A Comparative Study of the Implementation of Pre-Primary Education Policy in Nigeria and Cameroon

Rose Uchem*, Ph.D and Cosmas C. Onuh
Department of Arts Education, University of Nigeria, Nsukka, Enugu State, Nigeria
*E-mail of the corresponding author: rose.uchem@unn.edu.ng

Abstract

The study was carried out in Nigeria and Cameroon to compare the implementation of pre-primary education in both countries. A descriptive survey research design was used for the study. The population comprised pre-primary school teachers and head teachers both in Nigeria and Cameroon. The sample size was 1,200 respondents. A researcher- designed questionnaire was the instrument for data collection. The questionnaire was structured on 4 point rating scale based on real limit of numbers. Three research questions and three null hypotheses tested at 0.05 level of significance guided the study. Mean and standard deviations were employed in analyzing the research questions while t-test statistic was used in testing the stated hypotheses. The findings included that in Cameroon, professional pre-primary certificate Grade I and A-level certificate holders form the predominant teachers qualifications while in Nigeria, WASC and T.C.II holders form the bulk of pre-primary school teachers. Most Teacher training colleges in Cameroon offer special programme on education for pre-primary teachers as against few in Nigeria. In Cameroon, in-service training is granted teachers in pre-primary school while this does no apply in Nigeria. Infrastructural and instructional facilities are provided both in the urban and rural areas of Cameroonian pre-primary institutions as against what is obtained in Nigeria. The researcher made a number of recommendations among which were that government should come up with intervention policy to train more teachers for pre-primary education in Nigeria.

Keywords: pre-primary education, policy, implementation, Nigeria, Cameroon

Introduction

The learning in the home begins at birth and under the supervision of the family until the child becomes ready for integration into the formal educational system. The formal schooling starts with pre-primary education also known as early childhood education. Aguokogbuo (2008) stated that pre-primary education means the education of children aged between three and four years. It's major objective is simply to tune the child to like schooling. Hence, programme provisions include plays, oral language development, arts and music. In affirmation UNESCO (2006) early childhood education and pre-primary education are widely recognized as having significant impact on the subsequent performance of children in basic education programs. They lay the foundations for acquiring basic literacy and numeracy skills. They considerably reduce drop out and repetition rates and, if well managed, they generate a predisposition of the child towards learning and attending schools. The above assertion is corroborated by Akinpelu (2005) who stated that the major purpose of pre-primary education is the holistic development of the child. This is particularly necessary in the developing countries like ours where many parents for social and economic reasons could no longer provide the needed stimulating environment for the child's holistic development. The ideal pre-primary school establishment should therefore take care, not only of the intellectual aspect of the child's development but the health, nutrition, social, emotional as well as the physical aspects of the child should adequately be taken care of in child-friendly environment. By so doing the child would have been exposed and adequately equipped for a higher education task ahead after the pre-primary level of education. However such holistic development could be enhanced or marred depending on the government policies and it's implementation strategies.

Educational policy in the words of Ogbonnaya (2010:4-5) refers to "specific goals arrived at that must be pursued through educational institutions. It can refer to a proposal, an on-going programme, or the goals of a programme, or major decisions. Educational policy concerns the formulation of a decision, its implementation and evaluation" That implies that policies are put in place with attendant expectations or programmes for the implementation of such polices.

In Cameroon, according to Tambo (2003) the pre-primary education system consists mainly of nursery schools. Pre-primary schools admit children between the ages of 4 – 5 years and the duration is 2 years. Nfuah (2008) stated that the general goal of education in Cameroon from where the objectives of pre-primary education were drawn is to train children for their intellectual, physical, civic and moral development. It is also meant to facilitate the smooth integration into society, bearing in mind prevailing economic, socio-cultural, political and moral factors.

It is from the general objectives, according to Tambo that the curricula for Nursery, Primary and Secondary Educations in Cameroon were constructed. The Specific objectives of pre-primary education in Cameroon as contained in its national policies on pre-primary education and cited by Tambo are to: prepare

children for the primary school; provide care for children while their parents are at work; introduce children to numbers, letters, shapes, forms, colour promote physical, social and intellectual development of the children.

