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ECE 412



Management of Early
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Module 3

ECE 412 Management of Early Childhood Education Module 3

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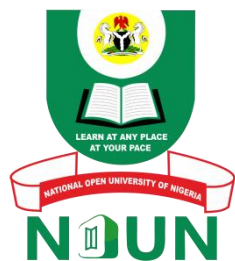
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Module 3

Unit I Sources of Financing in Early Childhood and Primary Education

1.0 Introduction

Financial utilization and efficiency is pertinent in achieving set educational goals. Early childhood educational programme requires adequate funding because it is a capital intensive establishment. It makes huge financial demands on the supply and maintenance of structures, equipment and facilities. Money is the greatest tool needed in the development of a good educational plan. Recruitment of excellent teachers, purchase of fine instructional materials and educational equipment involve huge amount of financial resources.

Almost everything needed to implement an exemplary early childhood education programme needs funds to survive. Money is never enough; good administrators must bear this reality in their minds at all times. This unit will provide insight for administrators in early childhood education on how to survive and be successful in the implementation of early childhood education goals.

2.0 Objectives

At the end of this unit, you should be able to:

- identify various sources of funding for early child education
- discuss financing of early childhood development project
- list the sources of funding in primary education.

3.0 Main Content

3.1 Sources of Fund

In looking at financing/sources of funding in early childhood education, we have to talk about those involved in the provision and the main types of providers.

Those involved in the provision are:

- Non-Governmental Organizations (NGOs), private individuals, the civil society including religious organizations, higher institutions of learning etc.
- Public (federal, states, local governments).
- Local communities

However with the introduction of Universal Basic Education (UBE) the federal government of Nigeria awards 5 per cent matching grants are for the education of children age 3-5 per quarter in all 36 states of the federation. The main sources of financing are:

UBE intervention fund from the federal government of Nigeria consolidated revenue fund.

Complimentary funding from states and local governments.

Funds or consolidated contribution in form of federal guaranteed credits.

Local/individual/corporate as well as international donor grants such as UNICEF, USAID, etc.

Contributions from privately owned ECCD centres, nurseries, and pre-primary schools, by communities, NGOs and private individuals through school fees, and other levies charged.

3.2 Financing Early Childhood Education Project

These are development activities of expansion, renovation or staff development to improve the services provided by early childhood education centre.

Regular government budget

The most common source of financing for Early Childhood Education (ECE) programmes in most countries is the regular budget of the government. The parts of the budget from which support for ECE programmes is drawn vary considerably, depending on the type of programme, the main target group, interest and negotiating power of people in different sectors. The most common lines of support are in the education budget and social welfare budgets. Occasionally, governments assign funds for ECE programmes through budgets provided for such areas as health, communications, and women's programmes, rural or urban development.

In countries where education and other social programmes are decentralized, the power of local governments to obtain funds through local taxation is often weak. So funding may still depend largely on the central government budget on the basis of which transfers to the states are distributed.

Special taxes

ECE programmes also receive funding from earmarked taxes – specific taxes for ECE programmes or a fixed proportion of a more general tax. The effectiveness of different taxes in financing ECE programmes depends mainly on their adequacy, stability, and growth. Adequacy, because a financing method must provide the money needed to operate the system satisfactorily. Stability is essential because funds cannot fluctuate widely, without adversely affecting an ECE programme. And growth, because funds for ECE programmes must grow to meet the increased demand for programmes that usually accompany a natural population increase and to continually improve quality.

Families and communities

Much emphasis is being placed on cost recovery from participants; families and communities contribute to ECE programmes through fees as well as through donated labour, materials, and buildings. This emphasis on cost recovery needs to be tempered by considerations of ability to pay. Every family can contribute something, no matter how small, to cover the costs of a programme that provides valuable services. Indeed, it may be wise to require at least a token contribution from all users of an ECE service.

Trust funds and philanthropy

Trust funds have been established worldwide for education since Roman times. In modern times, people who have amassed large fortunes have also set up foundations to support education, but only a few have been established for ECE programmes.

