

**THE IMPACT OF PARENTS' EDUCATIONAL BACKGROUND ON
THE ACADEMIC PERFORMANCE OF PUPILS IN PUBLIC
PRIMARY SCHOOLS IN OREDO LOCAL GOVERNMENT,
EDO STATE**

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BENIN CITY, EDO STATE.**

MAY, 2024

CHAPTER ONE

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**A RESEARCH PROJECT WRITTEN IN THE INSTITUTE OF
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(B.ED EARLY CHILDHOOD EDUCATION)**

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CERTIFICATION

We, the undersigned do hereby certify that this project work was carried out by Omeogo Helen Ngozi with Matriculation Number EDU1903879 of the Institute of Education, University of Benin in partial fulfilment of the requirement for the award of Bachelor in Education (B.ED Early Childhood Education)

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DEDICATION

This work is dedicated to my lovely parents, Mr. and Mrs. Omeogo for their unfailing love and support in ensuring my academic journey was a success.

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ABSTRACT

This study was to access the impact of parents' educational background on the academic performance of public primary school pupils in Oredo Local Government, Edo State. The purpose of the study was to explore how parental education contributes to educational inequality and disparities among pupils. Four research questions were raised to guide the study. This study was a descriptive survey design. The population of this study comprised of all public primary school pupils in Oredo Local Government, Edo State. The sample was 20% of the total population who were selected using the stratified sampling method which gave a sample of 60. The research instrument used for the collection of data was a checklist. The major findings of this study revealed that Parents' educational background is the characteristic that may affect the parental involvement in pupils academics and also plays a crucial role in pupils upbringing as well as academics. When a parent is not educated, it influences the ability or willingness for that parent to involve his or herself in child's learning. But note, parents' educational backgrounds is not a sole determinant of pupils academic performance, other factors such as educational attainment, socioeconomic status, school resources, peer influence, socioeconomic composition of the school and cultural capital, can influence a child's academic performance. Government should offer professional development opportunities for educators to enhance their cultural competency and understanding of the challenges faced by students from diverse backgrounds, There should be equal opportunities for all pupils regardless of their parents' educational background, Educators should ensure that parents are aware of their child's academic needs, progress and any areas that require additional support and Government should ensure that efforts are made, that quality education is accessible to all parents regardless of their location or financial situation.

INTRODUCTION

Background of the Study

Education is the best inheritance a nation can give to its citizens, especially the youth. This is because education is vital in the development of any nation or community. Education is the process of transmitting what is worthwhile to members of the society. According to Okafor (2014) education embraces all those experiences of the individual through which knowledge is acquired and intellect enlightened. For Nwabachili and Egbue (2013) education is what goes on from one generation to another generation. In this context, education is the process of socializing the child to become a fulfilled member of the society through informal and formal methods. Informal education involves acquiring knowledge about the environment, its norms and values, through living and interacting with others. Formal learning encompasses all those structured programs, processes of education and training that occurs outside the formal education setting, therefore, education remains the vehicle for human development which must start from the family. These various forms of education cannot be accomplished without the impact of the family because family is the first social environment the child finds his or herself.

Parent's educational background refers to all the conditions and circumstances in the family which impact the child physically, intellectually and emotionally Muola (2010). Parent's educational background can influence the home environment and the level of educational support provided to pupils. Parents with higher educational backgrounds tend to have a better understanding of the importance of education and they are more involved in their children's academic lives. Higher educated parents may have more financial resources to invest in educational materials, tutoring, or extracurricular activities. They provide a conducive study environment, offer guidance and engage in educational activities at home, which can enhance the learning experience and academic performance of pupils. Parent's educational background can affect the expectations and aspirations parents have for their children's education. Parents who have achieved higher levels of education tend to make sure there is availability of resources for their children's education because they have higher expectations for their children's academic performance and encourage them to pursue higher levels in education than they (the parents) did.

Bandura as cited in Dubow (2009) was of the opinion that children learn by observing those around them and by direct experiences, their behaviours are then shaped by these interactions. Parental time investment in a young child is one of the

key predictors of a child's success as an adult (Kalil et al., 2012). Generally, highly educated parents (i.e. parents with more than 4 years of college experience) spend more time with their children than parents who have less educational experience (Guryan et al., 2008).

