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EFFECTIVE PARENTING IN EARLY CHILDHOOD EDUCATION, ENVIRONMENTAL STIMULATION AND SIMULATION FOR REALIZING CHILDHOOD EDUCATION POLICY

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Abstract

The paper titled effective parenting in early childhood education, environmental stimulation and simulation for realizing childhood education policy highlight on conceptual frame work on effective parenting, types and effects. In addition, the paper conceptualized on home and school stimulated and simulated environment such that can make education delivery practices achievable in times of quality and quantity. More so, the paper conceptualized on early childhood education and its defined goals focus on the highlighted roles of effective parenting as stem tide to provision of emotional climate which promotes the development of self-esteem, self-concept and self actualization. As stimulus in inculcating in the mindset of the learners the spirit of curiosity which enhances the development of creativity, productivity and innovation in the child's mind set and his behaviors. In a similar vein, effective parenting is such that tries to promote development of positive attitude to learning task, curtailing maladjusted and maladaptive behaviors such that affect teaching and learning in a negative ways. Such behaviors as phobia, truancy, smoking and alcoholism, unwanted teenage pregnancy, rioting, cultism among others. Hence, effective parenting strives at strengthening the course of pupils behavior in educational goals directional ways through stimulated home and school mainstream socialization practices and functions. As well as their environment such that leads to acquisition of quality education, functional literacy and development of the overall child personality though cognitive, affective, and psychomotor domains competencies in making individuals productive, creative and innovative.

Keywords: Effective parenting, environmental stimulation, simulation, childhood education, functional literacy, creativity, productivity and innovation

Introduction

Parenting is the act in love and affection that revolves around child upbringing and rearing practice in such a way that has to do with guiding, directing, piloting, mentoring and strengthening the course of behaviour of their siblings and children. Parents/child relationship is typified by characteristics of shouldering the entire responsibilities of their children including financial in order to ensure that their children receive the best care in life. Parents also are the sole reference points for impacting ideas and values to their children and siblings in order to make them successful in life expectations. Therefore, effective parenting entails philosophy on the relationships that exist between biological and foster parents and their offspring's in such practice that revolves round love and affection for their smooth upbringing and rearing practices in an environmental setting in such a way as to mould the personality of their offspring's in such a desirable ways.

The personality attribute of child growth and development is intertwined with heredity interactions with the environment. Hence, Olawyiwola (2010) maintained that behaviour and indeed character are viewed as a result of hereditary interactions with environment. pointing further that the greatest potentials like intellectual ability also requires a suitable environment to manifest and that certain inherited characteristics are subjects to considerable environment modification, hence genes is a by-product of the environment which functions in an environmental setting. Therefore, environment plays vital role on individual's behaviour or character moulding and modifications. Thus, Olayiwola (2010), further maintains that this is the more reason parents do not want their children to grow in some environment. Having known that in such environment saints can easily become sinners, hardworking children can easily become lazy. Parents are also selective in choosing schools for their children on the basis that there are some schools that no matter how intelligent the child is because of poor or absence of conducive learning environment no child can record any academic success in such schools. On the other hand, there are schools with conducive learning environment that stimulate learning which can eventually improve the standard of the learners. Moreso, Olayiwola (2010), further posits that parents are also selective of where they settle. It should be noted that there are some environments that no matter your determination or ambition you cannot be inspired. They also try to avoid environment where serious children can easily become unserious. Therefore, environment(s) not only affect the child but also the adults in terms of individual interactions with environmental variables.

In this regard, environment plays a vital role in nurturing an individual towards making him/her realize inherent potentialities as provided by nature. In the course of

moulding an individual stereotyped to personality attributes hence nature and nurture controversies. Hence the role of stimulating and simulating environment cannot be compromised nor over emphasized in measuring child growth and development being cropped up from parenting. As thus a stimulating environment often refers to setting that actively engages the senses, curiosity, intellect and emotions of individuals. Such an environment promotes exploration, creativity and learning through real life sensory experience and interactive elements. On the other hand a simulating environment is artificial or controlled setting to mimic real world experiences for the purpose of practices, learning or experimentation. It is stimulus of education, training and research to reproduce specific conditions without real world consequences.