International organizations

International lending organizations have provided funds for ECE programmes as part of their general support for education and other social services, and their emphasis on early childhood care and development has increased during the 1990s. Although the funds from these organizations are small in comparison to total expenditures in the sector, they provide much needed capital investment and seed money for experimental projects.

3.3 Financing Primary Education

UBE legislation signed by the president on May 27, 2004, provides for funding of UBE from the following sources:

- Block grants: In the form of federal government's matching contributions to state financing of primary education
- Funds or contributions in the form of federal guaranteed credits and loans and
- International donor grants.

For any state to qualify for UBE grant funds, it must contribute not less than 50 per cent of the total cost of projects as a cost-share.

Sources of fund for primary education

- Federal account
- State's own account
- Local capital
- Education Tax Fund
- Universal Basic Education
- State Primary Education Board
- Local Government Education Authority.

Federal and state governments

Capital expenditures (buildings, books and furniture) come from the federal and state government's share of the federation account. The federation account holds all federally collected revenues. The funds are divided among the three tiers of government according to a formula determined by the National Assembly. Funds in this account accrue form (13%) of which is refunded to the states, apportioned on the basis of the state's original contributions.

Thereafter, 15 per cent of VAT revenues is distributed to the Federal government, 50 per cent to state government and 35 per cent to local government of the funds remaining within the federation account, 54.7 per cent goes to the Federal government, 24.7 per cent to state governments and 20.6 per cent to local governments (RTI, 2004).

State governments

State governments allocate minimal proportions of their recurrent and capital budgets to primary education. Averagely states allocate 3 per cent of their recurrent costs and 1.5 per cent of their capital costs to primary education (RTI, 2004).

Local governments

The local government's share of the federation account results in two types of local funding for education; first, at the state level, a percentage of the local share called "first charge" is set aside for primary school teachers' salaries and allowances. Local governments may then use a part of what remains for direct assistance to primary schools. They also contribute own-source revenues to primary education.

Other national sources of fund for primary education

1. Universal Basic Education (UBE) programme: This body also provides money for capital expenditures in primary schools.
2. The national Education Tax Fund (ETF): This body transfers funds directly to benefiting institutions for specific capital projects. Allocations are made according to pre-agreed percentages for primary (20%), secondary (30%) and tertiary (50%). Disbursements for primary education are made on the basis of "equal amount, irrespective of the number of primary schools it has or its primary school enrolment.

The money is transferred directly to the SPEB (State Primary Education Board) in each state. Despite the criterion that 20 per cent of total ETF revenue be allocated to the primary level, ETF allocations to SPEB that are dedicated to primary education have declined over time (RTI (2004); Akinbote 2001).

Further, the total percentage of naira, actually distributed to SPEBs has been continuously lower. This has resulted to negative consequences for school environment, in areas such as overcrowded classrooms and inadequate furniture.

Other supporting hands

There are other supporting hands (sources of fund) in funding of primary education which actually complement the various efforts of government and national bodies already discussed.

International organizations such as UNICEF, UNESCO and the World Bank have in various ways assisted directly or indirectly in the funding of primary education in Nigeria. The contributions of these organizations are seriously felt in the area of research, provision of learning resources and evaluation. For instance, UNICEF, UNESCO and federal government carried out a research on assessment of learning achievement in primary 4 and 6 in the year 2003. The result was released in the year 2004 (ESA, 2004).

Parents, through individual donations or through the Parent-Teacher -Associations (PTA) have done much in terms of funding primary education. Parents or the PTA in various parts of the country, engage in the provision of classroom blocks, books, uniform and sometimes furniture for their children.

Schools' internally generated revenue is also another source of funding for primary education in Nigeria. Though this might form very small proportion of the funding, it has to be recognized. Schools have various sources of generating revenue with which they can meet some of their urgent expenses. These include proceeds from the sale of farm products, handicraft products, inter-house sports, cultural displays, rents from school facilities such as halls, bus, chairs and tables, money generated from end of years party among others.