From the foregoing therefore; the objectives of the pre-primary education in Nigeria and Cameroon as contained in their educational programmes and policies are in tandem in the area of; preparing the child for primary school; serving as a foster home for children while their parents are at work; exposing the children to numbers, letters, shapes and colours through play; promoting physical, social, emotional and intellectual development among children; and encouraging the use of mother tongue, national or language of the environment as the case may be among children.

Both Nigeria and Cameroon were previously colonized by Britain and gained their independence in the early 1960s. Both countries are geographically contiguous especially the Anglophone (English speaking) Cameroon which were administered by the former British colonial administration as part of former Eastern Nigeria under the trusteeship mandate from 1945-1960. Considering their colonial history, experiences and heritages, both countries have tried to realign their educational instructions to suite the changing needs of science and technology in a globalized world. (Nfua 2008 and Ejieh, 2008). Based on the demands imposed by the need for a responsive and relevant education at the pre-primary education level, it has become imperative as a student of comparative and international education in this era of millennium development goals (MDGs) to look at the situation on ground on the implementation of pre-primary education as contained in educational policies of Nigeria and Cameroon.

Statement of the Problem

Early childhood education and pre-primary education are widely recognized as having significant impact on the subsequent performance of children in basic education programmes. They lay the foundations for acquiring basic literacy and numeracy skills, they considerably reduce drop out and repetition rates, and, if well managed, they generate a pre-disposition of the child toward learning and attending schools. This implies that all countries of the world should not only expand access to early childhood education, but also ensure that the quality of services provided at various pre-primary education centres promote the overall development of children. Arising from the above background therefore the problem of this study put in a question form is; what are the differences and similarities in the implementation of pre-primary education policies in Nigeria and Cameroon.

Purpose of the study

The general purpose of the study was to carry out a comparative study of the implementation of pre-primary education in Nigeria and Cameroon. Specifically, the study was to:

1. Find out the predominant academic qualifications of teachers in the pre-primary schools in Nigeria and Cameroon
2. Establish the adequacy of infrastructural facilities in pre-primary schools in Nigeria and Cameroon.
3. Determine the extent of use of appropriate instructional materials in pre-primary school in Nigeria and Cameroon

Research Questions

Three research questions were formulated to guide the study

1. What are the predominant academic qualifications of teachers in pre-primary schools in Nigeria and Cameroon?
2. To what extent are infrastructural facilities adequate in pre-primary schools in Nigeria and Cameroon?
3. To what extent are appropriate instructional materials used in pre-primary schools in Nigeria and Cameroon?

Hypotheses

Three null hypotheses were posed to guide the study and were tested at 0.05 levels of significance.

There is no significant difference in the responses of teachers and head teachers of pre-primary schools on the predominant qualifications of teachers in Nigeria and Cameroon.

1. There is no significant difference in the responses of teachers and head teachers on the adequacy of infrastructural facilities in pre-primary schools in Nigeria and Cameroon.
2. There is no significant difference in the responses of teachers and head teachers on the use of appropriate instructional materials in pre-primary schools in Nigeria and Cameroon.

Research Method

Design of the study

The design of this study is descriptive survey. Descriptive survey aims at collecting data on, and describing in systematic manner, the characteristics, features or facts about a given population (Nworgu, 2006). It involved the use of questionnaire for answering research questions in the implementation of pre-primary education programmes and policies in Nigeria and Cameroon. Survey design allows investigation of the sample population in their natural setting, hence, it will provide information from the respondents in both countries as it exists with regard to the implementation of pre-primary education.

Area of the study

This study is a comparative investigation of the implementation of pre-primary education programmes and policies in Nigeria and Cameroon. The study carried out in South-East geo-political zone of Nigeria and South-West province of the (Anglophone) Cameroon. The people of the areas under study are predominantly civil servants. The researcher decided to use south-east zone of Nigeria and south-west of Cameroon because the two areas share common boundaries but operate different educational system inherited from their colonial masters, Britain and France respectively and the researcher is very familiar with the people of the areas.

