

**ATTITUDES OF PARENTIAL SOCIO-ECONOMIC STATUS ON THE  
ACCADEMIC PERFORMMANCE OF THE CHILDREN ILORIN  
ENLIGHTEN**

**BY**

**MUHAMMED JAMIU AMINAT  
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AWARD OF BACHELOR OF ARTS (BA ED.) IN SOCIAL STUDIES  
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**CERTIFICATION**

This is to certify that this project work was carried out by  
MUHAMMED JAMIU AMINAT of the department of Social studies,  
Ekiti State University, Ado-Ekiti in affiliation with Kwara State

College of Education Ilorin in partial fulfilment of the requirements  
for the award of Bachelor of Arts (BA Ed.) in English Education.

Mr. Musibau A. Alamu      \_\_\_\_\_      \_\_\_\_\_

**Project Supervisor**

**Signature**

**Date**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Project Coordinator**

**Signature**

**Date**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**External Examiner**

**Signature**

**Date**

## **DEDICATION**

This work is dedicated to God and to my Lovely Parent Mr and Mrs Muhammed Jamiu Aminat and to my lovely husband in person of Kadir Yahaya Kayode (a.k.a) K. Daudu.

## **ACKNOWLEDGEMENT**

Alihamudulilahi All Glory and thanks be to God Almighty with whom all things are possible for making it a reality for me to undergo and complete my degree program successfully.

My Sincere and appreciation Firstly go to my family for unlimited support both physical, academic, financially and encouragement. It's a long journey for me as a married woman with kids but with the support I receive from my lovely caring husband make it easier for me, May God Almighty Allah in is abundance blessed you replenish your pocket Ameen.

Secondly, My parent, I am indeed grateful for all the support you give me as a parent, may you live long to reap the fruit of your labour Bijahi rosululahi.

I cannot but record my gratitude and thanks to my project supervisor Mr. Adetunji for sparing his time to go through

corrections throughout the times and also not to forget all other lecturers in my department starting from Dean, HOD and other lecturers who take out from their time to lecture us, I say Jazakumullahu Khaira Jaza Sir/Ma.

## ABSTRACT

*This research is intended to carry out the attitudes of parental socio-economic status on the academic performances of the children a structured questionnaire. The respondents consisted of twenty of the Ilorin West English language students. The data were analyzed using simple percentage. The result of the effect of television watching on English language performance of junior secondary school students in Ilorin and appropriate measure are not taken to get rid of the effects of these television watching by students. The researcher recommended that language laboratory should be expanded or another one should be built to accommodate all the students for oral English language to correct their pronunciation problems. In addition, it may be necessary for students to be exposed to English language directly from the native speakers. Teachers should stimulate students in using the language by designing interactive activities in the classrooms, where students can be free to express themselves.*

## **TABLE OF CONTENTS**

<b>TITLE PAGE</b>	<b>I</b>
<b>CERTIFICATION</b>	<b>II</b>
<b>DEDICATION</b>	<b>III</b>
<b>ACKNOWLEDGEMENTS</b>	<b>IV</b>
<b>ABSTRACT</b>	<b>V</b>
<b>TABLE OF CONTENTS</b>	<b>VI</b>
<b>CHAPTER ONE: INTRODUCTION</b>	
Background to the Study	1
Statement of the Problem	5
Purpose of the Study	5
Research Question(s)	6
Research Hypothesis	6
Significance of the Study	7
Scope of the study	7
Definition of term & variables	8



## **CHAPTER TWO: REVIEW OF RELATED LITERATURE**

Pre-primary education	13
Primary education	16
Socio-economic status of parent on the	
Academic achievement of learner	17
Parental attitude and learner' academic achievement	20
Appraisal of the literature reviewed	22

## **CHAPTER THREE: RESEARCH METHOD**

Research Design	25
Population	26
Sample and Sampling Techniques	26
Research Instrument	26
Reliability of the instrument	27
Administration of the instrument	28
Data Analysis	28

## **CHAPTER FOUR: DATA ANALYSIS AND DISCUSSION**

Discussion 34

Summary of the result 37

## **CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION**

Summary 39

Conclusion 40

Recommendations 41

Limitation of the study 42

Suggestion for Further Studies 43

**REFERENCES** 44

## **QUESTIONNAIRE**

# **CHAPTER ONE**

## **INTRODUCTION**

### **Background to the Study**

According to the National Policy on Education (2004), pre-primary education is the type of education given in an educational institution to children aged 3-5 years plus prior to their entering the primary school.