Self-Assessment Exercise

What are the major sources of financing primary education?

4.0 Conclusion

Education being a major responsibility of the government competes with other sectors of the economy for finance. At the same time demands for education keeps increasing from time to time and consequently increased enrolment. Combination of these requires increased expenditure. This unit focuses on the sources of finance/funding of early childhood and primary education with a view to providing clues for administrators to explore the available funds for education.

5.0 Summary

In the unit above you have learnt about sources of funds for early childhood and primary education. You also learnt about financing early childhood development project.

6.0 Self-Assessment Exercise

Identify various sources fund for financing early childhood education project in Nigeria.

7.0 References/Further Reading

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Unit 2 Internal Control and Financial Accountability in Early Childhood Education

1.0 Introduction

Internal control are what the management committee should implement to ensure effective and smooth running of the centre so as achieve the set goals. The administrator/centre manager is responsible for all that is going on within the establishment. Financial accountability is the bane of any organization. It demands for checks and balances, accurate accounting, proper planning and optimal utilization of funds.

2.0 Objectives

At the end of this unit, you should be able to:

- highlight various measures for financial accountability
- discuss internal control and procedures for early childhood education centres.

3.0 Main Content

3.1 Measures of Internal Control

Measures of internal control for financial accountability in early childhood education are listed below.

Receiving Fees

- Approved staffs who have been assigned the procedure are to receive fees from parents.
- Fees should be paid in advance.
- Receipt is to be issued to parents at the point of payment.
- Parents have a legal right to a receipt for any payment.

Banking

- All cash/cheques must be paid into a bank at least weekly.
- Cash held at the centre must be secure at all times.
- All cheques must be entered into the appropriate duplicate bank deposit form.
- A record of each parent's payment is to be entered into the cashbook, which must reconcile with the individual child's payment card.

Petty cash

- Keep a separate, lockable petty cash box with enough cash in it to cover about a week's purchase of small items.
- Keep a notebook in cash box to record payments.
- Place all receipts in an envelope. Record the month on the envelope.
- Enter in the book, each time, cash is paid out.

- Cash a cheque to reimburse the petty cash box. The cheque amount must equal the cash paid out and also the amount recorded.
- If the petty cash box float is short, investigate immediately.

Purchase order

An approved purchase order must accompany every purchase by staff or management.

Invoice

An invoice should always be checked to see that it has the same items on it as the purchase order.

- Hand the invoice to the person who puts it in order and get the person to sign it so as to verify that it is correct and payment can be made.
- The purchase order should be attached to invoice.

Payment of accounts

When receiving invoices or bills for payments make careful checks such as:

- Are all the goods and services charged?
- Is this what we ordered or agreed to pay?
- Are the prices correct?
- Was the expense properly approved before it was incurred?
- The accounts clerk/bursar is to write out the cheque and ensure that the invoice amount is the same amount in the cheque.
- Two people are to sign cheque.
- Blank cheques should not be signed.
- Note on the invoices the cheque number.
- All cheques supporting paper work must be documented.
- Vouchers must be filled in cheque number order for audit purpose.
- Signatory should not sign cheque to self.

Assets register

An asset register is a vital record of all equipment as well as a requirement for annual financial reporting.

- Maintain an inventory which records all the equipment in the centre including large items such as computer, fridge, and television.
- It must be updated every time new items are purchased.
- At least once a year a full audit of assets is undertaken.

Payment of wages

- A record must be kept of employees' wages.
- Each staff member should have a separate page in the wages book.

- Each staff member is to receive a pay slip stating out the calculation of pay whenever his or her pay alters.
- Deduct PAYE and other deductions such as union fee, tax etc.

End of the year financial audit

- Each centre is required to prepare annual financial statement and to have them audited by a member of the Institute of Chartered Accountant.
- There audited accounts must be made available when needed by management board.
- Records that the audit officer checks are:
 1. Centre attendance register
 2. Proof of fees paid
 3. Accounting records
 4. The auditor equally checks the attendance records against monthly claim and ensures that sessions are claimed correctly and temporary absences are made.