Population of the study

The population of the study comprised all the 15640 teachers and head teachers made of 9300 males and 6340 females of public preprimary schools in Nigeria and Cameroon. Teachers and head teachers were chosen for this study because they are the direct implementers of the objectives of pre-primary schools. For ease of administration of the instruments, Enugu state, the administrative headquarters of South-East Nigeria and Fako Division the administrative headquarters of Anglophone Cameroon were used for the study. In Enugu state, a total of pre-primary school teachers were 13,261 and 1189 head teachers giving a total of 14,450 respondents from the 17 Local Government Areas. In Cameroon, the total number of teachers was 865 and 325 head teachers giving a total of 1,190 respondents from six divisions of South West Cameroon.

Sample and Sampling Technique

Random sampling technique was used to obtain the sample of teachers and head teachers in public pre-primary schools of both countries. The sample was to ensure the representation of the population from where it was randomly drawn. Sampling was done in each of the education zone to obtain an adequate and fair representation of the population in each zone. Randomly 500 teachers and 300 head teachers were selected from Nigeria and 250 teachers and 150 head teachers from Cameroon making a total sample size of 1,200 respondents.

Instrument for Data Collection

The instrument for the study was a 31-item researcher developed questionnaire. Titled: Pre-primary Education Implementation (PEIQ) made up of two sections. Section A contained information on demographic data of respondents while section B comprised 31 items arranged into three clusters. Cluster one was structured on one point rating scale while cluster 2 and 3 were structured on 4 point rating scales. Cluster was structured on a four point rating of Strongly Agree, Agree, Disagree and Strongly Disagree with values of 4, 3, 2, and 1 respectively while cluster 2 and 3 were on Very High Extent, High Extent, Low Extent and Very Low Extent on real limit of numbers with values 3.50-4.00, 2.50-3.99, 150-2.99 and 0.50-1.99 respectively.

Validation of Instruments

The instruments were face validated by three experts, two from educational technology and one in measurement and evaluation from the faculty of Education University of Nigeria, Nsukka. The comments made by the experts were used to modify the final questionnaire items.

Reliability of the Instrument

In order to find out the internal consistency of both instruments, the instruments were trial tested on ten (10) each of pre-primary education teachers and headmasters in five pre-primary schools in Nsukka education zone.

The result of this test was used to estimate the reliability of PIEQ. The internal consistency of the instruments was computed using Crombach Alpha procedure. After the computation, the reliability of PIEQ was 0.75. This was high enough for the instruments to be considered reliable.

Method of Data Collection

Questionnaire were administered on the spot to the respondents by the researcher with the help of two research assistants employed who assisted in the distribution and collection of the instruments. The research assistants were duly briefed on the modalities of distribution and collection of the instruments from the respondents. All the distribution copies of the questionnaire were fully completed and directly collected by the research and his assistants on the spot, thus showing 100% return rate.

Method of Data Analysis

Mean and standard deviation were used to analyze the research questions that guided the study. Mean scores of 2.50-3.99 and above served as benchmark for acceptance level while mean scores below this level were rejected. Student t-test statistical tool was used in testing the formulated hypotheses at 0.05 level of significance.

Data analysis and presentation of results

Research Question One

What are the predominant academic qualifications of teachers in pre-primary schools in Nigeria and Cameroon?

Table I.1 Mean ratings of teachers in Nigeria and Cameroon with regard to predominant academic qualifications of teachers in pre-primary schools.

					N = 800		
S/N	Predominant Qualification of Teachers' items				Teachers		
		Nigeria			Cameroon		
		No	X	SD	No	X	SD
1	WASC holders form the bulk of teachers in pre-primary institutions in your country	500	3.30	1.76	300	1.92	1.12
2	A level certificate holders form the bulk of teachers in pre-primary	500	1.23	0.68	300	2.70	1.69
3	T.C 11 Certificate holders form the bulk of teachers in pre-primary schools	500	2.85	1.73	300	1.63	1.27
4	Teachers Grade 1 certificate holders form the bulk of teachers	500	1.12	1.05	300	3.01	1.82
5	NCE holders form the bulk of teachers	500	2.46	0.61	300	2.12	1.21
6	B.ED certificate holders form the bulk of teachers	500	2.12	0.53	300	1.17	1.05
7	Teachers training colleges /Universities offer teacher education programme for specialization in childhood education	500	2.03	0.46	300	2.90	1.76
8	There is provision of in-service training to pre-primary school teacher for professional growth	500	1.32	0.73	300	3.30	1.92