Parental education can also indirectly impact the academic performance of pupils through the transmission of knowledge, values, and skills. Parents with higher educational backgrounds may possess a broader knowledge base and intellectual skills that they can pass on to their children, positively influencing their academic abilities. Parent-child interactions lead to the development of beliefs or expectations for success that guide and maintain behavior over time (Frome & Eccles, 2011). When parents model achievement-oriented behavior (e.g. obtaining advanced degrees, reading, continuing education) and provide opportunities for their children to engage in achievement-oriented experiences (e.g. library trips, museums, afterschool programs), those children develop the belief that achievement-oriented behavior is valued and expected (Dubow et al., 2009). Such successes might include graduating from high school, exploring higher learning, and seeking out prestigious job opportunities.

Statement of the Problem

In Nigeria today, many pupils in public primary schools are at a higher risk of poor academic achievement in both internal and external examinations. The government fail to provide proper learning facilities in public primary schools, for example tables, chairs, white board etc, forgetting that the pupils of this generation will grow up to be parents of the next generation and it is whatever they have learnt now or the educational background they have acquired now they will impact on their future children and the society. A society with poor parent's educational background will lead to situations whereby government, parents, teachers and pupils blame one another for pupils' poor performance in schools. Parents blame teachers for lack of dedication to duties. The teachers blame government for poor salaries hence they are poorly motivated, parents also accuse government for not equipping the schools with learning materials, government blame parents for not doing good home work and the pupils are blamed for lack of discipline and dedication to their studies. Against this background, the study seeks to shed more light on the impacts of parent's educational background on the academic performance of pupils in public primary school in Oredo Local Government, Edo State.

Research Questions

The following research questions were raised to guide the study:

1. What is the level of academic performance of pupils in primary school in Oredo Local Government Area?
2. What is the educational background of pupils in Oredo Local Government Area?
3. What are the impacts of parents' educational background on academic performance of pupils in primary schools?
4. To what extent does parents' occupation affect the academic performance of pupils?

Purpose of the Study

The main aim of the study is to examine the impacts of parent's educational background on the academic performance of pupils in public primary school in Oredo Local Government, Edo State.

The specific objectives use:

1. To examine the impacts of parents' educational background on the academic performance of pupils in public primary schools.
2. To find out the impact of parental occupation on academic performance of pupils.

3. To promote awareness and understanding of the importance of parental involvement in education and its impact on pupils success.
4. To explore how parental education contributes to educational inequality and disparities among pupils.

Significance of the Study

The finding of this study will be useful to parents, teachers, pupils, school guidance and counselors, Parents Teachers Association (PTA), educational administrators and the society at large on impacts of parents background on the academic performance of pupils.

The findings of this study will assist parents to understand how their educational background can impact their children's academic performance drastically. It will help teachers gain insights on the factors that contribute to educational outcomes and identify ways to support pupils who may face challenges due to their parents' educational background. This study will also help to enlighten parents on how important it is to improve their socio-economic status so as to be able to provide the necessary motivation in form of learning materials and other things which will enhance their pupils learning and their academic performance. This study will

equally enable parents understand the importance of parental involvement in education and can inform policies and interventions aimed at reducing educational disparities and promoting equal opportunities for all pupils.

The findings of this study will be of immense help to the teachers and head of the school, to realize the necessity of individualizing their teaching by structuring their teaching methods and instructional resources to take care of the divergent parental backgrounds of the pupils.

Lastly, this study is designed to assist parents, to improve their educational background. This study would also be beneficial to future researchers and other stakeholders who may have different views regarding parents educational background on the academic performance of pupils in other Local government area Edo State.

Scope and Delimitation of the Study

This study is to assess the Impacts of parent's educational background on the academic performance of pupils in public primary school. The study is deliberated to public primary schools in Oredo Local Government of Edo State.

Definition of Terms

Education: Education is a systematic process of acquiring knowledge, skills, values, and attitudes through various methods such as teaching, training, or research.

Early childhood: This is defined as the period from birth to eight years old, it is a time of remarkable brain growth.

Educational background: This refers to the level of education and academic qualifications achieved by an individual.