Fees

Fees should be set at a realistic cost based on the fees of other centers in the community and the differences between the bulk funding and expenditure plus a realistic profit/contingency for emergencies and future development.

4.0 Conclusion

An examination of variety of forms of financial control has important implications for smooth running of any organization. The administrator as final accounting officer needs to monitor and regulate income and expenditure properly. Therefore, the unit above discusses the various measures for internal control for financial accountability of early childhood institutions.

5.0 Summary

In the unit above you have learnt about internal control procedure as well as measures for financial accountability.

6.0 Self-Assessment Exercise

Identify and discuss five measures of financial accountability in early childhood institutions.

7.0 References/Further Reading

Akinbote, O., Oduolowu, E., & Lawal, B. (2001). *Pre-Primary and Primary Education in Nigeria*. Ibadan: Stirling-Horden Publishers.

Quadri, K. (2001). *Introduction to Primary Education Studies*. Oyo: Tobistic Ventures.

Unit 3 Budgeting Technique and Process in Early Childhood Education

1.0 Introduction

No organization can survive or carry out its functions effectively without adequate financial resources at its disposal. Budgeting is the process of organizing finances to get desired result of the institution. It is necessary for educational institutions to carefully and explicitly define their purpose and goals before effective resource management plan can be developed.

2.0 Objectives

At the end of this unit, you should be able to:

- define budget
- state purposes and importance of budgeting
- explain the basic concepts and procedure of budgeting
- draw up a budget
- identify accounting documents.

3.0 Main Content

3.1 Budgeting

Budget could be described as a document listing proposed receipts and expenditures. It simply means the expected total revenue and expenditure for each year, based on estimates of the income accruing to the organization. The estimated expenditure is based on the expected revenue but the actual revenue may be more or less than the amount estimated.

In education, budget consists of educational plan, spending plan and financing plan. The preparation of budget takes some time as it involves so much elaborate working out of all the estimated revenue and expenditure item by item and section by section. It is the practice in Nigeria to start the new financial year on 1st January and the details of the budget must be worked out before then. This means that all the units of government department must prepare their budgets early enough for submission to the ministry headquarters for coordination purpose.

In some non-governmental institutions the procedure for preparing the budget may differ but the principle on the basis of expected revenue is essentially the same.

In many early childhood education centres, the budget is prepared by the bursar or the school administrator/head teacher to be submitted to the proprietor who can be an individual, organization, higher institution or the community.

Originally, the basic purpose of the budget process had little or nothing to do with either the prudent use or careful reporting of funds. The budget process can be seen as a tool for strengthening the organization in the following ways.

- Providing a coordinated and comprehensive understanding of the educational programmes.
- Furnishing the management body with reasonable accurate forecast of anticipated data (receipt, expenditure) enrolment, programme etc, during a given period (cost and benefit analysis).
- Enabling those responsible for providing funds to ascertain through accepted accounting procedure, that the funds had indeed been used for the purpose originally intended.

3.2 Basic Concept and Procedure in Budgeting

Sound budgetary principles and practices constitute the most important aspect of effective resources management

Vasecky (1957) makes a comprehensive study and argues about the budgetary process as follows:

- The budget document is usually the result of the cooperative efforts of all that are responsible for educational policy formulation and implementation.
- Budget preparation is a continuous process and the annual budget is part of a long-range plan and programme.
- The first step in the preparation of the school budget is to formulate a definite plan and/or policy.
- The second step in budget construction is to prepare the spending plans, which should show the plan of expenditure and sources of revenue.
- It is the responsibility of the management to present and interpret the budget to the appropriate body or board.
- The budget will be adopted before the beginning of the fiscal year for which it is to serve.
- After adoption, the budget will be accurately and carefully recorded and monitored.
- There should be provision for the continuous appraisal of the budget document and the budgetary procedure.