The history of these types of education that is pre-primary institution can be trace to the colonial day in Nigeria. The reason for pre-primary education then was to relief the working mothers from bothering themselves about who will help them to look after their children while at work because formerly, they used to employ house-maids, house-boys and nannies to help them take care of their children. But these people use to maltreat their children.

Thus, parents realized the need for pre-primary institution where the children will be able to receive adequate care as well as formal education.

The government was also aware of this demand for pre-school institution. Hence, the purpose of pre-primary education was included in the National Policy on Education (2004). These purposes include:

- a) Effecting a smooth transition from the home to their school
- b) Preparing the child for the primary level of education
- c) Providing adequate care and supervision for the children their parents are at work
- d) Inculcate social norms
- e) Inculcate in the child spirit of enquiry and creativity through the exploration of nature, and the local environment, play with toys artistic and musical activities e.t.c.
- f) Teaching co-operation and team spirits
- g) Teaching the rudiments of numbers, letters, colours, shapes, form e.t.c through play
- h) Teaching good habits especially good healthy habits.

From the above stated objectives of pre-primary education we can all see it clearly that pre-primary education is very important in the lives of our young ones,

though, many people argued that pre-school education is not necessary and that child should not go to pre-school institution as an alternative to the service rendered by house-boys or nannies. But with these objectives, the purpose of the category of people mentioned above.

Onibukun et al (2006), explains the reasons for early education of the children. One of the reasons is the need for cognitive enrichment that is, they are introduced to learning activities as a preparatory ground for entry into the environment in order to stimulate his cognitive abilities and skills.

Also, the need for social development is another reason for pre-primary education. This is so because, pre-school institution and early education brings children from different families together and in doing so, they learn to live together like brothers and sisters. It promote unity among pre-school children. Not only this, these is also need for emotional development. It is a good psychology to train children to leave home at times because they are emotionally attached to their family members, that is, mother, sisters, and other members of their family from their birth. Therefore pr-primary education provides the better opportunity to leave home without much emotional upset since the institutional environment is

normally full of activities, songs, dances and plays toys and other play accessories. Besides, there are discharged from fighting one another.

Furthermore, children need pre-primary education for physical development pre-school institution by exposing children to various activities help them to exercise themselves physically and this promote their growth.

Another reason for pre-primary education is the need for custodian guidance. That is, the trained staffs working in the institution are in the better position to provide custodian guidance for the pre-school children while their parents are at work.

The pre-school child also need moral development the pre-school institution provides an excellent opportunity for the moral education of the children. This is because bringing them together and watching them at play and at work will helps the staff of the institution to detect early onset of deviant, anti-social and anti-moral behaviours set firmly. In addition, there is need for development of health habit these includes hygienic use of cups, toilet, how to dress properly, washing of fruits before eating, washing of hands after games and plays; how to report bruises, cut or any sickness for first aid treatment.

Therefore, from the point given above concerning the need for pre-primary education of our children, it is obvious that early education is of paramount important in the lives of our children and it has a great impact in their academic performance in primary school.

### **Statement of the Problem**

In the present day Nigeria, the educational standard is falling in our schools and this can be traced to so many factors such as the government, attitudes of the teachers and that of the pupils, socio-economic status of the parent and others while neglecting the fact that pre-primary education has a great role to play on the academic performance of a child because of what he has exposed to.

Therefore, this research study is designed to examine the influence of pre-primary education on the academic performance of primary one pupil. This is the issue that underlines the study.

