Quality Assurance and Control in Early Childhood Education towards Achieving Philosophy and Goals of Special Needs Education in Nigeria: The Imperatives of Teachers Preparation

*Abdullahi Adamu Babangida; **Abdu Mustapha (Ph.D); *Otu Philomena Aweh; & *Caroline Aduke Tolorunleke

*Department of Educational Psychology, FCT College of Education.
**Department of Physical and Health Education, Sa’adatn Rimi College of Education, Kano

Abstract
This paper presents information on quality control and assurance in Early Childhood Education in Nigeria, being the imperatives of teachers preparation roles and functions. In this perspective, the paper tailored information on conceptualizing quality control and assurance processes, teachers preparation particularly as focused on meeting the needs for effecting teaching and learning in a mainstream system of interacting special needs along side with the morals in the same classes environment and system. In this regard teachers level of preparation as focused on their training and retraining quality of instructional communication skills possessed in fostering and facilitating teaching and learning. The use of inter and intra methodological approaches with a focus on ICT as a medium and method of instruction. In a similar gesture, the paper dwells on selecting and designing relevant instructional materials for learning content outcome to be achieved along side with afore-mention as well as using relevant examples towards achieving goals detailed instruction goals by the Early Childhood teachers.
Keywords: Quality Assurance, Control, Teachers’ Preparation, Instructional Communication Skills Effective, Efficient Teaching and Learning, Educational Goals Attainments, Inclusive education system and functional literacy.

Introduction
The quality of training received by teachers in the context of fostering and facilitating effective teaching and learning enables him/her to effectively interact positively with so many variables amongst which are the context of psycho-linguistic factor and perspectives in form of structured and uninstructed language which employ the use of inter and intra methodological approaches, selecting and designing appropriate instructional materials as well as using relevant examples are stimulus towards delivery of learning content materials. As contained and provided in a given curriculum provisions in order to educate the learners through information bordering on concepts, ideas, skills, cues, knowledge and experience for creativity, productivity and innovation to take place, (Babangida and Bissalla, 2018).

In this context, the paper stresses in highlighting teacher’s preparation in the above gestured process of fostering and facilitating effective and efficient teaching and learning tailored to attainments of educational goals in directional ways. Thus, teachers preparation is measured in terms of quality training received, disciplines of linguistic sciences, psychology and philosophical values in order to build cognitive, affective and psychomotor domains of the learners. Thereby making (moulding) and changing them into desirable products for service delivery in order to achieve sustainable growth and development such that climax and affects the life veins of individuals, society, nation and world at large, (Babangida, Tarda and Otu, 2016).

Hence, teachers’ preparation at early childhood education delivery, level is crucial tailoring combination of so many factors and variables put in place which stimulates the learners, teaching and learning, environments for educational task delivery practices to take place effectively and efficiently in quality oriented forms.

The Concept of Quality Assurance and Control
The application of quality assurance procedures in teaching and learning task is due process tailored through a sustainable mechanism. In other
words, it is to integrate quality assurance process in a fashionable, orderly and presentable manner in order to achieve effective and efficient teaching and learning. That is geared towards producing functional literacy as being an outcome in this gesture of quality assurance, which is all about consistently meeting product specification of getting things right, the first time and every time. Okebukola (2012) cited in Abdullahi, (2015 and 2018) stated that quality assurance in education system therefore is an umbrella term for conceptualizing a lot of activities that are designed to improve the system input, process and output of education at all levels and tiers.

Thus, Abdullahi (2018) specifically related that quality assurance in education entails the quality of teaching personnel, quality of available instructional teaching materials, equipments and facilities, school environment and its facilities including quality of education standard and delivery. Similarly, they further maintained that quality assurance in education is thus determination of standards, appropriate methods and quality requirements by an expert body accompanied by a process of inspection or evaluation that examines the extent to which practice meets their standards. In the light of the foregoing, quality control essentially means using and putting appropriate mechanism that really sustains, ensured and utilize quality assurance process in education formation in the way it should. Thus, the given mechanism of control tends to lends quality assurance process into assessment and evaluation procedures. Hence, quality control is a subject of validity and reliability index in quality assurance through process of assessment and evaluation procedures.

**Teacher preparation**

Teacher preparation entails training and retraining at all tiers and levels of education in skills acquisition, knowledge, ideas, values, norms orientations, standard and beliefs, the psychology also hinges on organizing workshops, seminars and conferences as means of an update in information delivery service that climax the personality development of teachers toward making him or her more effective and efficient as quality control measures demands in the art of fostering and facilitating teaching and learning in goals oriented ways to the learners with heterogeneous background and different intelligence entities.

