (19)	96 (39.7)	90 (37.2)	242 (100)
We have some male staff in preschool but not in the classrooms	28 (11.6)	94 (38.8)	88 (36.4)	32 (13.2)	242 (100)
Some parents feel bad when their children are being handled by male teachers	16 (6.6)	84 (34.7)	118 (48.8)	24 (9.9)	242 (100)
In my opinion, male teachers may not be able to cope with the stress associated with teaching preschoolers.	66 (27.3)	102 (42.1)	62 (25.6)	6 (2.5)	242 (100)
Male teachers are probably not interested because of meager salary for preschool workers	66 (27.3)	102 (42.1)	62 (25.6)	10 (3.2)	242 (100)
Male teachers may not have the required patience and tolerance in dealing with preschoolers	98 (40.5)	92 (38)	46 (19)	6 (2.5)	242 (100)
Male teachers may not be comfortable in midst of many women	58 (24)	60 (24.8)	92 (38)	32 (13.2)	242 (100)
Generally speaking, female teachers perform better than male teachers in preschool classrooms	112 (46.3)	78 (32.2)	44 (18.2)	8 (3.3)	242 (100)
Preschool education is a female job and should better remain so	90 (37.2)	88 (36.4)	56 (23.1)	8 (3.3)	242 (100)

**percentage counts are in brackets.*

The response gathered on first item on the above table reviews that most of the visited schools do not have good number of male teachers compare to their female counterparts. 4.1%, 19% strongly agreed and agreed respectively that there is good number of male preschool teachers in their school while 39.7%, 37.2% disagreed and strongly disagreed respectively on this. This imbalance is not due to parents' attitudes but based on the assumption that male teachers may not be able to cope with the stress associated with teaching preschoolers. The imbalance is also due to meager salary for preschool workers and over exaggerated belief that female workers are always the best in preschool workforce. The table also reviews that majority of the respondents are of opinion that preschool education should be left in the hand of female genders alone. 36.4%, 37.2% of the respondents agreed and strongly agreed respectively that preschool education is a female job and should better remain so, while 23.1%, 3.3% of the respondents respectively disagreed and strongly disagreed on the above item.

Research question 4: What are the perceptions of the preschool workers about preschool work?

Table 4: showing responses on perception of preschool workers about preschool work

ITEMS ON TEACHERS' PERCEPTIONS OF PRESCHOOL WORK	RESPONSES				Total
	SA	A	D	SD	
The job I do now is not what had wanted	60 (24.8)	64 (26.4)	92 (38)	26 (10.7)	242 (100)
If I have the opportunity I will quit my present job	92 (38)	76 (31.4)	52 (21.5)	22 (9.1)	242 (100)
I am not comfortable working in preschool	42	68 (28.1)	94 (38.8)	38 (15.7)	242 (100)
I love working in preschool only that the salary is not attractive	62 (25.6)	124 (51.2)	44 (18.2)	12 (5)	242 (100)
I love teaching but it is difficult teaching little children	40 (16.5)	88 (36.4)	66 (27.3)	48 (19.8)	242 (100)
Teachers' qualification should not be emphasized at this level of teaching	38 (15.7)	98 (40.5)	60 (24.8)	46 (19)	242 (100)
Teachers' gender should not be an issue when it comes to recruiting and allocating preschool teachers	50 (20.7)	94 (38.8)	58 (24)	40 (16.5)	242 (100)
Male teachers have little or no role to play in preschool	62 (25.6)	62 (25.6)	102 (42.1)	16 (6.6)	242 (100)

*percentage counts are in brackets.

Table 4 above reveals the various ways preschool teachers perceive their profession. Judging from the responses, many preschool teachers do not like the classroom they have been allocated to teach, and most of them would leave the preschool work for a better offer.

Research question 5: What are the impacts of the teachers' recruitment and allocation factors on teaching and learning activities?

Table 5: showing responses on impacts of teachers' recruitment and allocation on teaching and learning

ITEMS ON IMPACTS OF THE TEACHERS' RECRUITMENT AND ALLOCATION	RESPONSES				Total
	SA	A	D	SD	
Teaching and learning will be more effective if a teacher is allowed to choose class to teach	82 (33.9)	100 (41.3)	38 (15.7)	22 (9.1)	242 (100)
Teaching experience has little or no impact on the preschool teaching and learning	26 (10.7)	48 (19.8)	124 (51.2)	44 (18.2)	242 (100)
Teachers can still achieve teaching and learning objectives irrespective of how they are recruited and allocated	30 (12.4)	168 (69.4)	22 (9.1)	22 (9.1)	242 (100)
Learning will be more meaningful if the above factors are considered before recruiting and allocating teachers into the preschool classroom	66 (27.3)	142 (58.7)	20 (8.3)	14 (5.8)	242 (100)
Achievement of goals and objectives of preschool education depend largely on the above factors	68 (28.1)	142 (58.7)	26 (10.7)	6 (2.5)	242 (100)
Relevant qualification, interest and warm attitude towards children are all it requires to function effectively in preschool settings	78 (32.2)	144 (59.5)	14 (5.8)	6 (2.5)	242 (100)