### **Purpose of the Study**

The purpose of this study is to determine whether or not pupils who have pre-primary school experience perform better than those who did not have pre-primary education.

Also, the study is to find out the attitudes of parental socio-economic status on the academic performance of the children. It is also to enlighten the individual will to do people to establish more pre-primary institution. Besides, the aim of this research work is to encourage parent on starts sending children to pre-primary school.

### **Research Questions**

Therefore, the research questions are written below:

- i. What are the attitudes of parents to pre-primary education?
- ii. Is there any relationship between the performance of children who have pre-primary school experience and those who did not have pre-primary school experience?
- iii. Should be establishment of pre-primary institution continues or stopped?
- iv. Can we consider it a waste on the part of the parents for sending their children to pre-primary education?

### **Research Hypotheses**



In the course of this study, it is important to make some assumptions in order to provide the probable result of the problem under investigation. These assumption are referred to us research hypotheses.

Therefore, the only research hypothesis that the researcher has is written below:

- i. There is no significance influence in the academic performance of pupils that had pre-primary education ad those who did not.

### **Significance of Study**

The result of this study will expose the parents, guardians, government, proprietor and proprietress and all education managers to the important of pre-primary education and it will acquaint them of the necessity of establishing pre-primary school and enrolment of children into institutions.

### **Scope of the Study**

The study is limited to Ilorin town and only few schools from this area will be covered due to limited time, poor accessibility and financial problem, the content focused on pre-primary school children.

The areas covered by the researcher were:

1. Baptist Nursery and Primary School, Ilorin
2. Okelele L.G.E.A and Primary School, Ilorin
3. Surulere L.G.E.A Primary School, Ilorin
4. Barakat L.G.E.A Primary School, Ilorin
5. Pakata L.G.E.A Primary School, Ilorin
6. Karuma L.G.E.A Primary School, Ilorin

### **Definition of Terms & Variables**

**Pre-Primary Education:** this is the education given in an education institution to children between age 3-5 years plus before entering primary school.

**Primary Education:** this refers to the education given in an educational institution to children 6-11 years and above.

**Pupils:** a young person who is learning in school or forms a private teacher.

**Academic Achievement:** this means the display of evidence of the knowledge or will attain or developed as a result of academic endeavour. It is usually reflected by the scores, grades or marks of a pupils in a given test or examination.

**Attitude:** it is a way of feeling, thinking or behaving. It may be negative or positive.



## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

As it has been discussed in chapter one that this research work is aiming at investigating whether pre-primary education has any impact on children's academic performance in primary one or not, the research questions to be investigated are based on the attitude of parents to pre-primary education, socio-economic status of parents and the academic achievement of their children. Effects of environment on the academic achievement of children and others.

The literature review would be carried out based on the following sub-headings:

- Education
- Pre-Primary Education
- Socio-Economic Status of Parents
- Parental Attitude and Learner Achievement, and
- Appraisal of the Literature Reviewed

The researcher is interested in this study because, the researcher wants people to understand impact of pre-primary education on a child education for the

future academic achievement and to effect a positive change in their attitudes towards pre-primary education.

Therefore, the researcher will like to examine what other people have said concerning the research problem under these sub-heading, that is education, pre-primary education, primary education, parent attitudes and learner's academic achievement, effect of socio-economic status of parents or the academic achievements of the learners.

## **Education**

According to Osokoye (2007), education originated from a latin word "Educate" meaning to nourish, to bring up or to raise. He therefore defined education as the process of leading out of the in born-power and the acquisition of skills, aptitude and competencies necessary for self realization.

From this definition, education is the process of helping individual to live the fullest life he is capable of living. Bello (2001), gave the definition of education as the process of learning to live as a useful and acceptable member of the community in which one may find himself. This means that education assists

oneself in becoming a responsible somebody in the society, and to adopt to his new environments.

In the same vein Badmus and Odediran (2000), in General introduction to theory and practical of education viewed education as intellectually, socially, emotionally e.t.c. with he defining education assist in moulding characters, physical appearance, manner, abilities, establishing good relationship with others in the society and thinking rationally.