The above statements are the principles and criteria that should be used in preparing and appraising early childhood education budgetary procedure. They constitute valid guides for developing sound budgetary policy and the procedure should be adhered to.

3.3 Developing Educational Plan

Educational plan is a useful tool in preparing the budget. It must be specific enough in essential details such that budget estimates can be prepared in a manner that will reflect the educational plan adopted. Therefore educational plan should include:

- enrolment for at least five years
- incremental ratio of sites, building, equipment, materials and personnel that would be needed to cope with projected enrolment
- estimated student/pupil load per teacher
- teacher's qualification (required minimum teaching qualification)

- provision for exceptional children
- provision for recruiting, training and maintaining teachers
- provision of special teachers (arts, music, physical and special)
- provision of health services
- provision of nutrition services and
- provision of guidance counselling services.

3.4 Accounting Documents

Accounting can be defined clearly as the record keeping required to provide necessary information about income and expenditure, showing the net deficit or surplus.

There must be a balance in the amount of money received and the amount spent. The following documents are useful in ensuring accurate accounting:

- Departmental vote book
- Item allocation books
- Purchase order for books
- Payment vouchers form
- Register vouchers form
- Revenue receipt book
- Imprest expenditure book
- Travelling and mileage forms
- Salary vouchers
- Insurance forms
- Bank tellers.

Self-Assessment Exercise

Review budgeting and state the purpose of budgeting in early childhood education.

4.0 Conclusion

Budget is the most widely used technique of organizational control. It assists in setting the desired standard for performance, emphasizes coordination between various units needed to ensure attainment of goals or objectives of the organization. This unit has given insight to budgeting techniques and process in early childhood education.

5.0 Summary

In this unit we have discussed the meaning and purpose of budget process. We have also discussed the basic concept and procedure in budgeting as well as developing educational plan and accounting procedures in early childhood education.

6.0 Self-Assessment Exercise

Discuss the basic principles of budgeting.

7.0 References/Further Reading

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Ozigi, A.O. (1980). *A Handbook of School Administration and Management*. London: Macmillan Education Limited.

Unit 4 Expenditure Line and Budget Control in Early Childhood Education

1.0 Introduction

Early childhood education is capital intensive. It demands huge financial resources for maintenance of structures, purchase of equipment and facilities. Hence, expenditure line is the breakdown and analysis of services and goods, equipment and materials procured to contribute either directly or indirectly to teaching and learning in early childhood institutions.

2.0 Objectives

At the end of this unit, you should be able to:

- identify various items of expenditure in early childhood education institution
- explain budget implementation and control in early childhood education.

3.0 Main Content

3.1 Expenditure Line

Renovation/Maintenance of Existing Facilities

Renovation refers to making major repairs such as replacement of roofs, floors, replastering of walls and replacement of legs, top or back of broken chairs and tables.

On the other hand, maintenance refers to the type of work undertaken in order to keep the facilities in good working condition (or standard). This is what is popularly referred to as servicing of equipment. They may not necessarily be in bad condition but in order to prevent their going bad, there should be regular maintenance such as patching small portions of a structure, replacement of damaged parts and cleaning to remove dirt etc.

In order to do a reasonable renovation or maintenance work in the school, there must first be survey of the existing facilities. This will enable the school authorities to know the exact condition of such facilities. It is only when the condition is known that costing can be done and the necessary renovation or maintenance work carried out.

Extension of Existing Facilities

As the school develops, the demand for more office or classroom spaces may arise. This may therefore require an extension of an existing building where the required space is already available. In this regard, experts should be invited to inspect the available facilities, assess the extent of additional structures that could be constructed and make recommendations to the school authorities. Sometimes, such experts may be in a position to do the costing of the extension work required.

Construction of New Schools

The construction of a new school may be informed by the desire to have a school in an area where there was none before. It may also be necessary as a result of increase in population of an existing school without sufficient space for extension or expansion.

