

CREATING NEW HORIZON IN MANAGING ECCDE CENTRES IN DELTA STATE THROUGH THE USE OF MULTIMEDIA TECHNOLOGIES

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Abstract

This study examined the importance of creating new horizon in managing Early Childhood Care and Development Education (ECCDE) centres in Delta State through the use of multimedia technologies. Three research questions guided the study. The study adopted a descriptive survey research design. Population for the study consisted of all the administrators (head teachers) in the 2,252 public and private ECCDE centres in Delta State. The sample of this study consisted of 225 (10%) administrators selected from the entire population using the stratified random sampling technique. A 28-item questionnaire titled: "Creating New Horizon in ECCDE Questionnaire (CNHECCDEQ)" was the main instrument for data collection. This research instrument was validated by two experts from the Department of Early Childhood and Care Education, and one expert from the Department of Educational Foundations (Measurement and Evaluation expert), Faculty of Education, Nnamdi Azikiwe University, Awka. Reliability of the instrument was determined through a pilot test sampling 20 administrators from twenty (20) ECCDE centres in Anambra State. The scores obtained from the pilot testing were collated and measured using the Cronbach Alpha method and thereafter an internal consistency reliability of 0.80 was obtained which indicated that the instrument was fit to collect the necessary data for the study. Data collected were analyzed using mean scores and standard deviation. Findings of the study revealed among others that the multimedia technologies were less utilized in the ECCDE centres in Delta State. It was also found in the study that multimedia technologies could be used to create new horizon in managing teaching and learning in ECCDE centres in varieties of ways. Out of these findings, recommendations were made. Among these recommendations included: that the Delta State government through the Universal Basic Education Commission in Delta State should financially support and equip the ECCDE centres with multimedia technologies. They should also provide grants to support the private ECCDE centres with the necessary multimedia technologies that will aid them in providing quality education in their centres. Administrators in the public and private ECCDE centres should source for the private sector sponsorship through the private individuals and financial institutions like the banks and non-governmental institutions in the provision of multimedia technologies for effective service delivery in the teaching and learning in ECCDE centres. The ICT policy in education should also be extended to ECCDE sector. Caregivers should be exposed to the use of multimedia through constant training and retraining programmes in order to utilize these devices to improve children social skills in the ECCDE centres

Keywords: Creating, New Horizon, Managing, ECCDE Centres, Multimedia Technologies, Delta State

Education, including Early Childhood Care and Development Education (ECCDE) is an instrument for developing human potentials. Early Childhood Care and Development Education (ECCDE) as indicated by the Federal Republic of Nigeria (FRN, 2013) encompasses education given to children between the ages of 0-6years, before primary education. Early Childhood Care and Development Education (ECCDE) is segmented into daycare or crèche or nursery. This type of education enables children to develop practical and social skills and competencies required of them to become functional in their environment. According to the FRN (2013), the objectives of ECCDE is to effect a smooth transition from the home to school; prepare the child for the primary level of education; provide adequate care, supervision and security for the children while their parents are at work; inculcate social, moral norms and values into the children; inculcate in the child the spirit of enquiry and creativity through the exploration of nature, the environment, art, music and the use of toys, etc; develop a sense of co-operation and team-spirit; stimulate in the child good habits, including

good health habits; and teach the rudiments of numbers, letters, colours, shapes, forms, etc, through play. To achieve the objectives of ECCDE in Delta State requires that efforts and provisions should be made to provide and promote quality instructions for children capacity building and self-development.

