

Formidable Role of Parents, Community and Non-Government Organizations (Ngos) in the Enhancement of Pre-Primary School Education in Developing Countries

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Abstract

The paper briefly x-rayed the expected role of parents in early childhood education, its involvement is not only important but also extend the experience of a child in many aspects, which would help in long-term success in academics pursuit and later life. The expected role of community is highlighted in a bit, community role in childhood education is highly beneficial in many areas of life of the child. As children grow emotionally, intellectually and physically through their relationships and through their respective community. This goes with the adage “it takes a village to raise a child”. More so, the paper examined the role of NGOs in promoting and enhancing early childhood education in the developing countries. The used of more innovations and wiser techniques in teaching and learning and strategic guidance. The paper suggested that, governments of developing nations must devise a way to stimulate and accelerate their economics to raise standard of living of their citizens for family to perform their role creditably. Also, each NGO needs to be assigned role to avoid overlaps for them to makes phenomenal impact. And activities of NGOs need to be extended to the rural areas too.

Keywords: Education, childhood, community, parents, Non-Governmental organization (NGOs)

Introduction

Early Childhood Education (ECE) comprises essential programmes and activities which are critical to holistic development, academic success and future achievements of children. ECCE is recognized by the Federal Government of Nigeria as a foundational and essential programme that Nigerian children must experience. This is why the government has given highly rate attention to it through various interventions that include formulation of policy documents and network of relationships among different sectors. Hence, this abandonment and abuse has been traced to originate from birth as some men are wont to ignobly abandon their wives in the maternity once it comes to their knowledge that wives in the maternity once it comes to their knowledge that a girl was born to him. This again reels out the long tortuous road the girl-child must sojourn in an attempt to survive, first being initially denied registration or enlistment into Early childhood schools in sheer preference for the boys (Amadi, 2010). It is obvious and could therefore be contended that even at the very early stage of schooling the girls are not given an adequate and balanced treatment with a boy counterparts thus, further reducing their rate of integration into the school system and by extension, the society Amadi (2010)

The Early Childhood Care Education (ECCE) as enshrined in the National Policy on Education (Federal Republic of Nigeria) (FRN), 2004) is the first formal education for children aged between 2 to 6 years of life in preparation for primary schooling. ECCE was intended to be provided under the care, love, protection and supervision of well-trained and skilled preschool

teachers and caregivers. Based on this Akinola (2004), then ECCE arrangement involves how to teach young child to acquire based knowledge, skills and abilities that will enable them as young children to progress smoothing to primary school level and indeed other levels of education.

Early Childhood Care Education with duration of 3 years requires that children like very tender growing plants are carefully nurtured into stable personalities. This again, demand that requisites facilities and materials be made available for the fill and proper engagement of the potentials of the young children. Contributing, Eluwa (1985) contended that the objectives of the ECCE can only be realized to the extent that preschool teachers are professionally prepared and humanly disposed in being patient with the children's, avoiding any form of shouting with loud voice, scolding or unnecessary flogging as this may seriously interfere with their learning process. Preschool teachers should rather be very friendly, fun-loving, playful and ever-ready in storytelling, these being qualities that characterize the preschools ambient environment and which according to Botton (1976), is enjoyed by both normal and physical challenged children. Botton added that at this stage children with handicaps are indentified, problems diagnosed for possible remediation. It however depends on a well-qualified teacher of the preschool teachers are given special training that grooms them to be caring and empathetic teaching them the rudiments of numbers, letters, shapes, colours as well as inculcate in them social norms and values, spirit of enquiry, inquisition and creativity through play and to develop a sense of cooperation, team spirit and to acquire good habits in some other socially acceptable dimension (Akinola, 2004; Amadi, 2010).

Expected Role of Parents in Child Education

There is no doubt that parental involvement in early childhood education is not only important but can extend the experience of a child in all aspects-social, emotional and mental development. Active involved parents can make a positive and lasting impact on their child's learning ability. Therefore, when children experience early quality learning and promote care, their shoot-time cognition boosts and they develop socially and emotionally and make a positive and lasting impact on their child's learning ability learning and promote care, their shoot-time cognition boost and they develop socially and emotionally. Similarity, it will also help in long- term success in academic and later life. Eddy (2016), opined that, a child who is stimulated correctly or is molded in a proper way till the age of 8 is likely to perform better and do well in the long run. The child is more likely to perform better academically and lead a healthier and more productive life as an adult: the first five years are crucial in a child's development process, particularly being receptive to human contract. Nonetheless, the process for parents can be divided in three different stages. Parents have to realize that their roles are not limited to performing certain important tasks; active participation to extends learning beyond the walls of the classroom. Children feel more confident on their own outlook towards classroom learning and active participative to learn better. Also, this close proximity makes the child more confident and happy parents should avail to:

1. Be available to their children,
2. Teach them to distinguish right from wrong,
3. Encourage them to distinguish right from wrong,
4. Encourage them to be independent
5. Enable them to express their ideas and opinions.
6. Generally going to a play school is the first time a child get of the comfort zone out of the home and from the productive shadow of its parents. It is also the parent first experience of letting the child away from them, even if it for a while. Perhaps, enabling this transition smoothly is the primary and defining mark of any play school. It facilitates learning, away form the home.
7. However, it does not mean that parent cease to play a role in learning. They still remain the active facilitator and continue to guide their child's actions. Accordingly, Ashamaa foundation (2021), stated that parents need to:
 8. Have regular engagement with the teachers.
 9. Guide the child to engage with other pupils and make friends.
 10. Ensure, that the child get involved in extracurricular activities as much as possible.
 11. Tellingly, a commitment to early childhood development would be one thing the various factions, all of whom the best of child to put it here

Want the best of their children, could come together and make progress. Children are every parent's joy and every country's greatest resource. Parent should:

1. Talk to their children about the future.
2. Encourage them to think about the large future
3. Offer them freedom to choose their likes and dislikes

The expected role of the community in ECE community involvement is highly beneficial in all areas of life. The impact it has in the workforce and company culture, in schools, towns, and small businesses around the globe. Perhaps one of the greatest examples of the profound and inspiring ways that it impacts our society is when we look at the benefits of community involvement in early childhood education. Children grow emotionally, intellectually and physically through both their relationships and through their community. They might at home in school and community. For children, community involvement and engagement produces long-term benefits in their lives. It gives them a sense of belonging and is crucial to the building of their identity.

The National Education Association states that the popular proverb, "it takes a village to raise a child, produces a clear message and that is, 'the whole community has an essential role to play in the growth and development of its young people'". In this vain Kooli C (2020) Observed that parents and family members play a vital role in the life of the child and so too, does the entire community as a whole. To experience the benefits of community involvement as first the

relationships are built and the self-esteem and happiness of the child is given a foundation to flourish and succeed. Community involvement sends powerful message to children. Its one say you are important” “You are love”. You belong. And it’s a message that with it, holds the strength to empower every child in the world.

Children grow within the context of their community. As they develop within their smaller community environment (a music circle, an art class, a reading corner) they begin to understand the wider society as a whole-what actions work and do not work, what values, sensitivities, and longings we share. The creation of a local community in early childhood becomes the supportive, positive, uplifting foundation of a child’s life. It helps them to learn about themselves. It helps them learn to tackle challenges, build knowledge, and thrive.

Given credence to the above explanation, Eddy (2016) that children with high self-esteem and a positive self-image feel capable, accepted, and encouraged. Parents adage says that “a positive sense of self is one of the greatest gifts you can give your child” and helps them “develop into happy productive people”. At the community level- whether we are a mentor, a teacher a parent, an aunt god parent an adoptive parent a sibling0- we are given then the opportunity to boost a child’s self-esteem and help prepare them for a successful and invigorating path ahead. Kristea F in Ashamaa, (2021) opined that “Do give them choices” because choices help children feel empowered and more able and prepare to face more difficult choices down the road. Therefore, the community is expected to be patient and allow the children figure things out of their own. This can be as simple as letting them tie their shoes. Sure – it may take longer to get to the shoes tied and get out the door. Let them meet the challenges, learn the skill and grow from it. And no one expect anyone else to be perfect either. We all make mistakes, we all learn. We all grow. In fact, that is one of life’s greatest pleasures, watching ourselves change and become who we want to be. When a child makes a mistake try not to react with disappointment. Instead ask how can I help them grow from this? When children feel both accepted and understood from adults they begin to accept themselves, too. This positive reinforcement transfer over into their behaviors and can produce a lifetime of happiness and strength in mental health. There is an incredibly strong correlation between how children feel about themselves and how they act-so, too, for the adult. Therefore, if we approach ourselves and our community with confidence, we are better equipped to instill this sort of confidence within children. In essence communities provide structures, support for caregivers, food utensils, labor and play materials for the children.