Whatever may be the reason for the construction of a new school, there must be proper planning, costing and construction in order to have an educationally useful life span for the buildings. There are usually available in the Ministry of Education and/or Ministry of Works and Housing approved school building guidelines, which may vary from one geographical zone to the other.

3.2 Budget Implementation in Early Childhood Education

In order to prevent financial waste there is need to control operations or expenditure so as to direct capital and efforts into the most profitable channels that would be of benefit to the programme. Hence, there is need to examine the issue of budget implementation from the angles of problems of control and cash management in early education.

Problems that can be associated with budget implementation include:

- dependency on the revenue structure
- budget distortion by the administrators
- price inflations which renders cost estimates unrealistic
- budget indiscipline
- deregulation of the currency which introduces risks and uncertainty into budget implementation.

3.3 Administrative Coping Strategies for Budget Implementation

The following strategies can be used by the administrators to cope with the problem identified in 3.2.

Extra budgetary activities

Extra budgeting is a process of shifting from the annual budget to other methods of funding. This can lead to an administrative problem in the sense that it can hide the spending behaviour from scrutiny because it can be abused in a number of ways. Fund may be directed to projects that have outlived their usefulness or those that do not exist.

Earmarking

Earmarking is also used to cope with the uncertainties associated with normal budgetary process.

This involves allocation of certain percentage of revenue for a particular project. As a result, funding for certain activities is ensured while uncertainty is reduced.

Supplementary budgets

These are additional or extra provisions for the use of more resources within a budget year.

Realistic or flexible budget

The conception of a realistic or flexible budget is essential for effective implementation of the budget. To implement the budget, appropriate measures should be adopted to quicken the execution and minimize distortion of approved budget. In other words, there should be awareness on the part of the management or administrator of the need to mobilise the entire funds for effective and timely execution of projects or expenditure enumerated in a budget.

3.4 Budget Control in Early Childhood Education

Budgetary control is a review and control system which ensures that educational performance conforms to the budget.

Audit control of educational expenditure: There are three aspects in this area.

The statutory aspect: This involves the verification of the conformity of expenditure with the legislation governing it. That is, whether the administrator/head teacher has in fact allocated funds for the purpose under consideration. Statutory audit is interested in verifying whether transactions are arithmetically correct and whether payment have been on the correct due date.

Value for money aspects: This is to control extravagance and inefficiency. The auditor will examine whether there was any necessity to spend the money in the first place. He or she may want to find out whether valuable economies are being made by coordinating the purchasing requirement of separate authorities to secure better terms from suppliers for bulk orders.

The use of premises and equipment may also be questioned. Should a piece of material or equipment be bought or hired for example. Father Christmas apparel which is not frequently used can be borrowed. Auditors may want to know whether there was over provision or under provision or utilization of resources. Norms such as average teaching class size, average contact hours, average teaching hours may be carefully scrutinized before building a new classroom.

Internal and external audit: Both internal and external audits are essential for audit control in education. The internal auditor checks the details such as accuracy of cheques. The external auditor reviews the methods and procedure of expenditure and income. The external auditor is expected to review and comment on the work of the internal audit section.

Monitoring of expenditure: Monitoring of educational expenditures focuses on what the institution spent during a financial year. There should be an updated “running” account of expenditure and receipts of all proper account should be kept. In case there is overspending in the centre, the following measures can be taken:

- Cutting back funds and introducing direct control over borrowing.
- A cash limit might be placed and the central body can draw back an amount equivalent to the sum over spent by reducing the following year’s grant settlement.

Equally, if there is under spending in critical areas there is need to refer to statutory enforcement of quotas or minimum standards of spending.

3.5 Conditions for Effective Budget Control in Early Childhood Education

The following conditions must be considered and created in order to evolve an effective budgetary control system.

Top management support

- A budgetary system will be an utter failure if not supported by top management.
- Top management must understand the nature and characteristics of budgeting and be convinced on what is to be done in the centre. In early childhood centre the proprietor is the top management and must be convinced on the expenditure of the administrator or the head teacher.