The FRN (2013:3-4) further stated that “the quality of instructions at all levels of education including ECCDE shall be oriented towards acquisition of functional skills and competencies necessary for self-reliance. Educational activities shall be learner centred for maximum self-development and self-fulfillment”. This means that administrators and managers of ECCDE centres must ensure that teaching and learning is more practical oriented, activity-based and experiential. This will include utilizing new digital technologies such as the multimedia in order to make teaching and learning more activity-based and experiential. For UNESCO (2014) incorporating the Information and Communication Technologies (ICTs) in education is an inclusive education approach which seeks to address the learning needs of all children and youths, which is concerned with providing appropriate responses to the broad spectrum of learning needs in formal and non-formal setting. Its aim is to enable both teachers and learners feel comfortable with diversity and enrichment in the learning environment. The multimedia as part of the ICT plays an important role in creating an enabling and adaptive learning environment, especially for pupils in ECCDE centres. According to Byron (2008), early childhood is when children begin developing special attributes such as the social and emotional skills, which influence their mental health and wellbeing, now and in the future. Children learn these skills through important relationships with their families, school, caregivers, peers and early childhood staff. Children that have developed good social and emotional skills can communicate clearly, calmly and respectfully. They show consideration for the feelings and interests of their peers. With these skills and attributes children at early stages of life learn how to speak, express themselves and show some mannerism. The following key areas of children social learning in ECCE that the multimedia technologies could support have been identified by Byron (2008) as: communication and collaboration, cognitive development, creativity, socio-dramatic play and learning to learn. The FRN (2004) also supports the use and need for incorporating multimedia technologies in teaching and learning in ECCDE centres through the integration of ICT in Nigerian education and school systems. The FRN stated that:

since education is an ‘instrument par excellence’ for effecting national development; for achievement of the objectives of education especially in ECCDE, government shall provide appropriate Information and Communication Technology (ICT) facilities and necessary infrastructure, example the multimedia technologies, to permeate and spread throughout all levels of education in Nigeria and for the promotion of ICT in all education sector (FRN, 2004, p.40-41).

Multimedia technologies can be defined as technology that uses a combination of different content forms such as text, audio, images, animations, video and interactive content. Multimedia contrasts with media that use only rudimentary computer displays such as text-only or traditional forms of printed or hand-produced material (*Badii, Fuschi, Khan & Adetoye, 2009*). Multimedia can be recorded and played, displayed, interacted with or accessed by information content processing devices, such as computerized and electronic devices, but can also be part of a live performance. Multimedia devices are electronic media devices used to store and experience multimedia content. It is the technology that uses any combination of different media; it may or may not involve computers. It may include several media like text, spoken audio, music, images, animation, and video (*Badii, Fuschi, Khan & Adetoye, 2009*). According to Genden (2005), multimedia is a concept that emerged in the 1950s which became popularized in education during the late 1980s and 1990s due to improved technologies that allowed better compression, better graphics accelerators, faster chips, and two or three dimensional images with a variety of file formats and faster connections online. Multimedia is commonly referred to as a method that combined at least two media formats such as text and video or audio at one time to derive a more complete effect (Heinich, Molenda, Russel, & Smaldino, 1996). The use of multimedia technologies in education implies the integration of multiple forms of media in educational instructions. This includes the use of text, graphics, audio, video, among others. For instance, presentation involving audio and video clips would be considered multimedia presentation. Educational software that involve animations, sound, and text is called multimedia software. CDs and DVDs are often considered to be examples of multimedia format since they store a lot of data and most forms of multimedia require a lot of disk space. Other example of multimedia includes: real player and media player, use of telecommunication devices like smart phones, ipads; computer

devices including desktops and laptops; and online communication like teleconferencing. Smith (2000) citing examples of multimedia technologies observed that they can be grouped as: text communication which includes such areas of Internet use as reading a website, reading and writing email messages and instant messaging. Text communication is also the oldest form of multimedia communication, as the first computers displayed text only. Image communication is a legitimate form of multimedia that many users enjoy daily and its examples include browsing an online photo album, opening and viewing images attached to an email and looking at photos that accompany stories on news websites. Another common form of multimedia is audio communication which involves receiving a message through an audio format, such as listening to a radio programme, or an online radio station or playing a music file. If a person uses the Internet to stream a radio station broadcast, for example, such person is engaging in a form of audio communication. Audio communication often combines with other forms of multimedia communication. A slideshow, for example, can feature text, images and audio together. Video communication is also an example of multimedia technology through video. It is common on many websites, including YouTube and the websites of television stations. Since high-speed Internet has become common, video communication has increased as users are able to access this form of multimedia communication. Types of video communication include Flash, AVI, MPEG, WMV and QuickTime files (Smith, 2000).