**percentage counts are in brackets.*

From the above table, majority of the respondents agreed (41.3%) and strong agreed (33.9) that teaching and learning will be more effective if a teacher is allowed to choose class to teach. This suggests that teachers' choice of class to teach is factors that should also be considered while allocating preschool teachers to classrooms. The table also reveals that success of preschool education depends on the factors identified above. In addition to the factors mentioned earlier, relevant educational qualification, interest and warm attitude towards children are acknowledged as being necessary in effective classroom activities.

Research question 6: Do the preschool teachers possess the relevant educational qualification?

Table 6: showing various educational qualifications of preschool teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SSCE	14	5.7	5.8	5.8
	OND	2	.8	.8	6.6
	HND	6	2.5	2.5	9.1
	NCE	162	66.4	66.9	76.0
	Bachelor Degree	58	23.8	24.0	100.0
	Total	242	99.2	100.0	
Total		244	100.0		

Table 7: showing various areas of qualification of the respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Early childhood/preprimary education	84	34.7	34.7	34.7
Education field but not Early childhood education	78	32.2	32.2	66.9
Neither Early childhood education nor education field	80	33.1	33.1	100.0
Total	242	100.0	100.0	

From the above table, 34.7% of the respondents specialize in Early childhood education, 32% have education background but not Early childhood education whereas 33.1% were neither Early childhood nor education field.

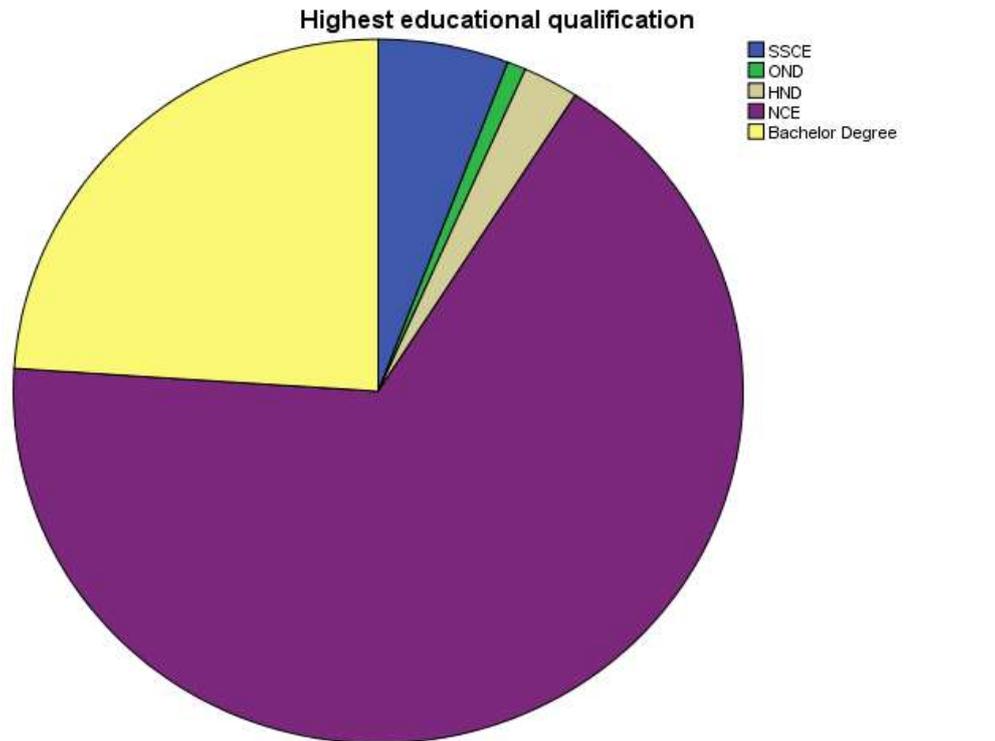


Fig.1: pie chart showing distribution of teachers' qualification among the sampled preschool workers.