Thus, quality control measures inputs teacher’s preparation across effective use of instructional communication skills in the context of psycho-linguistic qualities and styles, the use of ICT as quality instructional method and medium.
As well as the use of inter and intra methodological approaches in similar vein alongside with employing relevant examples such that climax qualitative and quantitative information dissemination to the learners for the development of their cognitive, psychomotor and affective domain competencies. The teacher preparation equips and acquaints him with skills and processes of fostering and facilitating teaching and learning to all categories of learners in early childhood education with particular reference to an inclusive mainstream system of education socialization practices. Being an apt description of the system of education delivery practices as given by Maiwada (2018) thus as that which entails all efforts to provide special services for pupils with special needs who are enroll in the regular classes (not special classes) and in which they interacted as much as possible with their normal peers. Hence, mainstream inclusive system or movement created a powerful surge within the public school that led to abandoning special class programs for pupils with special needs and replacing them with regular class programs, (Maiwada, 2018).

It was in this perspective, views orientations and values that the national policy on education as cited in Maiwada (2018) reported that section 8 and paragraph 56 (5) highlighted this development as thus focused on in this terms “government has decided this integration in the most realistic form of special education. Since handicapped children are eventually expected to live in the society. Therefore, it had already accepted that special classes and units will be provided in the ordinary schools under the universal primary education scheme. Maiwada, (2018) page 6 outlined here that; It was on this note that teachers preparation at this level of education needs to be more taskful in orientation services, possessed skills acquisition, norms and values as quality in order for achieving universalizing access to education by the special needs children at this tender and early education. Furthering that the challenges as points by the global submits of ministers of education at jointien, Thailand in 1990. Where the document on education for all was signed. Thus, the article of the document with particular reference to inclusion of article III. Have highlighted on universalizing access and promoting equality as tailored to paragraph 5 of this article there in stated that “The learning needs of the disabled demands special attention, steps need to be taken to provide equal access to education for every category of disabled persons as an integral part of the education system for societal function, (Maiwada, 2018).
The Imperative of Teacher Preparation in Quality Assurance and Control in Early Childhood Education towards Achieving Philosophy and Goals of Special Needs Education in Nigerian

The imperatives of teachers’ preparation owes to this background of the training and retraining in their personality make-up towards achieving early child and education. Teacher’s in this quest and gesture of their preparation is to make them more innovative, creative and productive in educational task delivery practice that is goals oriented. This teacher preparedness highlight on established codes of conduct that is responsible for teachers own perceived self concept and esteem towards proper educating the special needs in particular in such a way that they can actualize and realize their potentials by making realizable their educational goals expectancies spelt as thus:

a. Effecting equalization of educational opportunities for all children
b. Providing adequate education for all people with special needs in order that they may fully per take in the development of their nation.
c. Providing opportunities for exceptionist gifted and talented children to develop their talents and natural endowment at their own pace in the interest of the nations economic and technology development.
d. Designing a diversified appropriate curriculum for all beneficiaries. Source, Babangida, et al (2019). Teachers level roles and capacity of preparation is to achieve excellent qualities such that makes them figured personalities capable of implementing curriculum process into mindset and faculties of learners through their knowledge for cognitive, affective and psychomotor domain competencies so as to make their products adjust to achieve societal expectations processes and tasked on creativity, productivity and innovation through value oriented education that is quality and such that is functional literacy.

That is in order words, value oriented education which embodies measures of quality and quantity. That implies a form of education focused on achieving a set of values or ideas expressed into the purpose for which knowledge, skills and attitudes are imparted and through directed amount of training that is given. Thus, the cherished values of a society become the basis of education on the belief that education is worthlessness without values. Having buttress that education is the testimony and testing laboratory of human values. Hence, value education is adduced to be education that changes its recipients or people’s
feelings, emotions, beliefs and values, such that concern itself with inner development of the individual. Thus, this development reflects in identifying early the Special Needs children through their given characteristics for their overall development in terms of cognitive, social, emotional, physical and moral perspectives. Tailored towards achieving individual competencies from early childhood period. For their contributions to societal growth and development as well as the nation alike.

On this note, even the National Policy on Education (NPE, 1998:8) cited in Babangida and Tarda (2015) highlighted thus that the quality of instruction at all levels of education should be oriented towards inculcating the following values;

a. Respect for the worth and dignity of the individual.
b. Faith in man’s ability to make rational decision
c. Moral and spiritual principles in interpersonal relation and human relations.
d. Shared responsibility for common goals of society.
e. Promotion of the physical, emotional and psychological development of all children and
f. Acquisition of competencies necessary for self-reliance. On this note development of teachers is on emphasis of training and re-training in this quest for consideration of rich education delivery practices such that is a milestone agent of value orientation, having thus been described by the non-literate society as a valuable entity that falls somewhere between socialization, enculturation and formal school setting. Which portrays a process through which selected cultural patterns and socially accepted values of a society are transmitted to especially the yet uncultured members, (Akintunde and Sambo., Osat, 2014, Babangida and Badamasi, 2015).