Teachers in the ECCDE centres can engage the children and produce more meaningful and deep learning experiences by using films, television shows, popular music, news stories, literature, documentaries and videos from multimedia sources such as YouTube or DVD players (Google Sites, 2016; Mercer, 2016). Supporting the above statements, Singh (2008) pointed out that the multimedia technologies serve a lot of purposes that focus on storyboarding of presentations (emphasis on content), adding images, videos, animations, transitions and hyperlinks to the slides in the classroom (Singh, 2008). There are lots of benefits attached to using the multimedia technologies in educating children at the ECCDE centres. Research carried out on the learning of European children has discovered that as much as 80 percent of knowledge they gain between the ages of 0-11 years is learnt from the non-print media (ICT) inside or outside the classroom (Kalaš, 2010). This shows that the multimedia technologies is sine quo non to developing children social skills in Early Childhood and Care Education (ECCE) and its potentials or benefits cannot be overemphasized. According to Siraj-Blatchford and Siraj-Blatchford (2006) and Sosnowski, (2016), the multimedia technologies will aid in developing children social skills such as the: reading, comprehension and writing skills, mathematical and calculation skills, conflict management skills, decision making skills, manipulative skills, communication and collaborative skills, creativity skills, socio-dramatic play skills, thinking skills, learning to learn skill, among others. Carver, Lehrer, Connell, and Ericksen cited in Sosnowski (2016) listed some of the major thinking skills that learners learn through the use of multimedia and they include: project management skills, research skills, organization and representation skills, presentation skills and reflection skills. Other advantages includes that multimedia provides ample opportunities where children represent and express their prior knowledge; allow children to function as designers using tools for analyzing the world, accessing and interpreting information; and organizes children personal knowledge which enables them to represent what they know to others. Multimedia technologies engage children in active learning by providing valuable learning opportunities; empowering children to create and design rather than absorbing representations created by others; encouraging deep reflective thinking; and creating personally meaningful learning opportunities. The multimedia can stimulate more than one sense at a time, and in doing so, may be more attention-getting and attention-holding (Sosnowski, 2016).

Xhemaili (2013) observed in a study the advantages of using films as one of the multimedia technologies to enhance student's reading skills in the English Language classroom. For Xhemaili, films are usually seen as a media that attracts students' attention, present language in a more natural (interactive) way that found in course-books. What is more important is that films offer a visual context aids which help students to understand and improve their reading skills. In essence, multimedia may be on-line or off-line depending on the way that information is offered. This makes teaching with multimedia technologies more practical oriented, activity-based and experiential. Paciga and Donohue (2017) opined that *early childhood educators always should use their knowledge of child development and effective practices to carefully and intentionally select and use technology and media if and when it serves healthy development, learning, creativity, interactions with others, and*

relationships. Certainly, integration of the multimedia technologies into the mainstream of managing teaching and learning in ECCDE in the country and Delta State inclusive is beneficial but this is not an easy task coupled that the use of multimedia technologies in education has been very slow. A lot of ECCDE centres in Delta State are yet to experience the use of multimedia technologies in teaching and learning. The situation of poor use of multimedia in the classrooms is attributed to many factors. Studies like that of Isman (2012), Cavas, Cavas, Karaoglan and Kisla (2013), Smeets (2015), Hermans, Tondeur, Van Braak and Valcke (2016), among others have proven that integration of new technologies which creates powerful learning environments and opportunities by applying new approaches to teaching for quality learning to take place inside the classroom, has been slow in progress owing to some factors. This factors among others includes teachers' negative conception and attitudes towards the use of multimedia technologies in the classroom, poor experiences in the use of ICT as a result of poor access and utilization in the classroom, lack of technical competences in use of the multimedia due to lack of professional development and inadequate training and retraining, too much focus on traditional approaches to teaching, inadequate power supply, expensive nature of most multimedia technological gadgets and poor integration of ICT policy in education. On the contrary, creating new horizon in managing teaching and learning in the ECCDE centres cannot be possible without the use of multimedia technologies in the classrooms. This means that the multimedia technologies should be adequately provided and incorporated into the curriculum of ECCDE for effective utilization. It is therefore upon this background that the present study sought to examine the importance of creating new horizon in managing Early Childhood Care and Development Education (ECCDE) centres in Delta State through the use of multimedia technologies by examining the multimedia technologies utilized in managing ECCDE centres; determining the uses of multimedia technologies in managing teaching and learning and the various social skills inculcated into the pupils through the use of multimedia technologies in managing ECCDE centres in Delta State..