Table I.1 above indicated that in Nigeria, WASC and T.CII holders form the bulk of teachers in pre-primary schools items I and 3, while in Cameroon A' level certificate teachers, item 2 and Grade one certificate holders form the bulk of the teachers. The table also indicated that in Nigeria, NCE and B.Ed holders are few in pre-primary schools as against none in Cameroon. The result also showed that few colleges offer special education programme in Nigeria , item 7, in Nigeria most teacher colleges in Cameroon offer such programmes, to their teachers. The result also showed that in service training is granted to teachers in Cameroon to a very high extent, such provision is not granted to Nigerian teachers

Table1.2

Mean ratings of head teachers in Nigeria and Cameroon with regard to predominant academic qualifications of pre-primary school teachers. N = 450

S/N	Predominant teachers' qualification items	N	Nigeria		N	Cameroon	
			X	SD		X	SD
9	WASC holders form the bulk of teachers in pre-primary institutions in your country	300	3.10	1.96	1.50	1.10	0.59
2	A level certificate holders form the bulk of teachers in pre-primary	300	1.12	1.05	150	2.63	0.26
3	T.C 11 Certificate holders form the bulk of teachers	300	2.70	1.69	150	1.00	1.06
4	Teachers Grade 1 certificate holders form the bulk of teachers	300	1.23	0.65	150	3.40	1.92
5	NCE holders form the bulk of teachers	300	2.20	0.44	150	1.13	1.86
6	B.ED certificate holders form the bulk of teachers	300	2.46	0.61	150	1.28	0.68
7	Teachers training colleges /Universities offer teacher education programme for specialization in childhood education	300	1.28	0.68	150	3.00	1.94
8	There is provision of in-service training to pre-primary school teacher for professional growth	300	1.20	0.61	150	3.46	1.99

The result from Table 1.2 indicated that WASC holders do not constitute the predominant academic qualifications for pre-primary teachers in both Nigeria and Cameroon. The table showed that in Nigeria, WASC and TCII certificate teachers are the bulk of teachers while in Cameroon, it is teachers grade 1 and A' level certificate holders. Both countries offer special education programmes in their colleges and universities as indicated by the mean scores of the Head teachers in item 7, 3.03 and 2.90 respectively. The Head teachers in Nigeria to a very low extent agreed that in service training is granted to pre-primary school teachers while in Cameroon, the teachers are granted in service to a very great extent to enhance their professional growth.

Research Question Two.

To what extents are infrastructural facilitate adequate in pre-primary schools in Nigeria and Cameroon?

Table 2:1 Mean ratings of teachers in Nigeria and Cameroon on the extent of adequacy of infrastructural facilities in pre-primary schools in Nigeria and Cameroon.   N = 800

Teachers

S/N	Extent Of Adequate Infrastructural Facilities items	N	Nigeria		N	Cameroon	
		500	X	Sd	300	X	SD
9	The school premises are walled in with lock up gate for safety of wandering children and movement of vehicles	500	3.30	1.84	300	3.33	1.82
10	School buildings are well constructed and comfortable for learning in the pre-primary institutions	500	2.96	1.74	300	2.95	1.04
11	Sick bays are provided for suddenly sick and weak children	500	2.82	1.06	300	2.85	1.05
12	Low level good toilets and wash have basins are provided for children	500	2.40	1.52	300	2.65	1.09
13	Libraries are well equipped with books and relevant materials for children and teacher's use	500	2.70	1.69	300	2.80	1.68
14	Good source of water is available in schools	500	1.23	0.64	300	2.92	1.87
15	Transport facilities are available for the conveyance of children	500	1.21	0.60	300	2.84	1.70
16	Desks and chairs are provided for children's comfort	500	2.90	1.76	300	3.00	1.86
17	Tables and chairs are available for teacher's use	500	3.12	1.87	300	3.16	1.92
18	Play pens are found in the play ground	500	2.84	1.07	300	3.01	1.82
19	Swings are in place for the children's physical exercises	500	2.85	1.07	300	2.80	1.04
20	Ladders are provided for children's exercises	500	2.90	1.76	300	2.96	1.84
21	Skip ropes are provided for children to play with	500	2.95	1.04	300	3.00	1.86

