

Perceived Role of Caregivers and Utilization of Edupreneurship in Early Childhood Education Centre in Lagos State

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Abstract

The caregivers play an important role in the early childhood education center in Lagos State. They are responsible for providing care and education to young children during their formative years. The study employed survey research design. Population of the study was pre-primary school teachers. Multi-stage sampling procedure was employed. A self-design instrument was used for the study title 'Caregivers Utilization of Edupreneurship Questionnaire (CUEQ). Validity of the instrument was done by done by the expert in the field of early childhood education by face, content, and construct validity of the items. Cronbach alpha was used to check the internal consistency of the reliability of the instruments which yield the index of 0.76. According to the study's findings, edupreneurship support and caregivers' perceived roles in early childhood education are significantly correlated negatively. Additionally, there is a strong positive correlation between caregivers' desire to embrace edupreneurship initiatives and their perceived self-efficacy in early childhood education. Therefore, the study suggested that in order to improve caregivers' abilities and expertise in early childhood education, the Ministry of Education should regularly offer training and capacity-building initiatives. Lastly, Encourage and support children's edupreneurial initiatives, providing guidance and resources to help them turn ideas into reality.

Keywords: Caregivers, Creativity, Edupreneurship, Innovative, Utilization

Introduction

The best gift society can give a youngster is education. It is the greatest legacy a parent can leave for their child. This is due to the fact that without a high-quality education, no child can reach their full potential in life. This supports the broad agreement among academics, decision-makers, and childcare providers that high-quality ECE serves as the cornerstone of the educational structure that supports higher education levels (Aubrey, Godfrey & Harris, 2012). The goal of early childhood education is to give young children a supportive and engaging environment that fosters their general development and sets them up for success in later school and life phases.

Undoubtedly, the Federal Republic of Nigeria (FRN) recognized this fact when she stated in her National Policy on Education (FRN) (2014) that Early Childhood Education (ECE) should be provided to children aged 3 to 5 in order to prepare them for primary school enrollment. According to Abosede (2017), early childhood education (ECE) is the kind of instruction provided to students in nursery schools aged three to five and to children aged 0 to three in daycare centers.

Edupreneurship is a breakthrough change in the field of education to not only produce graduates in large quantities every period but also to produce graduates who are of high quality and have high competitiveness to make positive and beneficial contributions to many people (Purwaningsih, 2015, Ananda & Mukhadis, 2016; Darwish, 2019). Edupreneurship is also a formulation of the problems faced by the Indonesian nation today,

aiming to create superior human resources (HR) who are creative, independent, and innovative, with an entrepreneurial mentality (Lailatu, 2017). Thus, economic backwardness and high unemployment rates can be minimized. Edupreneurship, which has a combined meaning of education and entrepreneurship, is a unity that cannot be separated from its meaning. The two become a single unit because the process reflects the concept of entrepreneurship education, which means educating someone to do and produce something of sale value, and then it can be used by him or a group. One of the efforts in preparing students to live and improvise with their environment is to apply character education.

Edupreneurship is an approach through learning scenarios that can bring student entrepreneurial ideas to life. It is hoped that this approach to learning will provide an in-depth conceptual foundation on entrepreneurship, referring to the practice of entrepreneurship in the field combined with relevant and current theoretical studies. Then students are also given direct experience through entrepreneurship training and practice to design various entrepreneurship in early childhood education.

According to (Fadlillah&Khorida, 2013), Character education must be introduced early. So rather than that, there it must be developed so that the goals are clear (Suhendro, Nugrahani&Munastiwi, 2020). This character education must start from the earliest education unit level, namely early age (Narwati, 2018). Early Childhood Education (ECE) plays a significant role in instilling the foundation for future child development (Suhendro, Nugrahani&Munastiwi, 2020). One could argue that ECE serves as the first step in helping kids develop their moral character. According to (Mursid, 2015), the existence of ECE in Indonesia to date has shown excellent development.

Preschools must have skilled and informed caregivers to support high-quality education and high-service delivery if they want children to develop relevant life skills and succeed academically. The methodical procedure by which caregivers provide lessons or academic programs to young learners in order to enhance their academic performance and overall well-being is known as educational service delivery. School service delivery, according to Lin *et. al.*, (2016), is a procedure that supports high-quality instruction and learning in the educational process to help each student reach their full potential. Enhancing service delivery at educational institutions is achieved by caregivers' application of instructional principles, methods, and competences.

An experienced individual who intentionally communicates knowledge, skills, attitudes, and values to learners in order to promote positive change in them is known as a caregiver. Caregivers are skilled professionals who have a solid grasp of the fundamentals of behavioral analysis, which helps them teach effectively by promoting learning and fostering an environment that encourages students to participate in class activities (Igbozurike&Chesa, 2021). Because of the sensitivity of their roles, the complexities of their work, and the professionalism required of them, caregivers must complete training to gain specific competencies in early childhood education before they can begin working as caregivers.