### **Pre-Primary Education**

According to the Federal Republic of Nigeria National Policy on Education (NPE, 2001), pre-primary education is given in an educational institution for children aged between 3 to 5 years and above. And it usually take place in an educational institution/

Federal Ministry of Education, Lagos (2007), states that the objective of pre-primary education, among other things, this also to reflect a smooth transition from the how to the primary school, the concern of the federal and state government in this sector of the system is to improve the standards and encourage genuine private participation in providing adequate care and supervision of children.

In Badmus and Odediran (2000), Kayode viewed pre-primary education as the form of education that a child received when he is below the normal school age. That is, when the child is between 3 to 5 years plus of age. She explains further that pre-primary institution provides an invaluable introduction to the more regular and formal work of the primary school by introducing the young children to a wide range of different activities in a way which given them a sense of purpose. She added that pre-primary institution help the children in their tasks of building a concept for themselves as a person who is worthy and competent and that is helps in bringing, deprivation from home for the children.

In his own contribution, Kuppuswamsy (2002), says that he first Nursery schools (pre-primary) were established in London in 1908 by the MacMilliam sisters in order to improve the physical health and general welfare of young children living in the slums, this innovation led to a growing interest in understanding the growth and development of children.

Onibokun etal (2005) submits that pre-primary institution provided cognitive, social, physical, emotional, moral and health development of the children as well as custodian guidance of the children as an aspect of education we

should never allows our children as an aspect of education we should never allows our children to miss.

### **Primary Education**

Primary education according to the National Policy on Education (N.P.E.) is the form of education given in an educational institution for children between 6 to 11 years plus to age, this aims and objectives of primary education was stated thus:

- (a) Inculcating permanent literacy and numeracy and ability to communicate effectively.
- (b) Laying a sound basis for scientific and reflective thinking.
- (c) Giving citizenship as a basis for effective participation in and contribution to the life of society.
- (d) Moulding the character and develop sound attitude and morals in the child.
- (e) Developing in the child the ability to his changing environment.
- (f) Giving the child the opportunities for developing, manipulating skills that will enable him to function effectively in the society.
- (g) Providing the child with basic tool for arts and crafts of the locality.



Ibrahim (2003), viewed primary education in the same way that is education given to children between the age of 6 – 11 years. He added that primary level is the key to the success or failure. This means that primary education is the background of the whole system. The primary education is expected to prepare children for life while the few talented ones should have the opportunity to proceed to post primary level. He rounded up saying that the main aim of primary education is to train children physically, intellectually, morally and spiritually and not on how to pass school examination alone.

### **Socio-Economic Status of Parent on the Academic Achievement of the Learners.**

Olaniyi (2006), holds the view the socio-economic status of parents affects the academic performance of the pupils. He stresses that children from low socio-economic status cannot compete easily with those from high socio-economic status even when they are exposed to the same academic condition in the high socio-economic status. Children have the opportunity of starting school early, attend private and standard Nursery school, they are provided with adequate textbooks and other materials furthermore, children from high socio-economic status view

education programmes on television and listen to radio. This is possible because their parents can afford buying these materials unlike children from low socio-economic class who lack these necessary exposures and educationally conducive environment therefore, Olaniyi said that the end result is poor academic performance.

Also Jolade (2008), in her own condition broadly classified the socio-economic background of the learners into three, based on the father's occupation

- (a) The upper social class
- (b) The middle social class
- (c) The lower social class

The upper social class: this refers to those people with high income with more than enough to sustain them.

The middle social class: these are category of people with minimum income just enough to sustain them.

The lower class: the people with insufficient income or meeting their needs.

She therefore noted that learners from the upper and middle classes are exposed to environment conducive for learning, familiar with educative books and

mass media programmes. These is provision of libraries both at home and in school and they always attends Nursery schools and private schools where they are being taught by enough and qualified teachers and with thorough supervision. Almost all the school facilities which make learning meaningful, are provided in the school. But the children from low socio-economic status, background do not have this opportunity since their parents cannot afford sending them to private nursery and primary institution.