Academic performance: This refers to the extent to which pupils have attained their short or long term educational goals.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter presents a review of literature under the following subheadings:

- Concept of Parents' Educational Background
- Concept of Academic Performance
- The Impact of Parental Background on the Academic Performance of Pupils
- The Impact of Parents' Occupation on the Academic Performance of Pupils

- The Impact of Parents' Educational Background on Academic Performance of Pupils based on Location
- Summary of Literature Review.

Concept of Parents' Educational Background

Parents' educational background is a parental characteristic which has been studied as a variable in predicting a child's educational attainment. The concept is related to both family socioeconomic level and parental occupation and some effort has been made to partial out the effects of these variables. Parents' educational background refers to the highest educational attainment of parents. It may range from the high school to professional level. Parents' educational background has been regarded as predictors of children's academic achievement. Parents' educational background is part of a larger constellation of psychological and sociological variables influencing children's school outcomes. Background of education influences parents' knowledge, beliefs, values, and goals regarding childrearing, so that a variety of parental behaviors are indirectly related to children's school performance. Students whose parents have higher levels of education may have an enhanced regard for learning,

more positive ability beliefs, a stronger work orientation, and more effective learning strategies than the children of parents with lower levels of education.

Parents educational background is the characteristic that may affect the parental involvement in pupils academics. When a parent is not educated, it influences the ability or willingness for that parent to involve his or herself in child's learning.

Parents educational background is known as a factor positively related to children's academic achievement (Grissmer, Kirby, Berends & Williamson, 2016). The educational background of parents is a powerful factor influencing children's academic success. It has been established that generally, the educational level of parents is greatly connected to the educational attainment of their children (Sarigiani, 1990). Educated parents would have increased emphasis on educational excellence.

Educated parents are equipped by virtue of their education to take cognizance of the fact that parent- student-school-community relationship is important in order to promote educational attainment and academic achievement of their children and so they make it a priority (Okantey, 2008). The offspring of learned parents are more certain, creative and experienced than the youngsters whose guardians are not

educated. Children whose parents are highly educated do well in their academics than those with less educated parents.

Parents who have advanced degrees have shown they value education. Those who attained higher GPAs in college often pursue graduate and doctoral degrees, their past achievements become a benchmark for their children to follow, as parents' past pursuits in education may augment structural factors on intergenerational behaviors. Whether the parent's GPA is tied to intelligence or disciplined study or both, these traits and behaviours are passed down to their children. Higher achieving parents foster those things that are important in their children and prioritise academic success. In contrast, those who graduated with a minimal degree generally do not have the financial means or aspirations to raise higher-achieving students.

Annette Lareau (2003) conducted extensive research on the role of parents in education. She found that parents from higher socioeconomic backgrounds tend to engage in a parenting style called "concerted cultivation." This style involves actively organizing and scheduling their children's activities, providing them with resources, and advocating for their educational needs. This approach fosters a sense of entitlement and assertiveness in children, which can lead to better academic outcomes.

On the other hand, Lareau observed that parents from lower socioeconomic backgrounds often adopt a more "natural growth" parenting style. They focus on providing their children with love, care, and basic necessities, but may have limited resources and opportunities to support their education actively. This can result in fewer extracurricular activities, less exposure to cultural institutions, and less emphasis on assertiveness and negotiation skills. Parent educational background can include both formal education and any informal or continuing education received throughout their lifetime.

Parents' formal education refers to the level of education received through structured and organized educational institutions. This includes their educational qualifications, such as degrees, diplomas, or certifications, and the level of education they have completed, such as high school, college, or university.

The formal education of parents plays a crucial role in shaping a child's educational journey. Parents with higher levels of formal education often have acquired more knowledge, skills, and expertise in various fields. This can positively influence their ability to support and guide their children in their own educational pursuits.

When parents have a higher level of formal education, they may have a deeper understanding of academic subjects, which can enable them to provide more effective assistance with homework and school projects. They may also possess critical thinking and problem-solving skills that they can pass on to their children.

Furthermore, parents with higher levels of formal education are more likely to have access to resources that can enhance their child's learning experience. This can include books, educational materials, technology, and even connections to educational opportunities and networks.

It is important to note that formal education is not the sole determinant of a child's academic success. Other factors, such as the child's own motivation, the quality of the educational environment, and the support and guidance provided by parents, all play significant roles in a child's educational journey.

Parents' informal education refers to the knowledge, skills, and values that parents acquire outside of formal educational institutions. It includes the learning and experiences gained through everyday life, personal interests, and interactions with others.