Statement of the Problem

It is not uncommon to find many educators/teachers in this present 21st century of technological/computer age in different education institutions including the Early Childhood Care and Development Education (ECCDE) centres in Delta State that still rely on the conventional teaching methodologies. A great deal of administrative and teaching-learning activities are still done manually with little or no interest in embracing the modern technologies like the use of multimedia technologies in the classroom. In most ECCDE centres in Delta State, the teachers and caregivers still go through the laborious exercise of manually teaching children. In such teaching and learning situations, children are only passive learners not active in the classroom. Rather at this tender developmental stage, the type of learning given to children should be such that will make them develop certain social skills by experiencing the reality of teaching they would communicate effectively with their peers, parents and members of the society. This prevailing situation which has become worrisome for the researchers and stakeholders like the caregivers, administrators (managers) of ECCDE in Delta State seeks to redress in order to ensure that effective teaching and learning is experienced by children or pupils in the ECCDE centres. This has created a gap in the management of quality education in the ECCDE centres in Delta State which needs to be filled by the present study. The present study therefore sought to investigate the need for creating new horizon in managing Early Childhood Care and Development Education (ECCDE) centres in Delta State through the use of multimedia technologies.

Purpose of the Study

The main purpose of this study is creating new horizon in managing Early Childhood Care and Development Education (ECCDE) centres in Delta State through the use of multimedia technologies. Specifically, the study sought to determine:

1. Multimedia technologies utilized in managing ECCDE centres in Delta State.
2. Uses of multimedia technologies in managing teaching and learning in ECCDE centres in Delta State.
3. Various social skills inculcated into the pupils through the use of multimedia technologies in managing ECCDE centres in Delta State.

Research Questions

The following research questions guided the study:

1. What are the multimedia technologies utilized in managing ECCDE centres in Delta State?
2. What are the uses of multimedia technologies in managing teaching and learning in ECCDE centres in Delta State?
3. What are the various social skills inculcated into the pupils through the use of multimedia technologies in managing ECCDE centres in Delta State?

Method

Research Design

The study adopted a descriptive survey research design. This design was employed in order to conduct a field investigation and gather information from samples of a given large population concerning the study.

Population for the Study

The population for the study consisted of all the administrators (head teachers) in the 2,252 public and private ECCDE centres in Delta State. Moreover, there are 679 public and 1,573 private ECCDE centres in Delta State (Source: State Universal Basic Education Board, 2017).

Sample and Sampling Technique

The sample of this study consisted of 225 (10%) administrators selected from the entire population using the stratified random sampling technique. The breakdown of this figure involves 68 administrators from public ECCDE centres and 157 administrators from private ECCDE centres in Delta State.

Research Instrument

A 28-item questionnaire titled: “Creating New Horizon in ECCDE Questionnaire (CNHECCDEQ)” was the main instrument for data collection. This instrument was constructed based on the purpose of the study and research questions. The instrument was also arranged in three clusters and structured on a 4 point scale of Very Highly Utilized (VHU) – 4 points, Highly Utilized (HU) – 3 points, Less Utilized (LU) – 2 points and Very Less Utilized (VLU) – 1 point for answering research question 1. Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) for answering research question 2 and 3.