In this vein, a stimulating and simulating environment is such that is stimulus to the development of functional literacy. According to Babangida and Bagiwa (2022) conceptualized on functional literacy as an index measuring on the totality of training and retraining, received by one from his or her interactions in teaching and learning environment through a process of fostered and facilitated curriculum provisions such that leads and make the learners acquired competence, skillful, acquiring the right attitudes, values, beliefs and orientations that inculcates norms and values, enhanced productivity, creativity and innovations. Thus, Babangida and Tarda (2015) cited in Babangida and Bagiwa (2022) relates that functional literacy is a by-product of values oriented form of education which attributes ingredients that are attached to measures of quality and quantity in education delivery practices. Therefore, functional literacy determines worthiness that can lead to judgmental statement in terms of job performances, high productivity, enhanced creativity and innovation. Hence, Osat (2004) cited in Babangida and Tarda (2015) relate that functional literacy is an embodiment of training and retraining such that expresses and enriched individual capacity building and capability in job performance. As a result of knowledge, skills, attitude, values, beliefs and norms that are acquired in quality education delivery practices. Therefore, the paper seek to measure and highlights on the role effective parenting. As focused on environmental stimulation and simulation in manner and course of trading in the mindset of the child for development.

An Overview on Conceptual Frame Work and Development of Parenting and styles

According to Abubakar, Yakubu and Bibre (2022) relate on parenting and parenting styles as a process of child upbringing and the instrument used to ensure such type of bringing and this is conceptualize as a set of systems of behaviour such that describe the parent and child interactions over a wide range of situations and that

which create an effective and affective interactive atmosphere. In psychopathology, the practice of which are the roots, the emphasis is that the convertible points in parenting style lies with the physical presence of parents at home. That is the time to be with children and cultural practice and spaces of the family are considered. In other words, Abubakar et al (2022) define parenting styles as the degree to which parents emotionally support their children and provide them with warmth and love in affection. Therefore, effective parenting is a positive stimulus that impacts or influence parents'- child relationship throughout the years in order to make them responsible and productive members of the family, society and nations.

Thus, four (4) basic dimensions are typology of parenting styles they are authoritarian, Permissive and authoritative. Authoritarian parenting/parents are those identified as individuals who stress obedience exhibit highly directive behaviours and tend to favour more proactive measures of discipline management. Therefore, authoritarian parenting or parents are individuals who stress obedience, exhibit highly directive behaviours and tend to favour more punitive measures of discipline management. As such authoritarian parenting does not foster psychological authorities in children and holds back the development of individual adolescent, permissive parenting is such type of parenting characterize by making demand and exhibiting non-controlling behaviors. As children who are identified with permissive parenting or parents may not be subject to punishment and have to nurture and receive minimal guidelines about academic studies from their parents. Neglectful parenting is thus an uninvolved parenting being characterized by low responsiveness and low demandingness. Parents are often emotionally detached and provide little guidance, nurturing or supervision. While authoritative parenting is linked to its superiority to the superiority in fostering intrinsic motivation and high academic performance. And authoritative parenting approaches are consequently related to higher academic performance.

Authoritarian parenting often leads to higher anxiety, lower self esteem and poorer social skills which negatively impact learning and motivation. Permissive parenting highlights on a general negative basis as thus children of permissive parents often show lower academic achievement, poor self discipline and reduced motivation. Hence, difficulty in meeting academic responsibilities. More so, neglectful parenting results in lack of emotional connection which invariably leads to low self worth, anxiety, absence of rules and which causes poor self regulation and motivation which invariably leads to disengagement from school, typifying low academic aspiration resulting in lower academic performance. Oliva, parrra San chez _ Queija and Lope3(2007). In this discourse, parenting often entails and embodiment on ways, strategies behaviour and attitudes parents use in rising their children. As such

that typifies authoritative, authoritarian, permissive and neglectful styles which influences the child's education even at tender and early stage of development. Pinquart, (2023)

Conceptual Framework and Overview of Early Childhood Education Development

According to Olayiwola (2010) highlights that there are three (3) stages in life. These are; childhood, adolescence and adulthood. Childhood commenced from birth and ends somewhere around age eleven (11) years. This coincides with early childhood in nursery and primary education. At this level of education both the home and school environment are crucial and important in early childhood education. Early childhood education is the Education provided for early emergence of literacy. Such that makes early childhood education to become a prevalent public policy issue leading to the establishment of kindergarten's, nurseries, crèches and daycares for educational purposes and for the care of young children.