Table 2.1 above indicated that apart form item 15, all the other items showed adequacy of facilities in both Nigeria and Cameroon in pre-primary schools. This implies that facilities compare favorably in the two countries. In pre-primary schools except in the case of transport facilities which is high in Cameroon but very low in Nigeria

Table 2.2 Mean ratings of Head teachers in Nigeria and Cameroon on the adequacy of infrastructural facilities in pre-primary schools.   N = 450

Head Teachers

S/N	Adequacy of infrastructural facilities items		Nigeria			Cameroon	
		No	X	SD	N	X	SD
9	The school premises are walled in with lock up gate for safety of wandering children and movement of vehicles	300	2.50	1.03	150	3.30	1.83
10	School buildings are well constructed and comfortable for learning in the pre-primary institutions	300	2.96	1.74	150	3.20	1.93
11	Sick bays are provided for suddenly sick and weak children	300	2.50	1.03	150	2.80	1.73
12	Low level good toilets and wash have basins are provided for children	300	2.40	1.04	150	2.85	1.07
13	Libraries are well equipped with books and relevant materials for children and teacher's use	300	2.00	1.01	150	1.82	1.71
14	Good source of water is available in schools	300	1.96	0.45	150	3.00	1.73
15	Transport facilities are available for the conveyance of children	300	1.00	1.034	150	3.33	1.82
16	Desks and chairs are provided for children's comfort	300	2.75	1.73	150	3.43	1.87
17	Tables and chairs are available for teacher's use	300	2.90	1.76	150	3.40	1.88
18	Play pens are found in the play ground	300	2.70	1.69	150	3.36	1.81
19	Swings are in place for the children's physical exercises.	300	2.92	1.73	150	3.46	1.89
20	Ladders are provided for children's exercises	300	2.91	1.72	150	3.45	1.88
21	Skip ropes are provided for children to play with	300	2.74	1.71	150	3.42	1.86

Result on table 2.2 above revealed that the Head teachers in Nigeria and Cameroon indicated that infrastructural facilities are comparatively adequate in pre-primary schools in ten out of thirteen items. This is indicated by their mean scores which are 2.50 -3.99 and above. The table indicated that low level good toilets, equipped libraries, good source of water and transport facilities are more adequately provided in Cameroon than in Nigerian pre-primary schools.

Research Question Three

To what extent are appropriate instructional materials used in pre-primary schools in Nigeria and Cameroon?

Table 3.1 Mean ratings of teachers in Nigeria and Cameroon on the extent appropriate of instructional materials in pre-primary schools

N = 800

Teachers

S/N	Extent of use of instructional materials items	Nigeria				Cameroon	
		N	X	SD	N	X	SD
22	Counters or abacus are used while introducing children to counting of numbers	500	3.01	1.72	300	2.95	1.74
23	Crayons are used in teaching	500	2.96	1.74	300	3.00	1.73
24	Flash cards are used in teaching the children	500	2.80	1.69	300	2.98	1.75
25	Game puzzles are used while teaching the children	500	2.85	1.52	300	2.96	1.74
26	Blocks are used in teaching elementary science	500	2.75	1.73	300	3.12	1.87
27	Charts are used by teachers for illustrations	500	2.75	1.73	300	3.46	1.89
28	Drawings are used for illustrations	500	3.40	1.88	300	3.46	1.89
29	Toys are used while teaching the children	500	2.50	1.03	300	3.47	1.88
30	Balls are provided for children's exercise	500	3.42	1.86	300	3.45	1.89
31	Computers are available for children's and teacher's use	500	1.23	0.62	300	3.35	1.85

The result in Table 3.1 above indicated that nine out of the ten items on appropriate use of instructional materials have their means ranging from 2.50-3.99 and above for both Nigeria and Cameroon teachers. This means that Nigeria and Cameroon comparatively make appropriate use of instructional materials in pre-primary schools. However, the table also indicated that in Cameroon, there is greater availability and use of computers by teachers and children than is obtainable in Nigeria.