### **Parental Attitude and Learners' Academic Achievement**

Kayode in Badmus and Odediran (2000), highlight some of the attitudes of parent concerning the education especially pre-primary education of their children. She explained that some parent have little interest or care for their children because they are not ready to give their adequate learning such as school fees, books, rules, uniform etc. if these are not good supply, the child will not be able to perform up to expectation. Feeding is also important as poor feeding can cause some infection and it not treated on time it can affect such child in this academic achievement. Again, he explains that if children are not giving good medical facilities, diseases such as eye infection, diarrhea, fever, typhoid fever, marasmus and another forms

of diseases may affect the child for concentrating and most especially may affect the child's performance in the examination.

Now, the above literature reviewed, reveals that education helps an individual to live the fullest life to become a responsible somebody in the society and to adapt to a new environment. It also assist to interact with others in the society and to rational in thinking.

This education starts from pre-primary to tertiary institution, pre-primary education helps in preparing the child for primary education while that of primary serves as background to other conducive to learning. It is disheartening to observe that many parents do not even know which class their children are, or the teachers name, simply because they have not taken the interest to find out. She also said that some parent are too busy to spend time with their children at home they do not even know how to teach or guide their children. This makes children feel neglected because the parent are not ready to co-operate with the school to discuss and find solution to their problem.

Lukuman Ajibola (2009), in this lecture notes on methods of achievement analysis enumerates the effect of parent attitudes on the academic achievement of a

child. That is if the relationship between the husband and wife is not cordial, it can affect the child. This is to say that when there is conflict between the two parents, children will not be able to concentrate in the class. Also, if there is conflict between the parent and the children, this can affect the children's performance. Not only this, available financial resources of the parents matter a lot in the academic achievement of the children because, there is a lot of levels of education.

This literature reviewed also show that parental attitude and socio-economic status of the parents plays a vital role on the academic achievement of the children. Therefore, parents should not neglect their children in giving them their valuable assets which is "Education".

### **Appraisal of the Literature Reviewed**

Considering the work they has already been done in the field of education. It has come to the notice of the world that this era which has being doubled, the primary education era as completely work and the process of learning in the performance of primary school pupils in Ilorin West Local Government Area of Kwara State.

The literature reviewed as shown that primary education has brought the nation educational level to a higher level. The infinite achieves of primary education at our finger tips, the thoughts and knowledge of many civilizations which have been documented can now be retrieved through primary education.

The main vision of the primary education where the children will be able to receive adequate care as well as formal education:

- Effecting a smooth transition from the home to school.
- Preparing the child for the primary level of education
- Inculcate social norms
- Teaching the primary pupils the social norms, value and culture of the society.
- Teaching good habits especially good healthy policy
- Teaching co-operation and team spirits
- Teaching good habits especially good healthy policy from this literature reviewed we can deduce that pre-primary education has increase the level of performance of primary school pupils and it has imbedded the total way of this life (culture) in the primary school pupils.

## **CHAPTER THREE**

### **RESEARCH METHOD**

This chapter deals with method, procedure and instruments employed to conduct and analyze data as discussed under the following sub-heading:

- Research Design
- Population
- Sample and Sampling Techniques
- Validity of the Instrument
- Reliability of the Instrument
- Administration of the Instrument
- Data Analysis

#### **Research Design**

This method to be used in carrying out this research is correlation method. This is investigating the relationships between pre-primary and primary education. This will be done by the researcher through the use of questionnaire.

## **Population**

There are many primary schools in Ilorin Township so in order to generalize the study; the research covers all the schools in the Ilorin metropolis.

## **Sample and Sampling Techniques**

Six schools were selected as sample to represent the whole population in the area, these schools were listed under the scope of the study. In the sampling procedure, teachers from each school will be given questionnaire in which they are to supply information concerning their opinion on the research problem. Information gathered from these teachers will present the opinions of all the teachers in Ilorin primary schools o the research problem.