Thus, the early childhood education (ECE) generally describes services for the care and education of children from birth to age eight (8) years. According to Achagh, Okenyi, Musa and Ekele (2019), maintained that the Organization for Economic and Corporation Development (OECD, 2011) noted in this gesture that care and education are inseparable concept and as such define early childhood education and care as an integrated and coherent approach to policy and provision which is inclusive of all children and all parents regardless of their employment status or socio economic status. Furthering that this approach recognizes that such arrangements may fulfill a wide range of objective, including care, learning and social support. On this note, Achagh et al (2019) viewed early childhood education and care (ECEC) as a whole some education and encompassing children's holistic development and learning which forms an integral conceptualization of early childhood care. Thus, early childhood education in this regard focuses on (a) an education perspective development and readiness for school; (b) a care perspective that is care for children of working mothers; (c) a health and welfare perspective, nutrition and child well-being.

In this context, Achagh et al (2019) streamline that the main educational settings or delivering mode of early childhood education program are usually homes, child care centres, crèches and nurseries, kindergartens, preschools and primary school classrooms (Primary 1-3) or other similar settings. Different programs cater for different age groups of children; for example: under 3 - 6 years or 6 - 8 years varying across and within the countries. They further highlighted that the international labor organization (ILO, 2012) as cited in Achagh, et al (2019)

maintained thus, different ECE programmes are designed for different purposes and in Nigeria, the purpose of early childhood care and education as provided in National Policy on Education (NPE 2024, Federal Republic of Nigeria) are as follows:

a. effective smooth transition from the home to the school
b. prepare the child for the primary level of education
c. provide adequate care supervision and security for the children while their parents are at work
d. inculcate social, moral norms and values
e. inculcate in the child the Spirit of inquiry and creativity through the exploration of nature, the environment, art, music and the use of toys etc.
f. develop a sense of cooperation and team spirit
g. stimulate in the child good habit including good health habits; and
h. teach the rudiment of numbers, letters, colours, shapes, forms, etc. through play.

Source: Achagh, Okenyi, Musa and Ekele (2019).

According to Okosun and Onyeizu (2019) maintained that the term early childhood education is thus often used to describe preschool or baby or child care programs. Furthering, the course of this development that psychologist and medical experts have established that much of the first two years of life are spent in the creation of a child's first sense of self or building of a first identity. Thus, this is a crucial part of children's makeup how they first see themselves how they think, they should function, how they expect others to function in relation to them.

Early childhood education also refers to a variety of activities and experiences that are intended to effect developmental changes in children prior to their entry into elementary school. Thus, early childhood education programmes such an educational programs streamline to help children attend their potentials while in the preschool and also improve their later school performance, Okosun and Oyeizu (2019). Hence, early childhood education is the Education given to children from birth through age six and focuses on the school experiences of children in that age range. Thus, Okosun and Onyeizu (2019) highlighted that early childhood years are more important than any other six years period in the life of a human being in terms of learning that occurs, the attitude about learning and the school that develop and the social skills that are acquired that will enable the individual to succeed in today world of life.

Pertreena (2017) cited in Okosun and Oyeizu (2019) maintains that children undergo and unimaginable amount of growth and development by the time there are

acclimatize to the preschool classroom environment(s), their brain development is climaxed to 90% of its capacity and early childhood care education is a significant contributor to that effect. There are various forms of child's development which ranges from social, emotional, motor and cognitive development. This facet of child development is very important to personality attribute of the child throughout his or her lifetime. Thus, any aspect of development that is not properly handled will likely have a negative influence on the child throughout his or her lifetime.

On the other hand, social development attributes is such which can actually impact on many of the other forms of development a child experiences. the child's ability to interact in a healthy way with the people around him or her can impact everything from learning new words as a toddler, to being able to resist peer pressure as a university student, to successfully navigate the challenges of adulthood. Healthy social development can help a child develop language skills, build self-esteem, strengthen learning skills, resolve conflicts and establish positive attitudes Okosun and Onyeizu (2019). Thus, closely linked to social development is an emotional and cognitive development. This milestone developmental makers and task built the foundation for developing relationships with other people coping with stressful situations and many other skills. Healthy social development is often very important as a child enters School.