Table 3.2 Mean ratings of Head teachers on the extent of appropriate use of instructional materials in pre-primary schools in Nigeria's and Cameroon

Head Teachers

S/N	Extent of appropriate use of instructional materials items	N	Nigeria		N	Cameroon	
			X	SD		X	SD
22	Counters or abacus are used while introducing children to counting of numbers	300	3.00	1.73	150	3.30	1.81
23	Crayons are used in teaching	300	2.90	1.70	150	2.98	1.75
24	Flash cards are used in teaching the children	300	2.68	1.59	150	2.95	1.74
25	Game puzzles are used while teaching the children	300	2.50	1.03	150	2.90	1.76
26	Blocks are used in teaching elementary science	300	2.55	1.04	150	2.88	1.67
27	Charts are used by teachers for illustrations	300	2.86	1.57	150	3.46	1.89
28	Drawings are used for illustrations	300	2.70	1.61	150	3.40	1.88
29	Toys are used while teaching the children	300	3.00	1.73	150	3.30	1.85
30	Balls are provided for children's exercise	300	2.90	1.70	150	3.45	1.86
31	Computers are available for children's and teacher's use	300	2.00	0.45	150	3.00	1.73

The result in table 3.2 above indicated that apart from item on computer availability and use where Nigeria and Cameroon differed in appropriate use of instructional materials, in pre-primary schools, both countries compare favourably in the use of instructional materials, in nine other identified areas.

This implies that both in Nigeria and Cameroon according to the Head teachers, instructional materials are appropriately used in pre-primary schools.

Hypotheses Testing

H_{01} There is no significant differences in the mean responses of teachers and head teachers of pre-primary schools on the predominant qualifications of teachers in Nigeria and Cameroon. The data for testing hypothesis one are presented below.

Table 4: The t-test Analysis of the mean responses of teachers and head teachers in Nigeria and Cameroon with regard to the predominant academic qualifications of teachers in pre-primary schools in the countries.

S/N	Group	X	SD	N total 650	df	level of sig.	t-cal. value	t-tab value	Remarks
1	Teachers	2.43	0.46	500					
2	Head teachers	2.83	1.73	150	648	0.05	2.61	1.96	S

S = Significant

Table 4 above revealed that the t- calculated (t-cal) value of 2.61 is more than the table value (t-tab) of 1.96 at 0.05 level of significance and 648 degree of freedom (df). This indicated that the hypothesis of no significant

difference of the study is rejected. This implies that there is significant difference between teachers in Nigeria and Head teachers in Cameroon on the predominant academic qualifications of pre-primary school teachers in both countries

Hypothesis Two (Ho$_2$)

There is no significant difference in the responses o f teachers and head teachers on the adequacy of infrastructural facilities in pre-primary schools in Nigeria and Cameroon. The data for testing the hypothesis are presented below

Table 5: The t-test analysis of the mean responses of teachers in Nigeria and Head teachers in Cameroon on the adequacy of infrastructural facilities in pre-primary schools

S/N	Group	X	SD	N	df	level of sign.	t-cal. value	t-tab value	Decision
1	Teachers in Nigeria	2.70	1.64	300					
2	Teachers in Cameroon	2.90	1.76	300	588	0.05	1.53	1.97	NS

NS = Not Significant

The result of t-test analysis in table 5 above indicated that the t-calculated value (t-cal) of 1.53 is less than the t-tabulated (t-tab) value of 1.97 at 0.05 level of significance and 588 degree of freedom (df). Since the t-cal. value is less than t-tab. value, the second hypothesis of no significant difference of the study is accepted. This implies that there is no significant difference in the mean responses of Nigeria teachers and Cameroonian head teachers with regard to the adequacy of infrastructural facilities in pre-primary schools.

Hypothesis Three (Ho$_3$)

There is no significant difference in the responses of teachers and head teachers on the use of appropriate instructional materials in pre-primary schools in Nigeria and Cameroon. Data for testing the hypothesis are presented below.