Role of Non-Governmental Organization (NGOs)

Many NGO working for education have taken up the responsibility of taking care of children’s education, particularly for the underprivileged and poor or weaker ones. To affirmed this position (Dilerko 2018) noted that, NGO have increasingly been involved with carrying out development programme over the past ten years. They have been recognized as key affiliates of the public sector and play a crucial role in the provision of services. While to (Brophy, 2020). There is no doubt that a lot of explanation is necessary to explain the about shift in focus from

the state machinery to NGOs as the solution to our development problems. In supporting this assertion, (Bano 2019), it is important to note that the unexpected acceptance of NGOs involvement in development may be primarily ascribed to the realization of the urgent need to end poverty on a worldwide scale. This supported the emergence of NGOs in the majority of the world's developing nations especially Africa. Including Nigeria which is not an exception (WHO, 2011). Nigeria in particular gained notoriety over the past few decades for the presence of non-governmental organizations that function there as development partners and agents. The majority of these NGOs have been around since the 1990S and have reported taking part in various initiative, including those aimed at advancing education. Among these NGOs is action-Aid Nigeria, which has been active in raising the standard of education in both Urban and Rural areas.

NGO not only help spread awareness and importance of education but also work towards protecting the basic right to education of children. It offers the attitude exposure and opportunity for quality education to such children and helps them grow to be at par with the more privileged children of the society in regard to literacy.

Role of NGOs in the Enhancement of Early Children Education.

Badu and parker in (Nyarkoh 2018), in a study conducted in Ghana, observed that the World Banks assessment of its role in improving educational access and quality in Ghana through its support (working through NGOs) in 2007 and 2005 reforms was generally positive. It concluded that its contributions have led to “revising the deteriorating of the educational system. For example, the number of schools increased from 12,997 in 1980 to 18,374 in 2010, the basic school enrolment rate increased since the beginning of the reforms by over 10 percentage points, the Ghana living standards survey (GLSS) data showed improving attendance rates in public primary schools (World Bank, 2014).

In Nigeria the situation pictures various scenarios for example (Brophy, 2020) observed that NGOs in Nigeria concentrate most of their activities on education through functional education for adult both men and women. They have been particularly working on secondary school dropouts. Besides, education being used for improving their qualifications, it is also used as an effective vehicle for skills acquisition through various vocational programmes. Unfortunately, roles of NGOs are not defined in most African countries. In the same vain NGOs in Nigeria have no assigned role that is backed up by law, thus NGOs working in the education sector are guided by the general rules guiding operations of an NGO.

These roles as elaborated includes the following:

1. Development and operation of infrastructures: infrastructure provision is a major gap in educational development in Nigeria and most African countries. It is quite glaring that government alone cannot shoulder these responsibilities. Thus, development partners

(NGOs) come in the help. Infrastructures provided range from building classrooms blocks to provision of instructional materials and so on

2. Supporting innovation demonstrations and pilot project: NGOS are saddled with the responsibility of bringing up ideas that will help develop the education sector as well as setting up these ideas as models. For example, model schools are built where quality is projected for all to see.
3. Facilitating communication: NGOs are seen as a bridging gap between government and the primary school system. This is so in that NGOs communicate government policies better to schools and also communicate challenges of schools back to the government.
4. Technical Assistance and Training: NGOs aid to fill gap in technical matters. For example, they employ teachers and send them to schools where they don't have enough. Also, they help in training and retraining of teachers.
5. Research Monitoring and Evaluation: NGOs workers are centered mainly on ensuring that a programmes action plan or government policies are followed up to achieve its desired objectives. This also ensures the judicious use of funds.
6. Advocacy for and with the poor: This form the bulk of the work for most NGOs. This has to do with advocacy on enquiry and excess to education for all especially at the basic education level.

For instance, in Bauchi state in North eastern Nigeria, NGOs play a credible role in the reforms that had marginal impact on education development. According to the state universal basic education board, the state has witnessed increase in enrolment in both public and private school also there has been increase in the enrolment of the girl child in Bauchi state. This according to many scholars can be attributed to the above reforms as well as partnership with private organizations {NGOs}.

Role of NGOs in pre-primary Education Delivery in Developing countries.

Kooli {2017} carried out an investigation in oman, south west Asia on how much money the government spends on education and how that affects human capital development. He came to the conclusion that the government of oman's decision to invest in the physical environment of education had help to raise educational standards and increase. The efficiency of educational institutions. Kooli {2017} also disclosed that there is empirical evidence to demonstrate the impact of school facilities on students' wellbeing in the Flanders region of Belgium. Similar to this, the overall ugly physical construction of the school could demotivate students' academic success. {Oselumese, et-al...2016}, reported that NGOs in Bangladesh in south east Asia, reacted to the education for all {EFA} proclamation in a very positive and prompt manner as part of the Bangladesh education sector review. These NGOs have been also supported the development of supplementary reading materials for the primary school children. The