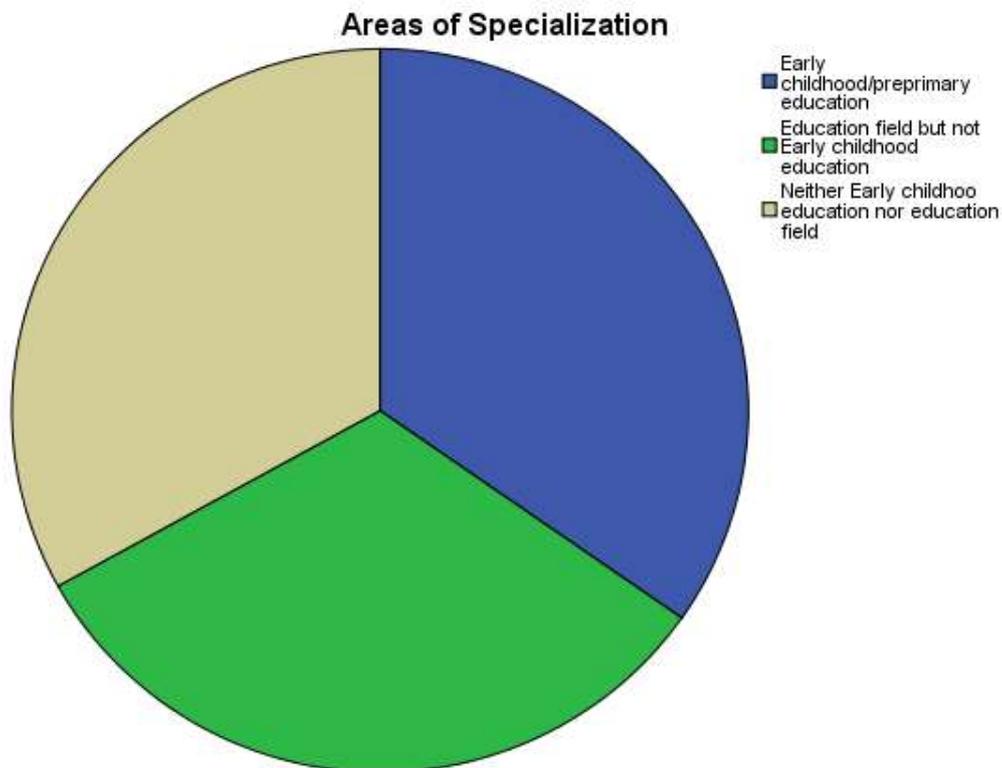


Fig.2: pie chart showing distribution of teachers' areas of specialization

Qualitative Aspect of the Research

In order to further support the results of quantitative analysis of this research, qualitative research was carried out in which 15 preschoolers' parents were interviewed. The interview focused on availability of male teachers in the preschools and factors that should be considered while recruiting and allocating teachers of young children. The subjective responses are summarized on the table below:

Respondents (parents)	Question 1: Should male teachers be included as preschool class teacher?	Question 2: Sir/ma your reaction if you observe that your child is being taught by a male teacher?	Question 3: What are the attributes/qualities you expect from teachers of young children?
1	Females know better in term of child care. For this reason, male may be included but I prepare female teachers.	No problem if the male teacher can perform well.	Experience, not necessarily qualification.
2	Yes. Male and female should teach.	Nothing is wrong with that	Patience is the major thing.
3	Yes, but females should be given preference.	No reaction but I will prefer female teacher	Female plays motherly roles, they know why children cry.
4	Yes, but male and female teachers should be put in the same classroom for moral check.	No problem, but I will always ask my daughter if someone molest her.	The teacher should be born again.
5	Yes. Provided the man has been trained on how to handle little children	No problem	Good training and experience
6	No problem if the man thinks he can do it	No reaction on that	Patience is required
7	No. men are harsh and always in hurry.	I won't complain but would prefer female teaches.	I don't know
8	No. to reduce the chances of child sexual molestation	I won't like that	Accommodating
9	Yes and no	Yes because is a source of livelihood. No because it could lead to sexual molestation	Good moral
10	Yes, male and female are needed for proper mentoring of the children	No reaction	Good training is needed
11	Yes. I don't see anything wrong with that	No comment	Ability to play along with the children
12	Yes. Male and female should be given the chance to teach.	No problem with that	Qualification and interest
13	Yes. Provided the man has been trained on how to handle little children	I don't mind	Determination and qualification
14	Yes. Provided the man has been trained on how to handle little children	I won't complain but would prefer female teaches.	Patience and tolerance
15	Yes, male and female are needed for proper mentoring of the children	No reaction	Proper training of the teacher

Discussion of Findings

Factors to be considered while recruiting preschool teachers

Result of this research established that gender, professional qualification, previous teaching experience as well as personal interest is a factor that should be taken into consideration while recruiting preschool teachers. The respondents laid more emphasis on issue of gender while recruiting preschool teaching staff than when recruiting non-teaching staff. According to the respondents, females should be mostly favoured when recruiting teachers but males can also be considered when recruiting non-teaching staff. However, it will be of more benefit to recruit a male teacher with professional qualification than a female teacher without professional qualification. Previous teaching experience can also be an advantage for both male and female teachers. The applicants' personal interest for preschool job should also be established during the recruitment exercise. The above findings are in line with Akinbote (2006) who opined that 'only those who are professionally, intellectually, socially and emotionally suitable should be employed to teach in our schools'.