## **Research Instrument**

In this research study, the researcher will use questionnaires, that is, closed-end type of questionnaire. With the use of this questionnaire the researcher assumes that the most useful information be gathered. This questionnaire contains the sex of the respondents, place of work, years of experience and questions to seek their opinion on the research problem.



However, the researcher intends to use the terminal result of primary one pupils in selected schools so as to compare the performance of children with pre-primary education experience and those without it.

### **Reliability of the Instrument**

When we say an instrument is reliable, this means the ability of the instrument to measure consistently, under varying conditions and at different time what we want it to measure. Therefore, the instruments used by the researcher for this research work such as questionnaire, textbooks, lecture notes and terminal result of the pupils are reliable because if they are used by another person the same information shall be gather.

### **Administration of the Instrument**

In this research study the researcher intend to administer one hundred (100) questionnaire to one hundred (100) teachers of the selected schools and data on academic performance of the pupils in class one terminal examination will be obtained from their school records.

## **Data Analysis**

Since scales to be used in the questionnaire SA (Strongly Agree), A (Agree), SD (Strongly Disagree), D (Disagree) research will therefore group the respondents with SA and A together, SD and D together while undecided will be treated alone. Then the frequency and the percentage to the result calculated.

The data will be tabulated on the different variables treated in the questionnaire and research question. To clarify the data, descriptive analysis will be done below the tabulation while the research will discuss the data comprehensively in the next chapter. The outcome of all these will be used to answer research question 1 to 4 while t-test statistics will be used to analyze the only hypothesis in the study.

## CHAPTER FOUR

### DATA ANALYSIS AND DISCUSSION

Out of one hundred (100) copies of questionnaire that were administered by the researcher, 99 copies were returned therefore, the calculated in this data analyses was based on 99 respondents. For the purpose of this research work. Four research questionnaire and only one hypothesis was analyzed in this chapter.

#### Results

RQ1: What are the attitudes towards pre-primary education?

Table 1: Attitudes of parents towards pre-primary education

Category	Frequency	Percentage %
Agree	36	36.3
Disagree	63	63.6
Total	99	99.9

Source: Authors fieldwork 2016

From the table above, 36.3% of the respondents disagreed in this, this shows that most parent attitude to pre-primary education is positive.

RQ2: Is there any relationship between the performance of children who had pre-primary school experience and those who did not have?

Table 2: Relationship between pre-primary and primary education

<b>Category</b>	<b>Frequency</b>	<b>Percentage %</b>
Agree	83	83.8
Disagree	16	16.1
Total	99	99.9

Source: Authors fieldwork, 2016

From the table 2 above reveals that 83.85 of the respondents agreed that children with pre-primary school experience always perform better than their counterparts without the experience while 16.1% of the respondents disagreed with this. Therefore, there is relationship between pre-primary and primary education.

RQ3: Should the establishment of pre-primary institutions?

Table 3: Establishment of pre-primary institution

<b>Category</b>	<b>Frequency</b>	<b>Percentage %</b>
Agree	79	79.9

Disagree	20	20.2
Total	99	99.9

Source: Authors fieldwork, 2016

The table above shows that 79.75 of the respondents agreed that establishment of pre-primary schools should not be continued. So from the table, we can see that many people not be table, we can see that many people not be continued. So from the table, we can see that many people wants more pre-primary school to be establish.

RQ4: Can we consider it a waste on the part of the parents for sending their children to pre-primary schools?

Table 4: Sending children to pre-primary schools

<b>Category</b>	<b>Frequency</b>	<b>Percentage %</b>
Agree	11	11.1
Disagree	88	88.8
Total	99	99.9

Source: Authors fieldwork, 2016

11.1% of the respondents agreed that sending children to pre-primary school is a waste of money while 88.8% disagreed this means that it is not a waste of send children to pre-primary school.