Validation

This research instrument was validated by two experts from the Department of Early Childhood and Care Education, and one expert from the Department of Educational Foundations (Measurement and Evaluation expert), Faculty of Education, Nnamdi Azikiwe University, Awka. The experts validated the research instrument and determined its face validity. After thorough scrutiny, several corrections were made on the instrument by the experts in which the researchers effected before printing final copies of the questionnaire for distribution.

Reliability

Reliability of the instrument was determined through a pilot test sampling 20 administrators from twenty (20) ECCDE centres in Anambra State. The scores obtained from the pilot testing were collated and measured using the Cronbach Alpha method and thereafter an internal consistency reliability value of .80 was obtained which indicated that the instrument was fit to collect the necessary data for the study.

Method of Data Collection

Information was gathered from the respondents with the help of five research assistants. These research assistants who were familiar with the environment and the location of ECCDE centres received briefings and instructions on how to relate to the administrators based on the purpose and intentions of the research. However, 225 copies of the questionnaire were distributed to the

administrators in the public and private ECCDE centres and all the copies of the questionnaire distributed were retrieved at a 100% rate of return.

Method of Data Analysis

Data collected from the respondents (that is administrators) were analyzed using mean scores and standard deviation. The decision rule was that any mean that rated above the bench mark of 2.50 was regarded as highly utilized/agree, while the mean score that rated below 2.50 was rated as less utilized/disagree.

Results

Research Question 1: What are the multimedia technologies utilized in managing ECCDE centres in Delta State?

Table 1: Mean Scores and SD of Head Teachers on Multimedia Technologies Utilized in Managing ECCDE Centres in Delta State

N = 225

S/ N	Multimedia technologies utilized in the ECCDE centres	VHU	HU	LU	VLU	MEAN	SD	DECISION
1	Visual presentations through Television set	69	117	22	17	3.06	0.84	Highly Utilized
2	Film presentations using Video/DVD players	72	109	24	20	3.04	0.88	Highly Utilized
3	Text presentations using Desktop computers	28	59	88	50	2.29	0.95	Less Utilized
4	Laptops connected to projector for text, visual and audio presentations	37	52	94	42	2.37	0.97	Less Utilized
5	ipads for spoken audio, music and image display	8	11	93	113	1.62	0.74	Less Utilized
6	Audio presentations using radio cassette players	38	47	78	62	2.27	1.04	Less Utilized
7	Computer Tablets displaying animations for children play	3	7	26	189	1.22	0.56	Less Utilized
8	Image presentations through slides and projectors	5	38	66	116	1.70	0.83	Less Utilized
Overall mean score and SD						2.20	1.06	Less Utilized

Analysis of results from table 1 shows that only items 1 and 2 rated above the acceptable mean score of 2.50 in agreement to the statements. All the others from items 3 to 8 were rated below the acceptable mean score of 2.50 indicating disagreement to the statements. The overall mean score of 2.20 indicates that the multimedia technologies were less utilized in the public and private ECCDE centres in Delta State.

Research Question 2: What are the uses of multimedia technologies in managing teaching and learning in ECCDE centres in Delta State?

Table 2: Mean Scores and SD of Head Teachers on the uses of Multimedia Technologies in Managing Teaching and Learning in ECCDE Centres in Delta State

N = 225

S/ N	Uses of multimedia technologies in managing teaching and learning in the ECCDE centres	SA	A	D	SD	MEAN	SD	DECISION
9	The use of multimedia technologies nurtures children curiosity which builds their interest in any learning task	77	92	35	21	3.00	0.93	Agree
10	Teaching with multimedia enables children nurtures the capacity to look and listen carefully in the classroom	53	110	48	14	2.90	0.83	Agree
11	They nurture in the children capacity to play and interact with their fellow peers	82	86	34	23	3.01	0.96	Agree
12	Multimedia technologies encourages children to express deep reflective and logical thinking during the learning task	71	103	29	22	2.99	0.91	Agree
13	Multimedia technologies encourages children to function as designers using tools for analyzing the world, accessing and interpreting information	85	96	17	27	3.06	0.96	Agree