Factors to be considered when allocating preschool teachers into classrooms

Just like recruitment of teachers, allocation of teachers to teach various subjects or classes is another exercise that should be given careful attention in preschools. This study equally identified professional qualification, gender, teaching experience as well as individual's choice as the factors that should be considered while allocating teachers to classroom or to teach a certain subject. Ezewu (1983) in Akinbote (2006) pointed out that women are generally more patient, sympathetic, kind, loving and caring than men. According to Akinbote (2006), the implication of this is that head teachers should give preference to female teachers during allocation of class and subject to teach in the Nursery and junior primary classes. Akinbote (2006) also opined that teachers with highest teaching experience should be made to teach in the lower classes. This suggests how important teaching experience could be in handling the preschool classrooms. Personal interest or choice of class/subject to teach is another vital factor that cannot be neglected. It is possible for a teacher to have the require qualification and teaching experience but may not have the interest to teach a particular class/subject. Choice of class/subject to teach is therefore a factor that should be considered while allocating teachers into preschool classroom.

Factors militating against availability of male teachers in the preschool workforce

The respondents agreed that there is gender imbalance in their preschools. The imbalance is due to factors such as gender preference and meager salaries associated with preschool job. Most of the respondents agreed that parents are not against the idea of gender balance in preschool setting. Most of the respondents insisted that female teacher should still be given preference during recruitment and allocation. Meager salary is also a contributing factor. Men, being the bread winners of their families, do not usually cope with the meager salaries paid by preschools. The result corroborates the findings of Ogunbiyi, et al (2021) who observed that insufficient salary was one of the reasons for small number of male workers in preschool.

Perceptions of the preschool workers about preschool work

The respondents' responses on this research question revealed that many preschool teachers are not deriving satisfaction from the job. Mostly of them agreed that they would leave the teaching job for a better offer. This is due to the fact that preschool teachers' salaries are not attractive and some of them had been wrongly allocated into their respective classrooms. The aftermath of this includes poor performances, negative perception of the preschool job and eventually partial or total failure in achieving the goals of teaching. The above findings support the result from Ogunbiyi et al (2021) who found negative attitude of male preschool teachers to working in preschool.

Impacts of proper recruitment and allocation of preschool teachers into classroom

Teachers play crucial roles in the classroom as they are the ones who implement the curriculum. However, the extents to which the goals of this implementation are achieved depend largely on criteria considered while recruiting and allocating such teachers to classrooms. According to Akinbote (2006), recruitment and allocation of teachers should not base on political, racial and religious prejudice. The government, head teachers should be fair enough to consider the appropriate factors when recruiting and allocating school staff. When teachers are appropriately recruited and allocated, they are most likely to have positive perception of their jobs and therefore stand a better chance of achieving the teaching and learning objectives. There will also be smooth administration and mutual cooperation if teachers are properly recruited and allocated into classrooms. As mentioned by Akinbote (2002), school teachers should be angels of instruction and not devils of destruction. Teachers' actions in the classrooms are dependent of the criteria taken into account during recruitment and allocation of such teachers.

Preschool teachers and relevant qualification

It was revealed in this research that majority of the teachers in the selected preschools do not have relevant education qualification. 34.7% of the preschool teachers have background of Early childhood/preprimary education while 32.2% have education background but not Early childhood education. However, 33.1% of the teachers have neither education background nor Early childhood/preprimary education background. This result is also similar to the findings of Salami (2013) Olatujayan, (2016) and Amosun (2024) who found that qualification is potent and significant variable in early childhood education.

Conclusion

This study has provided empirical data about the factors affecting recruitment and allocation of preschool teachers into the classroom and their impacts on teaching and learning activities. It can be concluded that proper recruitment and allocation of preschool teachers is very important in order to achieve teaching and learning objectives in our preschools.

Recommendations

Based on the findings of this research, it is therefore recommended that:

1. Since most of the preschool teachers in the study location do not possess relevant qualification, the appropriate agencies, professional bodies and government should enforce recruitment of qualified teachers in the preschools.
2. Private and public preschools should encourage gender equality and positive job perception in the preschools by making the teachers' salaries attractive.

3. During the questionnaire administration, the researcher observed that some government primary schools in Ibadan North Local Government have not incorporated preprimary sections and the existing ones have poor and non-stimulating settings. The government and education officers should therefore ensure that every primary school has a preschool section and that the existing ones should be adequately equipped.

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