Six schools were used and two group of pupils in primary one were sample from each school where the terminal results of the pupils were collected on English language for testing. T-test was used in the calculation. The first group (A) were the pupils that had pre-primary education while the second group (B) were.

## **Discussion**

In the analysis of data, for research question were answered and one hypothesis was tested. The first research question sought information on the attitude of parents to pre-primary education in table 36.3% of the respondents agreed that attitude of parent towards pre-primary education is negative while 63.3% of the respondents were of the opinion that attitudes of parent towards pre-primary education is positive. From this, we can see that parent with positive attitudes are more than those with negative attitudes.

The second research question was on the relationship between the performance of pupils with pre-primary school experience and those without it.

Table 2 shows that 83.85 of the respondents agreed that, children that had pre-primary school experience are always perform excellently their mates that did not attend pre-primary school this shows that pre-primary education is very important for our children and they should and miss it.

Research question three asked whether these is need for more pre-primary institutions to be established or not 79.7% of the respondents in table 3 agreed that more pre-primary institution should be established while 20.25 pre-primary education is negative while 63.6% of the respondent were of the opinion that attitudes of parent towards pre-primary education is positive from this. We can see that parent with positive attitudes are more than those with negative attitudes.

The second research question was on the relationship between the performance of pupils with pre-primary school experience and those without it. Table 2 shows that 83.85% of the respondent agreed that, children that had pre-primary school experience are always perform excellently their mates that did not attend pre-primary school. This shows that pre-primary education is very important for our children and they should not miss it.

Research question three asked whether there is need for more pre-primary institutions to be established or not 79.7% of the respondents in table 3 agreed that more pre-primary institution should be established while 20.25% disagreed. From the respond the number of those who agreed are more than those who disagreed therefore, it means that there is need for establishment of more pre-primary institution.

Also the fourth research question was to find out whether it is a waste of money to send children to pre-primary school or not the result from table 4 shows that only 11.1% of the respondents agreed that it is a waste of money to send children to pre-primary school while 88.8% said that it is not a waste of money therefore, sending children to pre-primary school is not a waste of money because all the knowledge acquired by a child in pre-primary will be useful for him or her in primary one.

The only hypothesis that was used to test whether there is significant relationship between pre-primary and primary education. From the result of the t-test, degree of freedom is 118 with the critical value of it which is 1.98 calculated



value is and this simply means that there is significant relationship between the performance of pupils with pre-primary education and those without it.

### **Summary of the Result**

From the discussion above response to the first research question that was seeking information on parental attitude towards preprimary education revealed that majority of the parents are having positive attitudes towards this type of education. Though, there were some people that disagreed, that is they are having negative attitudes. Also, response to the second research question which was concern with determining whether there is any relationship between pre-primary and primary education of a child shows that pre-primary experience has a major role to play in the academic performance of pupils in primary.

The third research question was concerned about the establishment of more pre-primary institution and few people disagreed with the establishment of more pre-primary institutions while majority submitted that there should be more establishments of the institutions. In the same vein, response of the people to the fourth research question which was asking it is a waste of money to send children

to pre-primary show that thought, some count it as a waste but majority believed that it is not a waste to send children to pre-primary schools.

Lastly the result from the hypothesis that was tested for the difference between the performance of pupils that had pre-primary experience and those that have not the experience also revealed that pre-primary education assist a lot in the primary education of a child.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **Summary**

This study investigated the influence of pre-primary education on academic performance of primary one pupils in carrying out this research, six (6) primary schools were randomly sampled and one hundred teachers from the selected school were given questionnaire so as to obtain the necessary information from them. Also, 20 pupils from each school were selected for testing 10 from each school were selected for testing 10 from pupils that had pre-primary education, and 10 from pupils without pre-primary education to accomplish this, their scores, in English language for the first term 2000 were obtained from their class teachers.

The analysis of the data was done in chapter 4, and the findings of this research have revealed, that pupils with pre-primary experience are expected to perform well academically than those that have not exposed to such to experience before not only this it was also indicated that parental attitude has a lot of role to play in determining the academic achievement of pupils.