In relation to this aspect of social development, is the motor development which is a very crucial aspect of development during the early years of a child. Motor development occurs in the same sequence with all children over the entire world but at different rates due to some factors like nutrition, environment and hereditary. Motor development is vividly seen as the development of action and coordination of one's limbs as well as the development of strength, posture control, balance and perceptual skills. some common motor skills of a preschool child are hand skills which include writing, ball throwing, and catching, block buildings, self-dressing and the leg skills including running, skipping, and hoping, climbing. Okosun and Onyeizu (2019), having mentioned that children are not just growing physically during early childhood they are also developing new cognitive abilities as they mature. Early childhood is not just a period of amazing physical growth it is also a time of remarkable mental development. That implies that cognitive abilities are associated with memory, reasoning, problem solving and thinking continue to emerge throughout childhood. Hence, Jean Piaget theorized that from infancy to adolescence, children advances through a predictable series of cognitive stages as given below:

a. sensor motor stage: is such that typically last until a child is about two years old. At this stage a child explore the word through his sense of taste, touch, sound, smell and sight.
b. the pre-operational stage: last from age 2 to 7. Here, the child begins and continuous to develop language and thinking skills that makes the child to be focused on self and how the world around relates to him.
c. the third stage is the concrete operational stage that usually occur between ages 7 and 12. At this stage, the child begins to develop logical thinking. Aduke (2022).

Hence, the achievement of the stated objectives underlying early childhood and care in Nigeria as given by Okosun and onyeizu (2019) are thus: establishing early childhood education centers in existing public schools and encouraging both community and private efforts in the provision of early childhood education; making provisions in the teachers education programmes for specialization in early childhood education, ensuring the main methods of teaching in the early childhood education centers will be true play and that the curriculum of teachers education is appropriately oriented to achieve this. Regulating and controlling the operations of early childhood education, setting and monitoring and minimum standard for early childhood care centers in the country, and ensuring full participation of government, communities and teachers associations in the running and maintenance of early childhood facilities.

Thus, the Universal Basic Education (UBE) program is such that is being reversed and provided for children between the ages of 5 and 14 years. Having been made up of three (3) years of Early Childhood Care Development and Education (ECEDE), 3 years of primary and 3 years of junior secondary school education. The basic education prepares the mind and train the child with opportunities to acquire literacy, numeracy, creativity and communication skills, it prepares the learners for higher academic Pursuits. Basic education prepares young learners for the fundamentals of reading, writing and skills acquisition, information and attitude necessary for proper adjustment into the society. Fafunwa (1974) cited in Abdullahi (2022) states that the main aims of primary education in all the state of the federation were to help the child to the three Rs, Reading, Writing and Arithmetic. This is to develop permanent literacy, develop sound standard of individuals conduct and behaviors, acquire some skills and appreciate the value of a manual work. Hence, national policy on education (2014) relates that basic education can be considered necessary because of its broad-based importance to the society, individual development and nation alike.

Environmental Stimulation, Simulation and Its Development Conceptualized

A simulated and simulated learning environment is such a learning environment that is enriched with facilities, gadgets, equipment climaxed with human and material resources in order to achieve education delivery practices both in quality and quantity, as per excellent education delivery practices such that changes the behavior of the learners positively through Cognitive, affective and psychomotor domain, competencies of the learners. Thus, these affirmation environment is such as typified by Babangida and Bagiwa (2022) as thus free from any form of insecurity challenges are typical of covid-19 pandemics, kidnappings and the likes of Boko Harams, violent clashes such as religious and communal clashes perpetuated by cultural and sociopolitical groups which did affect and manifest negatively on the school and home environments and their mainstream, socialization practices and functions which did not cater for the wellbeing of the learners and such that does not provide for emotional climate to exists in the mind sets of the learners.

A stimulated and simulated teaching and learning environment is such that allows for positive interactions between teachers and learners in such a way that makes for fostering and facilitating effective teaching and learning through communication provisions to the learners in goals directional ways, thereby making realizable, educational aims, objectives and goals through as a result of curriculum provisions process being fostered and facilitated to the learners. The stimulated and simulated teaching and learning environment is a canopy that provides for the key players (teachers and students) through emotional balance, mental and bodily health, through recreational facilities like games, sports etc which results into making educational task accomplishments possible. The type of environment that does not cause traumatic stress for the key players (students and teachers) in their interactive ways and manners.