Provision of clear and realistic goals

- The goals of the centre must be clearly stated because absence of clear of goals will result in wasted effort of both the employee and the management.
- Institutional objectives and budget goals should be realistic, reasonable and attainable.

Establishment of effective communication system

Communication is the process of transmitting thoughts or information from one person to another. A sound system requires effective communication of the institution's objectives, budget goals and means of implementing the budget so that efforts will be geared towards the accomplishment of those objectives and goals.

Laying emphasis on flexibility

The importance of flexibility in a budgetary system is borne out of the need for the budget to take advantage of all opportunities that arise from time to time and not covered in the budget. Inflexibility or rigidity impairs initiative and freedom of administrators in making decisions.

Preparation of an organizational chart

The organizational chart if properly designed has the quality of defining the functional responsibilities of each staff. Thus, each staff is made aware of his or her position in organization.

Self-Assessment Exercise

Highlight the coping strategies for budget implementation.

4.0 Conclusion

Budget spells out revenue and outlines specifically, expenditure line for organizations such as early childhood educational institutions. Budget preparation and implementation is one of

the basic foundations of school administrator. He/she is concerned with management of funds and facilities. This unit discusses expenditure line and budget implementation in early childhood education as well as coping strategies for budget implementation by administrators. The unit equally examines the conditions for effective budget control in early childhood education.

5.0 Summary

In the unit above you have learnt about various expenses in early childhood education. You have also learnt about budget implementation and control.

6.0 Self-Assessment Exercise

Identify and explain five conditions for effective budget control in early childhood education.

7.0 References/Further Reading

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Unit 5 Problems of Early Childhood Education Management in Nigeria

1.0 Introduction

The problems of early childhood education in contemporary Nigeria are multifarious; they range from lack of adequate control to inadequate planning and management.

2.0 Objectives

At the end of this unit, you should be able to:

- identify the problems of early childhood education
- suggest possible solutions to these problems.

3.0 Main Content

3.1 Problem of Early Childhood Education Management

Despite government policy and regulation on nursery/pre-primary education more control are still needed to ensure quality in the provision. It is a known fact that many illegal mushroom centres/institutions spring up in both urban and rural areas which are operated in private homes, garages, sheds etc.

Many are cited near mosques, markets, industrial areas, churches, heavy traffic routes or railway lines.

The problems facing early childhood education management are summarized below:

- Insufficient indoor, outdoor equipment learning facilities and play materials.
- Lack of medical and health facilities.
- Prohibitive cost and commercialization since most centres are established by private individuals who are out to make profit.
- Poor staffing and or lack of qualified staff. In attempt to maximize profit, the proprietor employs staffs that are unqualified to handle children.
- Most schools that are situated in an accessible area are overcrowded and lack adequate infrastructural facilities such as libraries, good toilets, firefighting equipment, sickbay, fans, staff room, chalkboard etc.
- Poor method of teaching. Children are taught mainly through rote learning. Despite being stated in the policy that the medium of instruction should principally be the mother tongue or language of the immediate environment; most schools do not follow this. The children are taught in English language. Many are punished if they dare speak in their language (vernacular).
- Lack of adequate supervision and support by the government and its agencies in terms of well informed, sound, consistent and firm professional advice.
- Some centres/institutions are illegally established.

- Paucity and lack of affordable textbooks and culturally balanced reading materials.
- Some proprietors/proprietresses have no educational background and they do not employ qualified and competent administrators or directors to manage the centres.
- There is no longitudinal study on what happens to the children whose parents invest so much money on in childhood by sending them to private nursery schools.

4.0 Conclusion

The unit above discusses the problems associated with early childhood education management in Nigeria. There are many other problems which you may have noticed in your area that are not discussed because they are too numerous.

5.0 Summary

In this unit, you have learnt some of the problems associated with early childhood /preprimary education management in Nigeria.

6.0 Self-Assessment Exercise

1. Identify and discuss five major problems in early childhood education management.
2. How can the problems be solved?

7.0 References/Further Reading

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