Bangladesh government has also acknowledged the impact of the NGOs in the field of education has handed over some challenges and ineffective state funded public schools to some of the reknowned NGO to resuscitate them to serve its sense of purpose of providing quality basic education {Roy et al 2017}. Similarly, Fremeong {2011} posited that, inadequate study materials are among the major reason in pupils as per performance in the basic education certificate examination. Additionally, Okyerefo et al {2011}, conducted a comparison study of a few private school that excel versus public schools that are notorious for performing poorly in developing nations. The analysis made clear that public basic schools frequently lack adequate teaching and learning resources. Sad to say, but teaching and learning materials rank among the most important factors that influence students' success at the foundational levels. Other investigations conducted in Botswana, Nigeria and Guinea according to Nyaolcoh and Instiful {2018}, the critical learning element is influenced by a number of variables including the accessibility of good classrooms, attractive learning facilities, the space and furniture for classroom maintenance. Additionally, lack of suitable staff bungalows, classrooms, and other teaching and learning facilities makes it difficult for schools with weak infrastructure to attract teachers especially skilled ones {Arthin et. al, 2019}.

Many international non-governmental organizations have used more innovative and wiser techniques to give NGOs strategic guidance. On the words of Brophy {2020}, The Save The Children Alliance works to advance early childhood development {ECD}. For Roy et al, {2017}, PLAN international has implemented a community learning Assistance programme {CLAP} to assist quality improvement in education and boost school-based education through community involvement. Moreover, detail on some of action aid international Ghana's ground. Breaking initiative to foster leadership in teenage girls. Accordingly, Dilevco {2008}, upon a study of determinants of quality appropriate education indicated that even through human resource is very central to the success of education delivery availability of teaching and learning material are equally indispensable. Thus, school teachers require the appropriate quality materials to facilitate effective and efficient imparting of knowledge to the school children. Nonetheless, Esia-Donkoh and Baffoe {2018}, noted that instructional supervisor is typically necessary for school teachers to be effective and for learners to be committed to their work in a classroom setting. In addition, Atuahene et al {2019}, establish that performance of many groups of students at the basic schools, particularly the public sector, has been impacted by the poor involvement of education governance structure and parents in supervision of teaching and learning.

The key objectives on which most NGOs work is that education is the most important tool which can help children build a strong foundation and lead a better future. An also free them from the vicious cycle of poverty, disease and ignorance. For them education is a ray of home and the means to have a better life. However, it is said to indicate that those interventions by the NGOs, appear either not to have had significant impact on quality education or the contributions of the NGOs are misplaced in view of the abusual performance of school children especially at pre-primary education in developing countries of Africa. Also, it is quite unfortunate that the bulk of

this impact of the NGOs is not replicated in rural areas and there are overlaps areas of intervention, coupled with the fact that resources budgeted for intervention cannot be compared to result gotten. Ridding corruption which is cancerous to development and progress of developing countries, most especially in Africa that is rooted is retarding the work of NGOs. Also, most NGOs especially, international ones are seemed to be agents or spying tools for their mother countries, to protect and promote their neoimperialistic goals.

Conclusion

This paper briefly explained the role of parental involvement in early childhood education which has become the pillar of childhood experiences in all aspects of social, emotional and mental or cognitive development of a child. Equally community involvement is of paramount important in all areas of child's life and the impact of it has in culture, workforce, in schools, towns and small business around the world. The paper also, demonstrate how NGOs aids enhance pre-primary, primary, education activities in underdeveloped countries of the world. Infrastructure development educational resource provision, teacher capacity building, basic needs provision for learners, at all levels and awareness. Building among school communities are some of these activities. NGOs support does not aid in performance improvement because of societal problems like lack of parental involvement, lack of parental discipline, broken families, and expectations and attributions from parents.

Recommendations

This paper suggested that for families and community to perform their role creditably, governments of developing nations must stimulate and accelerate the living standard of their respective countries in order to heighten it, so that the standard of living of families can be raised and discharge their responsibility.

NGOs in developing nations, should establish supervision and monitoring centers in partnership with the education directorate of those countries to ensure effective supervision of teaching and learning, the need for NGOs openness and maximum networking with communities through community sensitization and engagement, and the importance of having regular sources of unrestricted income is essential for infrastructural interventions targeted at addressing problems.

Also, each NGO needs to be assigned role to avoid overlaps. Hence an NGO concentrate on a role and makes phenomenal impact. Also, activities of NGOs need to be extended to the rural areas too. The government as the driver of this partnership should also organize stakeholders meeting with these NGOs at regular intervals.

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