Table 6: Mean ratings of the responses of Nigerian teachers and Cameroonian Head teachers on the use of appropriate instructional materials in pre-primary schools.

S/N	Groups	X	SD	N	df	level of sign.	t-cal. value	t-tab.	Decision
1	Nigeria (Head teachers)	2.96	1.84	500					
2	Cameroon (Head teachers)	3.01	1.86	150	648	0.05 1.64	1.96		NS

NS = Not Significant

The t- test result in Table 6 above showed that the t-calculated (t-cal.) value of 1.64 is less than the t-tab. value (t-tab) of 1.96 at 0.05 level of significance and 648 degree of freedom (df). This implies that the hypothesis of no significant difference is accepted. Therefore, there is no significant difference between the mean responses of Nigerian teachers and the Cameroonian Head teachers with regard to appropriate use of instructional materials in pre-primary schools.

Summary of Findings

Based on the analysis made above, the following findings were made. The result on research question one (Table I) indicated that WASC and T.CII, holders form the bulk of teachers in pre-primary schools in Nigeria while in Cameroon, teachers Grade 1 certificated and A' level holders are the bulk of teachers, most of the teacher colleges in Cameroon offer special education programme and with in service training provided by the government for teacher's professional growth as against what is obtained in Nigeria.

Result on research question Two, Table 2 revealed that Nigeria Head teachers and Cameroonian teachers shared the same views that infrastructural facilities are adequate in Nigeria and Cameroon pre-primary schools.

The result of research questions three (Table 3) indicated that instructional materials are appropriately used both in Nigeria and Cameroon in pre-primary schools according to the respondents. The result also showed that while computers are available for children and teachers in Cameroon, the availability and usage is very low in pre-primary schools in Nigeria.

The findings from the t-test analysis indicated significant difference between Nigeria and Cameroon in the area of predominant academic qualifications of pre-primary school teachers. While in adequacy of infrastructural facilities and appropriate use of instructional materials in pre-primary schools in both countries, there is no significant difference in the mean responses of the respondents. In other words, while the first hypothesis of the study is rejected, hypotheses 2 and 3 of the study were accepted.

Conclusion

From the result obtained from the study the researcher came up with the following conclusion

- That pre-primary school teachers dominant academic qualifications in Nigeria are WASC and T.C.II certificate holders while in Cameroon it is the teacher's Grade I and A-level certificate holders.
- That most teacher training colleges in Cameroon offer special education in pre-primary education as against very few Nigeria colleges

- That while in-service training is not granted to Nigerian pre-primary school teachers, this is done in Cameroon to improve the professional growth of the teachers
- That schools in Cameroon maintain an established system of transport for the children in pre-schools, while in Nigeria most parents take their children to schools
- That the two countries compare favorably in the provision of facilities except in the use of computers by teachers and the children as obtained in Cameroon
- That while schools in both urban and rural areas in Cameroon make appropriate use of instructional materials, only schools in Nigeria urban towns are said to have such opportunities.

Recommendations

From the findings of the study, the following recommendations are made.

1. Government should come up with intervention policy for the training of pre-primary school teachers to enhance their professional growth
2. In-service training should be granted pre-primary school teachers as done in other countries as Cameroon.
3. Government also should ensure that pre-primary institutions are established based on approved standards.
4. Computers and other facilities should be provided to enhance quality of teaching and leaving in pre-primary schools in Nigeria.
5. Government should close pre-primary schools in the country with sub-standard structures, equipment and facilities.
6. Government should also ensure that only teachers with pre-primary education training are recruited to teach in pre-primary schools in Nigeria.
7. Adequate instructional facilities are to be provided and employed both in the urban and rural areas of the country by the operators of pre-primary schools.

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Rose Uchem is a senior lecturer in comparative and international education as well as Christian religious education at the University of Nigeria, Nsukka. She obtained her Ph. D in theological studies from the Graduate Theological Foundation, Indiana; MA in religion and religious education from Fordham University, New York, USA, and B.Sc. Education from Obafemi Awolowo University (formerly University of Ife, Ile-Ife, Nigeria).

Cosmas C. Onuh is an educationalist and holds an M. Ed. degree in Comparative and International Education from the University of Nigeria, Nsukka.

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