Informal education can take place in various settings, such as the home, community, and workplace. Parents often pass on their knowledge and values to their children through informal means, such as storytelling, conversations, observation, and participation in activities together.

The important life skills parents acquire from their background are passed on to their children, such as cooking, gardening, or budgeting, through hands-on experiences and shared activities. They may also share their cultural traditions, values, and beliefs, which contribute to the child's overall education and understanding of the world.

Informal education also encompasses the influence of parents as role models. Children often learn by observing their parents' behaviors, attitudes, and values. This can include aspects such as work ethic, problem-solving skills, communication styles, and social interactions. It is important to recognize that informal education is a valuable complement to formal education. While formal education focuses on academic subjects and structured learning, informal education provides practical knowledge, life skills, and socialization experiences that are essential for a well-rounded education.

There are a few reasons why parents' educational background is important. Firstly, parents with higher levels of education often have more knowledge and skills that they can pass on to their children. They may be able to provide more support with homework, engage in intellectually stimulating conversations, and encourage their children to pursue higher education.

Secondly, parents with higher levels of education often have access to more educational resources. This can include books, educational materials, and technology that can enhance a child's learning opportunities. The presence of these resources at home can create a more conducive learning environment.

Lastly, parents' educational background can influence their expectations for their children's education. Parents with higher levels of education may have higher expectations and aspirations for their children's academic success. This can motivate children to strive for higher achievements and set ambitious goals.

Concept of Academic Performance

Academic performance is the extent to which a student has achieved their short or long-term educational goals (Ward, Stoker, & Murray-Ward 1996). It is measured by

factors such as exam results and the completion of educational milestones like high school diplomas or college degrees. There is an ongoing debate about the best way to evaluate academic performance and which aspects are most important, such as procedural knowledge (skills) or declarative knowledge (facts). Additionally, It is important to note that academic performance is influenced by various factors. These include individual characteristics like motivation, test anxiety, study habits, and personal circumstances, as well as external factors like the learning environment, resources available, and support systems in place. Academic performance is considered as one important criteria of educational quality. Therefore, without doubt academic performance presently is a major issue among students, teachers, parents, school administrators, and the community at large.

Academic performance is a multifaceted measure that assesses the extent to which students, teachers, or educational institutions have met their educational objectives. It encompasses various aspects such as knowledge acquisition, skill development, and overall achievement in academic pursuits. Academic performance is commonly measured through examination or continuous assessments but there is no general agreement on how it is best evaluated or which aspects are most important —

procedural knowledge such as skills or declarative knowledge such as facts (Bhagat 2013). For students, academic performance is often evaluated through assessments like exams, quizzes, projects, and assignments. These assessments provide a measure of a student's understanding of the subject matter, their ability to apply knowledge, and their overall performance in comparison to set standards or benchmarks.

Teachers play a crucial role in academic performance. Their effectiveness in imparting knowledge, facilitating learning, and providing guidance can significantly impact students' academic outcomes. Effective teaching strategies, personalized instruction, and supportive learning environments can contribute to improved academic performance. At the institutional level, academic performance can be assessed through various metrics such as graduation rates, retention rates, and student satisfaction surveys. These indicators reflect the overall quality of education provided by the institution and its ability to support student success. Ultimately, academic performance serves as a yardstick to gauge educational progress and success. It helps identify areas of strength and areas that may need improvement, both for individuals and educational institutions.

Parents also play an important role in the academic performance of pupils. They can provide support, encouragement, and guidance that can positively impact a child's educational journey. One way parents can contribute is by creating a supportive home environment. This includes setting clear expectations for academic performance, establishing routines for studying and homework, and providing a quiet and organized space for learning. By creating a positive and conducive environment, parents can help their children stay focused and motivated.

Parents can actively engage in their child's education by communicating with teachers, attending parent-teacher conferences, and staying informed about their child's progress. This involvement allows parents to understand their child's strengths and weaknesses, and collaborate with teachers to address any challenges. Parents can also foster a love for learning by encouraging curiosity, providing educational resources, and exposing their children to a variety of experiences. This can include visiting museums, libraries, and cultural events, as well as engaging in discussions and debates on various topics. Parents can serve as role models by demonstrating the value of education and lifelong learning. When children see their parents valuing

education and pursuing personal growth, they are more likely to develop a positive attitude towards learning and strive for academic success.