Furthermore, this research shed light on the ignorance of some people that count pre-primary education to be a waste of money as it has been discussed earlier on, the early education of a child is very essential for cognitive, moral, physical and social development. Because of this the findings from this research therefore, stressed the need for both the government and individual to establish more pre-primary school in their various locality.

## **Conclusion**

The study shows that pre-primary one pupils that had pre-primary education always perform better than their counterparts who did not have this type of education this means that there is an influence of pre-primary education on academic performance of primary of pupils.

Though, it was tested in chapter one of this research that some parents have negative attitudes towards pre-primary education before, but from the finding of this study, it is clearly show that most parents have positive attitude towards pre-primary have changed their attitudes from negative to positive. Only few parent are still having negative attitudes towards pre-primary education.

The conclusion in this study cannot be generalized to the whole nation since only few targeted sampled in a local government area of Kwara state.

### **Recommendations**

Based on the findings and information obtained from this research project we hereby submit out recommendation as follows:

- The federal government and state government should be anxious to improve standards in pre-primary education.
- Proprietors of pre-primary school should desit from charging exorbitant fees so as to allow the less priviledge people in the society to be able to afford the prince.
- Parent should endeavour to send their children to pre-primary institution suggestion for further studies.

Since this research cover only Ilorin local government area. It is therefore suggested that further studies on the some topic should cover more local government area of the whole state.

## **LIMITATION OF THE STUDY**

This study was able to accomplish the purpose for which it was designed, but this was not without some difficulties.

- a. The researcher did a lot of persuasion on respondents before retrieving the test materials.
- b. Despite these limitations, this study was deemed successful because the purpose for which it was designed was achieved. The study was however restricted to Ilorin west local government.

## **SUGGESTION FOR FURTHER RESEARCH**

Following the results of the study, suggestions for further research are made based mainly on the use of instructional materials in enhancing teaching in private junior secondary school:

- To what extent does working environment alone influences teachers job performance in both public and private schools.
- Similar study can also be conducted in other local government areas of the state.

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## QUESTIONNAIRE

### KWARA STATE COLLEGE OF EDUCATION, ILORIN

#### INFLUENCE OF PRE-PRIMARY EDUCATION ON PERFORMANCE OF PRIMARY SCHOOLS PUPILS IN ILORIN WEST L.G.A, KWARA STATE

This questionnaire is focused at finding out the opinion of the respondents on the influence of pre-primary education on West Local Government Area of Kwara State.

Your cooperation is greatly needed in supplying your true opinion as all responses shall be used for this research work only and shall be treated in confidential.

Please tick (✓) or fill appropriate responses on the box provided below

1. Sex: Male (    ), Female (    )
2. Place of work .....
3. Qualification:.....
4. Years of experience: under 5 years (    ),                      5 – 10years (    )  
11 – 15 years (    ), 16 – 20years (    ), 21 – 25years (    )  
26 – 30 years (    ), 31 – 35years (    )

Now complete this section by ticking (✓) the column that is appropriately represents your true opinion on the items in the questionnaire using the following:

SA = Strongly Agree

A = Agree

SD = Strongly Disagree

D = Disagree

S/N	NAMES	SA	A	SD	D
1	Pupils with pre-primary experience perform better than their counterparts without the experience				
2	Sending children to pre-primary school is a waste of money				
3	If a child is exposed to a good learning environment, he is likely to perform equally well academically as those with pre-primary education				

4	Attitude of some parents toward pre-primary education is a negative one				
5	Pre-primary education is only meant for the children from high socio-economic class				
6	Pre-primary education has no effects on the performance of a child in primary one				
7	Government should bad the establishment of pre-primary institution				
8	Pupils without pre-primary school experience but taught by a competent teacher can perform better in class one				
9	Extra model lessons can be help a child to perform like those that have pre-primary perform like that have pre-primary education				
10	Pupils who are gifted can perform as well as pupils with pre-primary education as pupils with pre-primary education in primary one				