Hence, Babangida and Bagiwa (2022) relate that a stimulated and simulated teaching and learning environment is a canopy for existing school climate which invariably guarantees for safety, secured, gender sensitive and leads to healthy and positive interactions between teachers and learners, where adequate materials facilities and resources both human and materials are available and well managed for achieving visions and missionary statements of schools in this context. Therefor a stimulating environment characteristics embodies rich sensor input; which includes visual stimuli (colour poster, charts) auditory cues (music, story telling) and textual experiences (manipulative, art materials). The characteristics embodies too, variety of materials such as books, puzzles, toys, art supplies, technology and hands on tools. Moreso, the characteristic incorporates engaging activities such as open-ended questions, group discussion, story telling, physical activities etc. In addition, a

stimulating environment characterized by social interaction such that encourages peer learning, collaboration and communication similarly the stimulating environment is characterized by emotional safety; such that is stimulus of a positive supportive atmosphere that allows free expression and risk taking. While on the other hand a simulating environment is such an environment which involves the use of artificial or controlled setting to mimic real moral experience for the purpose of practice, learning or experimentation. It is often used in education, training and research to reproduce specific conditions without real world consequences. A simulated environment is characterized by controlled scenarios such that produced situation that are designed with specific learning outcomes in mind, use of models or virtual tools, embedding role-play, simulations, case studies, virtual reality or mock ups. In a similar a simulating environment is characterized by problem solving task where participant are expected to react, solve or analyze in a realistic manner and it also include immediate feedback which enables facilitators or tools provide guidance and evaluation during or after the simulation.

The imperatives of effective parenting in realizing the goals, aims and objective of early childhood education and the development of functional literacy

The climate underlying effective parenting is a positive stimulus such that provides for and create an atmosphere to achieve emotional balance development as a result of child parent interactions which triggers and strive achievement through motivational stimulus leading to make the children develop positive self-concept about themselves. Thus, self-concept highlights on the belief of self-worthiness, constructive and optimistic self-image and sense of pride for capacity building that is so constructive and which makes an individual child to devote important part of their lives in acquiring education having learn at their own wills by developing positive attitude towards making them gain and acquire knowledge without making a competitive environment. This personality attributes inherently leads to make children to develop self-esteem too for themselves (confidence, achievement) for themselves thereby enabling them to achieve self-actualization in form of morality, creativity, spontaneity, problem solving, lack of Prejudice and acceptance of fact, as proponents of Personality attributes in making them imbibe with the spirit of fostered creativity and innovation Babangida (2022). Hence, the development and promotion of quality education being focused on at all round school activities such that streamline in establishing the relevance of curriculum provisions to the learners, the quality of instruction a child receive for acquiring the right type of values, attitude, norms beliefs, knowledge and skills which ensures to the overall development of the child due to training and retraining in mainstream school socialization, practice and functions as streamline to home environments.

Therefore, achieving quality education in this regards, enables such children to survive, protected and develop their potentials which invariably made them to participate and contribute to societal growth and development Babangida and Bagiwa (2022). More so, stated that effective parenting in early childhood education is also a canopy such that allows children's socialization practices stem-tide to achieve gender functionality as stereotype to social political, economic life of individual genders. In the course of building a democratic society for the entire citizenry in order to make individuals productive and responsible attuned to achieve functional socialization practices such that is responsible in making societal goals expectancies achievable or realizable other than individual ego-centric goals oriented. And as a value oriented form of education is such that can make realizable the philosophical statements, objectives, aims and goals of Nigeria education achievable. Streamlining the following: respect for the worth dignity of the individuals, faith in man's ability to make rational decisions for National descriptive, moral and spiritual principles in interpersonal relations and Human Relations, shared responsibility for common goals of the society, promotion of physical, emotional and psychological development of all children and acquisition of competencies, necessary for relevance Babangida, Bagiwa and Ismail, (2020), Bagiwa and Babangida (2021), Babangida, Mustapha and Aweh (2020).