It is important to note that parental involvement in a child's education is not limited to academic support. Emotional support, encouragement, and building a strong parent-child relationship also contribute to a child's overall well-being and academic performance.

The Impact of Parental Background on the Academic Performance of Pupils

Globally, parents play primary roles in raising children in the society to become productive citizens (Adekey, 2002). Parents' levels of education have a great influence on the child's success or failure. Further studies in Nigeria indicate that parents with high education maintain positive views about the values of education which results in higher levels of academic performance for their children (Ford and Harris, 2009; Steinberg, 2010).

Other factors such as educational attainment, socioeconomic status, and cultural capital, can influence a child's academic performance.

Educational attainment: Studies have found that children of parents with higher levels of education tend to have better academic outcomes. This could be due to various reasons, such as parents with higher education having more knowledge and resources to support their children's learning, as well as having higher expectations for their children's educational success.

Socioeconomic status: Children from higher socioeconomic backgrounds often have access to better educational resources, such as quality schools, tutors, and educational materials. They may also have more opportunities for enrichment activities and experiences that can enhance their learning.

Cultural capital is another important factor. Cultural capital refers to the knowledge, skills, and cultural experiences that individuals acquire through their socialization and upbringing. Parents with higher levels of cultural capital can provide their children with a broader range of experiences, exposure to art, literature, and intellectual conversations, which can positively impact their academic performance.

It's worth noting that the impact of parental background on academic performance is not deterministic. There are many other factors at play, such as the child's own motivation, effort, and individual abilities. Additionally, there are examples of

students from disadvantaged backgrounds who excel academically due to their own resilience and support from teachers and mentors.

Sarigiani (1990) noted that parental educational level is significantly related to the educational attainment of their children. This study also had two levels of judging educational level; college or below to college graduates and above. The children of the more educated group tend to have higher aspirations and higher education plans. Children with highly educated parents are exposed to afterschool guidance, coaching, and training in homework and are likely to perform better compared to those with less educated parents (Sarigiani, 1990).

One study of parental involvement based on a model of children reading to parents found that children who read to their parents on a regular basis made greater gains than children receiving an equivalent amount of extra reading instruction by reading specialists at school (Tizard et al., 2015). Aeurbach (2003) also shows that “indirect factors including frequency of children’s outings with adults, level of maternal outings, emotional climate of the home, amount of time spent interacting with adults, level of financial stress, enrichment activities and parental involvement with the

school had the stronger effect on many aspects of reading and writing than did direct literacy activities, such as help with homework”.

Studies has shown that the education level of parents affects how well children perform in school, in some cases, parents who have little or no education usually ensure that their children receive better education (Akujieze, 2003). It is believed that a child from a well-educated family with high socioeconomic status is more likely to perform better than a child from a less educated family (Rothstein, 2004). This is because the child from an educated family has a lot of support such as a decent and good environment for academic work, parental support and guidance, enough textual and academic materials, and decent feeding. Well educated parents contribute better to the learning of their children through their day-to-day interactions Saila and Chamundeswari (2014).

Parents are both legally and socially responsible to play key and primary roles in developing self confidence, trustworthiness, awareness and interest in their children. In this connection, Santrock (2013) argued that; parental scaffolding behavior serves too much for child’s success. He further noted that, parental scaffolding behavior serves to support children’s efforts, allowing them to be more skillful than they

would be if they relied only on their own abilities. Studies in the area of parents educational background on students' academic performance have come up with positive effects of parental engagement in their child's education. For instance, Fehrman et al. (2019) asserted that, if parents encourage their children, monitored daily activities and the progresses made, and provide conscious academic guidance and support, students would get high academic grades. Ferguson (2014) on his part argued that, parental education accounted for about 24% of the variance in students' test scores, while socioeconomic status accounts for about 26%. Other researchers contend that dysfunctional home environment, low parental expectations, ineffective parenting, language differences and high level of mobility might account for lower level of academic performance (Frymier and Gansneder, 1989).