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14	Use of multimedia technologies in teaching-learning organizes children personal knowledge which enables them represent what they know to others	73	105	28	19	3.03	0.89	Agree
15	Multimedia technologies empower children to create and design rather than absorbing representations created by others	79	113	25	8	3.17	0.76	Agree
16	They provide different valuable learning opportunities that nurtures in children active learning attitudes	93	106	11	15	3.23	0.82	Agree
17	Helps in language development and communication	78	110	15	22	3.08	0.89	Agree
18	They nurture rich colour sensation during the learning task	61	122	29	13	3.03	0.79	Agree
Overall mean score and SD		=				3.05	0.88	Agree

Analysis of results from table 2 reveals that none of the items were rated below the acceptable mean score of 2.50 in disagreement to the statements. All the items from items 9 to 18 were rated above the acceptable mean score of 2.50 indicating agreement to the statements. The overall mean score of 3.05 indicates that the head teachers (administrators) reacted positively on the uses of multimedia technologies in managing teaching and learning in the public and private ECCDE centres in Delta State.

Research Question 3: What are the various social skills inculcated into the pupils through the use of multimedia technologies in managing ECCDE centres in Delta State?

Table 3: Mean Scores and SD of Head Teachers on the Various Social Skills Inculcated into the Pupils through the Use of Multimedia Technologies in Managing ECCDE Centres in Delta State N = 225

S/N	Various social skills inculcated into pupils through the use of multimedia technologies in managing the ECCDE centres	SA	A	D	SD	MEAN	SD	DECISION
19	Reading and literacy skills	110	77	18	20	3.23	0.93	Agree
20	Writing skills	100	102	12	11	3.29	0.78	Agree
21	Arithmetic skills	88	109	11	17	3.19	0.84	Agree
22	Problem solving skills	74	117	21	13	3.12	0.80	Agree
23	Creativity skills	85	118	14	8	3.24	0.72	Agree
24	Socio-dramatic play skills	76	111	18	20	3.08	0.88	Agree
25	Manipulative skills	92	109	15	9	3.26	0.75	Agree
26	Communication skills	94	88	24	19	3.14	0.92	Agree
27	Decision making skills	102	96	17	10	3.29	0.79	Agree
28	Collaborative skills	84	104	19	18	3.13	0.87	Agree
Overall mean score and SD		=				3.19	0.84	Agree

Analysis of results from table 3 reveals that none of the items were rated below the acceptable mean score of 2.50 in disagreement to the statements. All the items from items 19 to 28 rated above the acceptable mean score of 2.50 indicating agreement to the statements. The overall mean score of 3.19 indicates that the head teachers (administrators) reacted positively on the various social skills inculcated through the use of multimedia technologies in managing the public and private ECCDE centres in Delta State.

Discussion of Findings

Reports from findings the study indicated that the multimedia technologies were less utilized in the ECCDE centres in Delta State although they could be utilized to create new horizon in managing teaching and learning in varieties of ways. It was discovered from one of the findings that multimedia technological devices such as text presentations using Desktop computers, Laptops, ipads, audio presentations through radio cassette players, computer tablets, slides and projectors were less utilized at the ECCDE centres in Delta State. Except for the multimedia's like the television set, films and DVD players which were highly utilized. This finding agrees with Isman (2012), Cavas, Cavas, Karaoglan and Kisla (2013), Smeets (2015), Hermans, Tondeur, Van Braak and Valcke (2016) which

found out that utilizing multimedia technologies has been slow in progress owing to some factors which has been earlier indicated in the present study. Smith (2000) who gave examples of multimedia technologies also confirmed that these devices are not adequately utilized in schools.