As a result, caregivers should be capable of shaping and guiding the youngster toward intellectual development activities, alphabet construction, and studious or serious work building. In this sense, competence is a confluence of values, attitudes, abilities, and knowledge that manifest in one's thoughts and behavior. Competencies are the information, abilities, attitudes, values, motivations, and beliefs people need to succeed in their careers, according to Ugwu and Ezema (2010). Being competent is behaving in a responsible manner that other people can recognize. It requires the ability to mobilize, integrate, and transmit skills, resources, and information in many professional settings.

According to Colette (2018), social competence is the ability to associate with others in a way that fosters wholesome and constructive connections. Families and other caregivers are crucial in teaching kids how to control their emotions and actions. Because friendships foster curiosity, self-assurance, self-control, and cooperation, they play a crucial role in children's social development. Because diverse settings need different behaviors, young children develop critical social skills through their interactions with others. Young children develop cooperative skills while playing with others, which improves their capacity to maintain relationships. Children must utilize language to have meaningful conversations and conflict-resolution abilities to compromise and try to find socially acceptable solutions to difficulties in order to play actively and continuously with others. Through such experiences, and with appropriate support from adults, children can discover that

cooperation and collaboration are often more fun, more creative, and give a better result in social settings, especially in increasing a sense of belonging to a group (Bilmes, 2022).

Cooper, Haney, Krieg, and Brownell (2017) found that social competence increases social experiences and competence while decreasing the likelihood of unfavorable communication. This suggests that social competency improves communication skills to favorably engage preschoolers. Mental health and well-being throughout preschool and into primary school are also predicted by positive peer interactions (Maggie, 2021). According to Karakaya and Tufan (2018), children's academic competence is also influenced by their positive peer interactions.

A substantial amount of research indicates that it is not only a high-quality organization that promotes the development of positive relationships, but also the quality of the child-caregiver relationship as a foundation of educational service delivery. Caregivers provide sensitive and supportive care when there are favorable structural variables, such as the ability to work in small groups, which is a useful social competence. Classroom quality is strongly correlated with the use of caregiver skills to assist children's social-emotional, cognitive, and language development. Measures of classroom quality, such as space and furnishings, personal care routines, listening and talking, activities, and interaction, were found to positively correspond with caregivers' emotional and behavioral support as well as their engaged support for learning (Hognestad and Boe, 2019).

Research has also shown that positive interactions between caregivers and children are linked to higher levels of communication between caregivers and parents (Ipek, 2021). In fact, caregivers who make an investment in the child's welfare at the daycare center are more likely to form an educational alliance with the parents as part of a joint responsibility agreement wherein the importance and role of the different adults involved in raising and caring for the child are acknowledged by both parties.

The caregivers play a very important aspect in the early stages of a child's development. Their interactions with children are not just about meeting the basic needs but also about nurturing the cognitive and emotional growth of the young minds. Caregivers are often the child's first teacher, and the experiences they provide can set the foundation for lifelong learning and social interaction. Edupreneurship refers to the innovative and entrepreneurial approach within the education sector, particularly in early childhood education. It involves creating and implementing educational programs that not only foster the entrepreneurial spirit from a young age but also cater to the evolving needs of society. Edupreneurs are educators who are also entrepreneurs, seeking to transform the educational landscape by introducing new learning models, methods, and business ideas that can range from daycare and playgroups to educational parks and content creation. The concept of edupreneurship in early childhood education is gaining traction as it aligns with the modern era's demands for creative, dependent, and resilient individuals equipped with entrepreneurial skills.

Combining the nurturing role of caregivers with the innovative spirit of edupreneurship can lead to a dynamic early childhood education environment where children can thrive both academically and personally. Although the value of early childhood education is becoming more widely acknowledged, less is known about how caregivers view their roles and responsibilities in this setting. In order to properly nurture and discipline young children, caregivers are essential. Their daily practices significantly influence early childhood development. Also, low resources communities, caregivers face challenges in providing early childhood development and stimulation. The culture, contextual factors and poverty impact the practices caregivers implement during this critical phase. Remember that both caregivers and edupreneurs play a vital role in shaping the education experiences of young children.

Objectives of the study

The main purpose of this study is to examine the perceived role of caregivers and utilization of edupreneurship in early childhood education centre in Lagos State. Specifically the study sought to:

- identify the perceived role of caregivers in early childhood education centers in Lagos State
- determine the level of utilization of edupreneurship in early childhood education
- examine the relationship between caregiver's perceived role and utilization of edupreneurship in early childhood education centers in Lagos State.

Research Hypotheses

- H₀1:** There is no significant relationship between caregivers' perceived role in early childhood education and edupreneurship support in Lagos State.
- H₀2:** There is no significant relationship between caregivers' perceived self-efficacy in early childhood education and their willingness to adopt edupreneurship programs in Lagos State.