Low academic performance of pupils from lower socioeconomic backgrounds might be due to the limited involvement of their parents in their education. It's suggested that parental involvement plays a crucial role in supporting and motivating children to succeed academically. When parents actively participate in their child's education, it can have a positive impact on their learning outcomes. It's definitely an important factor to consider when it comes to addressing educational disparities. Several

researchers have explored the impacts of parents' educational background on the academic performance of students. These studies have found that parents with higher levels of education tend to have children who achieve higher academic success. This could be attributed to various factors, such as the transmission of educational values, higher levels of parental involvement, and increased access to educational resources. Sociologist Pierre Bourdieu (2016) argued that parents' educational background and cultural capital significantly influence a child's academic performance. He emphasized that parents with higher levels of education possess more cultural capital, which they transmit to their children, giving them an advantage in the education system.

The Impact of Parents' Occupation on the Academic Performance of Pupils

The impact of parents' occupation plays a very crucial role on the academic performance of pupils, there are a few key aspects to consider. First, parents who have professional or highly skilled jobs often serve as positive role models for their children. When children see their parents succeeding in professional or highly skilled jobs, it can inspire them to strive for academic excellence. They may view education as a pathway to future success and be motivated to work hard in school.

Another factor is the access to resources that parents' occupation can provide. Parents in certain occupations may have greater financial means, which can open doors to educational opportunities. They may be able to afford private tutoring, educational materials, or even extracurricular activities that support their children's learning and academic growth. Parents' occupation can also shape pupils educational values and expectations. For instance, parents in knowledge-based professions often place a high value on education and emphasize the importance of learning. This can create a supportive environment that encourages children to excel academically.

Research has shown that pupils with higher socio-economic backgrounds generally show higher levels of academic achievement than pupils with lower socio-economic backgrounds (Considine & Zappala, 2002). Herrnstein and Murray (1994) suggested the genetically determined cognitive 'inferiority' the lower-class children possess at times. Parents in certain occupations may have access to networks and connections that can benefit their children's education. For example, they may be able to provide internship or mentorship opportunities, or connect their children with professionals in fields of interest.

Parents' occupations can also shape their educational values and beliefs, based on their own experiences and the demands of their profession. This can create a supportive environment that encourages children to excel academically. Ogunshola and Adewale (2012), in a study which examined the effects of parental socio-economic status on academic performance for students in Kwara State is of the view that parents from different occupational background often have different parenting styles, different ways of disciplining their children and different ways of reaching out to their children. Julians (2002) submits that the nature of parent occupations can affect the performance of a student significantly.

Financial resources availability to provide for children's needs has a great impact on young people's mind and their readiness to learn. A family which can scarcely afford food, shelter and clothing can hardly muster enough resources for their children's school needs and such students are generally forced out of school very early. Saifullahi (2011) finds a significant relationship between parental occupations and student achievement. He finds higher performance by students whose parents are government employees than those whose parents are private job holders. This could possibly be because government job holders have more job security and are more

likely to be at peace than those working in private-sector employment. Zhang (2012) adds that children from high-income families are more proficient in reading skills than those from low-income families. The reasons behind this are posited by Sean (2013), who maintains that parents with higher incomes enrol their children in schools earlier than their lower income counterparts. They can also afford to take their children through preschool learning, buy uniforms, pay for fees/tuition and home lessons, as well as catering for their children's academic needs on time. These efforts have greater impact on children's later educational outcomes. Parents' occupation and efforts enable children to become more productive in life.

It's important to note that while parents' occupation can have an impact, it is not the sole determinant of academic performance. Other factors such as parental involvement, socioeconomic status, and individual characteristics of the child also play a role. Each child is unique, and their academic performance is influenced by a combination of various factors.

The Impact of Parents' Educational Background on the Academic Performance of Pupils based on School Location

Location of a school has an important role to play in the educational attainment of students in the school. School location refers to where a given school is situated. It could be in an urban or rural area. Schools are located variously, some in the urban while others are in the rural areas. It is observed that schools located in the urban areas tend to have more facilities, manpower, government attention. In schools located in areas with higher socioeconomic status, where resources and opportunities are more readily available, children of parents with higher educational backgrounds tend to have better academic performance. This could be because these children have access to better educational resources, such as well-equipped schools, libraries, and extracurricular activities. Additionally, parents with higher educational backgrounds often have higher expectations for their children's academic success and may provide more support and guidance in their studies. However, in schools located in lower socioeconomic areas, where resources may be limited, the impact of parents' educational background on academic performance can be more complex. While parental involvement and support still play a crucial role, other factors such as poverty, inadequate infrastructure, and limited access to educational resources can create additional challenges for students. Distance of school from home, noisy

environment and other variables are capable of hampering effective pupils academic performance.