It was found that the multimedia technologies could be used in a variety of ways in managing teaching and learning in the public and private ECCDE centres in Delta State. This includes that the use of the multimedia technologies nurtures children curiosity which builds their interest in any learning task; multimedia enables children nurtures the capacity to look and listen carefully in the classroom; and they nurture in the children capacity to play and interact with their fellow peers. Multimedia technologies encourages children to express deep reflective and logical thinking during the learning task. Multimedia technologies encourages children to function as designers using tools for analyzing the world, accessing and interpreting information. Use of multimedia technologies in the teaching-learning process organizes children personal knowledge which enables them to represent what they know to others; empowers children to create and design rather than absorbing representations created by others; and they provide different valuable learning opportunities that nurtures in children active learning attitudes. Multimedia technologies help children in their language development and communication. They nurture rich colour sensation during the learning task for children. This finding concurs with the studies of Isman (2012), Cavas, Cavas, Karaoglan and Kisla (2013), Smeets (2015), and Hermans, Tondeur, Van Braak and Valcke (2016) which have proven that integration of new technologies through multimedia technologies creates powerful learning environments and opportunities by applying new approaches to teaching for quality learning to take place inside the classroom. Xhemaili (2013) confirmed in a study that multimedia like films improve students' reading habits, attracts students' attention and present language in a more natural (interactive) way that is found in course-books. Through multimedia technologies the objectives of ECCDE which deals with inculcating social, moral norms and values into the children; inculcating in the child the spirit of enquiry and creativity through the exploration of nature, the environment, art, music and the use of toys, etc; developing a sense of co-operation and team-spirit; stimulating in the child good habits, including good health habits; and teaching the rudiments of numbers, letters, colours, shapes, forms, etc, through play is achievable (FRN, 2013).

It was also found that multimedia technologies develops children social skills in various manner. Such skills that could be inculcated into children through the use of multimedia technologies in the classroom includes the reading and literacy skills, writing skills, arithmetic skills, problem solving skills, creativity skills, socio-dramatic play skills, manipulative skills, communication skills, decision making skills and collaborative skills. This finding agrees with Byron (2008) who reported that communication and collaboration, cognitive development, creativity, socio-dramatic play and learning to learn are social learning skills incorporated into children through the use of multimedia technologies. Siraj-Blatchford and Siraj-Blatchford (2006) and Sosnowski, (2016) confirmed that multimedia technologies aids in developing children social skills such as the: reading, comprehension and writing skills, mathematical and calculation skills, conflict management skills, decision making skills, manipulative skills, communication and collaborative skills, creativity skills, socio-dramatic play skills, thinking skills, learning to learn skill, among others. Paciga and Donohue (2017) confirmed that multimedia technologies are designed, developed and created for young children for use on tablets, smart phones, and other mobile platforms to foster learning that are most essential for a child to develop: a sense of self-worth; a sense of trust; curiosity; capacity to look and listen carefully; capacity to play; and times of solitude. Therefore, creating new horizon in managing teaching and learning which should be highly encouraged, stands to bring positive changes, good results and promote quality education in the ECCDE centres in Delta State.

Conclusion

Multimedia technologies have played important role (s) in the education sector. It should be used to create new horizon especially in managing the ECCDE centres in Delta State. Failure of the stakeholders of ECCDE to incorporate the use of multimedia technologies into the curriculum and mainstream of teaching and learning in this 21st century could have negative consequences on children physiological and cognitive growth, likewise academic development and so on. Essentially, there is need for multimedia technologies to be utilized in order to promote quality education and effective service delivery in the ECCDE centres.

Recommendations

The following recommendations were made based on the foregoing:

1. Delta State government through the Universal Basic Education Commission in Delta State should financially support and equip the ECCDE centres with various multimedia technologies. They should also provide grants to support the private ECCDE centres with the necessary multimedia technologies that will aid them in providing quality education in their centres.
2. Administrators in the public and private ECCDE centres should source for the private sector sponsorship through the private individuals and financial institutions like the banks and non-governmental institutions in the provision of multimedia technologies for effective service delivery in the teaching and learning in ECCDE centres.
3. The ICT policy in education should also be extended to ECCDE sector. Caregivers should be exposed to the use of multimedia through constant training and retraining programmes in order to utilize these devices to improve children social skills in the ECCDE centres.

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