Methodology

The study adopted a correlational research design type. Caregivers formed the population of the study, as the targeted population was pre-primary school teachers selected from twenty-four (24) schools in the Ojo and Amuwo Local Government Education Authorities Area of Lagos State. The sample of the study consists of 144 participants. Multistage sampling procedure was adopted for the study. Stratified sampling technique was used to select two LGEA's, which are; Ojo and Amuwo respectively. Purposive sampling technique was used to select 9 schools each from the two selected LGEA's in Lagos State. Simple random sampling technique was used to select 8 teachers each from the selected schools. A self-design instrument was used for the study title 'Caregivers Utilization of Edupreneurship Questionnaire (CU_EQ)'. The instrument was validated by the expert in the department of Early Childhood Care & Primary Education, Lagos State University of Education, Oto/Ijanikin Lagos. The item in the instrument was adjusted to meet both construct and content validity. The reliability of the instrument was assessed using the Cronbach Alpha technique, yielding a coefficient value of $r=0.74$. Inferential statistics of Pearson product-moment correlation (PPMC), which was tested at a 0.05 level of significance, were used to examine the acquired data.

Results

Hypothesis one: There is no significant relationship between caregivers' perceived role in early childhood education and edupreneurship support in Lagos State

Table 1

Pearson Product Moment Correlation showing the relationship between caregivers' perceived role in early childhood education and edupreneurship support

Variable	Mean	Std.DN	r	sig	Remark
Caregivers' perceived role	1.781	.0605			
			144	-0.844	0.000
					significant

Edupreneurship support 31.294 7.500

**** Correlation is significant at the 0.01 level (2-tailed)**

The table above affirms that there is a significant negative relationship between caregivers' perceived role in early childhood education and edupreneurship support ($r = -0.84$; $p < 0.05$). The null hypothesis 1 is rejected because it suggests that the perceived role of caregivers in early childhood education is correlated with edupreneurship support. This is likely the reason why most caregivers apply practical edupreneurial skills when teaching.

Hypothesis two: There is no significant relationship between caregivers' perceived self-efficacy in early childhood education and their willingness to adopt edupreneurship programs in Lagos State.

Table 2

Pearson Product Moment Correlation shows the relationship between caregivers' perceived self-efficacy in early childhood education and their willingness to adopt edupreneurship programs.

Variable	Mean	Std.D	N	r	sig	Remark
Caregivers perceived self-efficacy	3.460	1.438				
		144	.6230.000	significant		
adoption of edupreneuership programs	25.823	4.271				

** Correlation is significant at the 0.01 level (2-tailed)

The table above affirms that there is a significant positive relationship between caregivers' perceived self-efficacy in early childhood education and their willingness to adopt edupreneurship programs ($r = 0.62$; $p < 0.05$). This suggests that caregivers' willingness to embrace edupreneurship initiatives is correlated with their perceived self-efficacy in early childhood education; thus, hypothesis 2 is rejected.

Discussion of findings

The findings showed that edupreneurship support and caregivers' perceived roles in early childhood education are significantly correlated negatively. The result shows that caregivers perceived role in early childhood education have a correlation in edupreneurship support, probably because majority of the caregivers make useful of edupreneuersers skills in the course of their teaching. According to Igbozuruik and Chesa (2021), caregivers are trained as individuals with a solid grasp of the fundamentals of behavioral analysis, which enables them to teach effectively by promoting learning and establishing a supportive environment for successful student participation in class activities (Igbozuruik & Chesa, 2021).

Additionally, given the sensitivity of their roles and the complexity and professionalism required of their work, caregivers must complete training to obtain specific competencies in early childhood education before they can begin working as caregivers. This is because their job is sometimes regarded as demanding and intense. Children who receive the right kind of adult and child assistance can learn that teamwork and collaboration are frequently more enjoyable, more imaginative, and produce better outcomes in social situations, particularly when it comes to fostering a feeling of community (Bilmes, 2022).

The results also showed that caregivers' desire to embrace edupreneurship initiatives is significantly positively correlated with their perceived self-efficacy in early childhood education. Research has also shown that positive interactions between caregivers and children are linked to higher levels of communication between caregivers and parents (Ipek, 2021). In fact, caregivers who make an investment in the child's welfare at the daycare center are more likely to form an educational alliance with the parents as part of a joint responsibility agreement wherein the importance and role of the different adults involved in raising and caring for the child are acknowledged by both parties.

Conclusion

According to the above analysis, researchers can improve the ability to apply learning outcomes about the graduate profile by pursuing the idea of edupreneurship in the field of early childhood in the current day. There are various ways to characterize the growth of edupreneurship in the early childhood sector in the current period. Future developments of this concept are anticipated to boost the number of young Indonesian entrepreneurs working in the education sector.

Recommendations

- Ministry of education should provide regular training and capacity-building programs for caregivers to

enhance their skills and knowledge in early childhood education.

- Ensure caregivers have access to necessary support and resources such as educational materials and technology, to effectively engage children.
- Encourage and support children's edupreneurial initiatives, providing guidance and resources to help them turn ideas into reality

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