Similarly, teacher’s preparation in the early childhood education hinges on effective utilization of Information and Communication Technology (ICT) tools as a medium and technology for achieved methodological approaches to effective and efficient teaching and learning. Thus, ICT equipments or gadgets at this level of education delivery practices provides an accessible means of knowledge in terms of words processing, drawings, decorative pictures that can be use to stimulate and sustain the interest of the learners towards making
critical, positive and creative thinking, that can develop their cognitive competences through functional literacy. That is word processing affords the learners to have specialized forms of writing in the software, multi-media, web logs or blogs, Wikis and web pages respectively, the use of spread sheets can afford the students to organize data numerically in rows and columns such that they can perform a range of mathematical, trigonometric and even statistical functions. Hence, spread sheets task and stimulate learners on abstract and concrete reasoning skills ability that involve students in the mathematical logic of calculations.

More so, the spread sheets enable learners to model complex and rich real world phenomenon. Through assumptions, coding assumptions as variables, manipulating these variables, analyzing outcomes and evaluating as well as displaying data both quantitative and visually enables development of cognitive abilities, (Anugom, Ndubusi and Raymond, 2019). More so, part of teacher preparation towards ICT education delivery practices in early childhood education shows the relevance of using ICT technologies and gadgets in concept mapping that is (mind mapping). This is by way of teaching concepts through concept mapping software, which demonstrates the visual relationship that exist between cues and concepts. In other words, concept maps help the learner and teacher to determine and acquire what the teacher knows, it can help students to meaningfully integrate new information into existing cognitive structures, visual depictions of relationship can help pupils or learners extract meaning from the information through manipulation and classifying difficulty to understand text and abstract concepts in concept maps help students understand main ideas and how they are related, (Abdullahi, 2018 and Umaru, 2019).

By this development of teacher’s preparation in early childhood education training and re-training, skill acquisition, knowledge, orientations as well as their capacity building are milestone developments, in this gestured towards achieving quality assurance process which can instrumentally tailored realization of our value oriented philosophy of Nigerian education system streamlined on the followings oriented principles of achievement and functions. Thus, inculcate into the learners the spirit of inquiry and creativity, to propagate the acquisition of the right types of values attitudes and skills to all category of learners in order to make them productive, creative and adjustable to life expectancies in all inclusive societies for achieving sustainable developmental
goals and visionary statements, (Babangida, Ayuba and Otu, 2016, Babangida Mustapha and Aweh, 2018).
Teachers preparation also hinges on mapping out strategies in the context of psycho-linguistic qualities and perspectives highlighting on how effective and efficient information delivery practices should flow from the direction of teachers to learners and from learner to teacher in form of feedback. Through classroom interactions and forms of assessment as well as evaluation procedures. Thereby serving the relevance of creating avenues for awareness, ideas, knowledge, insights, norms and beliefs which changes behaviour in the mindset of the learners. Through quality of instructional communication skills possessed by the teacher that range from verbal to signal and written. Having illustrate and describe the flow of information in both structural and unstructured language communication skills and forms. Such that encodes and decodes information, ideas, knowledge and skills in order to maximize teaching and learning input and output in a systemic order. Thus, teachers level of preparation here is to be more tasked in quality oriented for becoming a good communicator i.e verbal and non-verbal fluency. So as to enable him or her facilitate and foster qualitative and quantitative instructions to learners such that can impact to change their behaviours. By enriching their mental, psychomotor and affective domain competences. Through functional roles of curriculum provisions, its development and implementation processes, in the theatre arts of teaching and learning. This quality as well as process can stimulate the learners for achievement performance. By promoting and enhancing in them the spirit of inquiry, creativity and productivity. Through positive and critical thinking process that is stimulus to attainment of special needs education goals expectancies as an integral part of functional literacy that is value (quality) oriented, (Babangida, Tarda and Otu, 2016) as well as Babangida, Fika and Aweh, 2016).

Conclusion
The paper draws conclusion in ascertaining the relevance of teachers preparation in quality assurance process and control tasked towards improved skills acquisition, knowledge, values, orientations and beliefs towards building learning domains such that can make the learner (early child) a product for sustainable growth and development in achievements which makes an individual more productive and useful as members of family responsible to
societal and nation developments thorough value oriented education that is quality and quantitative.

**Recommendations**

1. Teachers should be more taskful to play vital roles in curriculum implementation process such that impacts values to education delivery practices.
2. Teachers should equally be properly motivated in order to deliver curriculum content materials being fostered and facilitated in teaching and learning process successfully.
3. Educational teaching and learning environments should be made rich, peaceful and secured in order to stimulate and simulate learners as well as the environment. For learning task relaxation and recreation having being mentally fatigued.
4. In-service training, seminars and workshops should be organized for teachers for capacity building tailored to meeting the challenges of inclusive education.

**References**