Moreso, effective parenting at an early tender age of childhood and its educational practices result into is stimulus in curtailing behaviors that are maladaptive and maladjusted to teaching and learning, such behaviors that are in form of smoking, alcoholism, teenage pregnancy, cultism, absenteeism, lateness, drug addiction, truancy and youth violence. This afore-mention maladjusted and maladaptive forms of behaviors are caused by so many factors amongst which are poor family, cohesion, single parenting or single parents, household, low socio-economic status of family, having delinquent friends among others. Thus, effective parenting as sterm-tide to this perspective is in making parents to be much more enliven with their responsibilities attuned to functional, socialization practice both at home and schools, streamlining sexualities or gender differences. Thus, effective parenting or parental rules here entails a form of guidance in its both traditional and modern form as mentioned by Oyeleye (2011) cited in Muhammad and Aliyu (2015), having highlight that people cannot be rule by force or by fear or by power but through their minds and ever before there can be conquered by their spirit. Hence, the relevance such that leads to inculcation and development of formal guidance and counseling in Nigerian modern times and in its educational system in the government document, national policy on education which relates that career masters and counselors be appointed in schools to help them with career choices and personality maladjustment. Thus, this traditional form of counseling and the

guidance form rendered by parent is often referred to and reflected as home training, in the effective ways of parenting such that ensures child upbringing and rearing practices, attuned to functional home and school mainstream socialization practice Muhammad (2015).

Hence, effective parenting which is stimulus and land functions relevance in curbing out all sort of maladjusted and maladaptive behaviors is such embedded in home training. The home training is a canopy in the popular adage that "charity begins at home". Effective parenting is such that results in inculcating and developing positive attitude to children such that makes them self-confidence by learning from parents how to respect others, discuss the harmful effects of smoking, drinking and immorality with them, such is the parenting roles which should protect and regulate children with dubious characters, building in them self-esteem such that will make them face educational challenging tasks, Thereby serving as role models to make children more adjustable and adaptive to home and school learning environments, where punishment is used at both environment to curb out unwanted and undesirable behaviors exhibited by learners in order to straight and strengthen the course of their behavior targeted at goals directional ways (Olayiwola, 2010). Effective parenting is thus a stimulus enshrewed in entrenching morality to children at the formation years of childhood being the total conformance to organize codes, doctrines or system of rules about what is right or wrong and behaving accordingly. Thus, it is the principles concerning distinction between right and wrong or good and bad behavior or the behaviors as it is affected by this principles. It thus entails a code of conduct and individual, group or Society hold as authoritative in distinguishing right from wrong. Thus, these values streamlining the context of effective parenting is stimulus in making children at early stage of education to develop positive attitude in learning task such that makes them to strive for achievement-motivation by way of understanding educational and accomplishing educational task. For successive outcomes which instill in them a behaviors moulded of positive reinforcement through intrinsic motivation. Thereby making them adjustable and adaptable to learning environment which strives to enhance and promote the attainment and development of functional literacy in the earliest time of childhood education such that build the personality of their competence can mold the personalities of the learners at the early. Babangida and Tarda, (2015), Babangida, (2022), Babangida, Chinyere and Aduke, (2024).

In a similar vein, effective parenting is a well stimulated and simulated home and school environments are stimulus in promoting the development of learners curiosity which makes teachers to identify their learning needs and by way of fending for them which invariably promote and enhances their performance in creativity and

productivity through innovation hence attainment and development of functional literacy attuned to mainstream school and home socialization practices. Babangida Chinyere and Aduke (2024).

Conclusion

Effective parenting in early childhood education, through functional home and school environmental stimulation is millstone development to provide for realizing and achieving early childhood education policy statement. Thereby making for achievement of functional literacy and overall development of the child through provision of emotional climate supportable to child's education. Being conducive at making leaners at early childhood education level motivated, promote the development of positive self concept and self esteem having led to promote the development of curiosity in the child as a result of motivational stimuli. Which invariably climaxed into enhanced creativity, innovation and productivity. Through sustainable development of interest and positive attitude in accomplishing learning task successfully and performance outcome achieved. Hence, development of functional literacy which builds the cognitive, affective and psychomotor domains competencies in the early childhood.

Recommendations

a. Parenting needs to be very much more effective as stimulus to promoting and providing emotional, climate such that boost the morale and ego of children in accomplishing educational tasks successfully.
b. School's teaching and learning environment needs to be secured, protective and peaceful such that can stimulate the growth and development of learning tasks to be made achieved able and accomplished in goals directional ways
c. Practicing teachers in our institution of learning needs to be well motivated in order to enhance their productivity and commitment to teaching and learning tasks.
d. Schools need to be rich with adequate provision of facilities, equipment's and gadgets to be used in fostering and facilitating effective and efficient teaching and learning in goals directional ways.

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