A good school location and Classroom environment provides students' with effective instruction and promotes smooth teaching-learning process and affect academic achievement positively. The power of the classroom environment is expressed in the formulation of situational interest as key factor in the enhancement of student engagement. Situational interest is the affective reaction triggered by specific or appealing stimuli in the environment. It can be enhanced through the manipulation or modification of certain aspects of the learning environment and contextual factors such as teaching strategies, task presentation and structuring of learning experiences. The longer distance to school reduces the ability of learners to focus their attention in studies due to long walks or getting to class late. In some cases, because of traveling long distances without assured transport, students tend to lose interest in learning and in some cases may decide not to attend classes for that day, reason why most of the learners are affected by the distance which made them use most of their time on traveling than learning. However research has shown that pupils in urban areas had better academic achievement than their rural counterpart.

Summary of Literature Reviewed

In this chapter, attempts has been made to properly review literature that bears relevance to the present study which access the impacts of parents educational background on the academic performance of pupils in public primary schools. The assessment of the literature review emphasises how parents educational background greatly affects their children's academic performance. Emphasis were laid on the concepts of parents educational background, academic performance, impact of parental background on the academic performance of pupils, impacts of parents occupation on the academic performance of pupils, the impact of parents educational background on academic performance of pupils based on school location.

In summary of the above listed, we were made to understand that parents' educational background is a parental characteristic which has been studied as a variable in predicting a child's educational attainment. The concept is related to both family socioeconomic level and parental occupation and some effort has been made to partial out the effects of these variables. Parents' educational background refers to the highest educational attainment of parents. It may range from the high school to professional level. Parents' educational background has been regarded as predictors

of children's academic achievement. Parents' educational background is part of a larger constellation of psychological and sociological variables influencing children's school outcomes. Background of education influences parents' knowledge, beliefs, values, and goals regarding childrearing, so that a variety of parental behaviors are indirectly related to children's school performance. Students whose parents have higher levels of education may have an enhanced regard for learning, more positive ability beliefs, a stronger work orientation, and more effective learning strategies than the children of parents with lower levels of education.

CHAPTER THREE

METHODOLOGY

This chapter describes the methodology of this study under the following sub headings:

- Research design
- Population of the study
- Sample and Sampling procedure
- Research instrument
- Validity of the Instrument
- Reliability of the Instrument
- Method of data collection
- Method of data analysis

Research Design

The study adopted a descriptive survey design, based on correlation research design, because it sought to establish if a relationship existed between parental background and the academic performance of pupils in primary schools.

Population of the Study

The population of this study comprised of all public primary school pupils in Oredo Local Government, Edo State.

Sample and Sampling Procedure

A total of 20% pupils in public primary schools were selected using sample and sampling procedure, which gave a sample of 60 pupils.

Research Instrument

The research instrument used for the collection of data was a checklist. It has two sections: Section A and Section B. Section A was used to elicit information on the respondent demographic details, such as: Parents' highest educational qualification, parents' occupation and school location. Section B was used to collect the raw scores of pupils in four (4) subjects namely: Maths, English, basic science and social studies.

Validity of the Instrument

The validity of the instrument was determined by the research supervisor and other lecturers in the Institute of Education. This was to ensure the appropriateness of the instrument in eliciting the needed information. Then advice and suggestions were used to produce the final dress of the instruments that was finally administered.

Reliability of the Instrument

A checklist was used. Hence, no reliability.

Method of Data Collection

The questionnaires were administered personally by the researcher to the pupils of the school with the permission of the heads in the selected schools. A total of 60 copies of the questionnaire was administered to the respondents and retrieved immediately.

Method of Data Analysis

The data collected were analysed using the simple percentage. The data generated was subjected to frequency counts and tabulated upon which the table analysis was done.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

Research Question One

What is the level of academic performance of pupils in primary school in Oredo Local Government area?

Table 1: The Level of Academic Performance of Pupils in Primary School in Oredo Local Government Area

| Subjects | Mean | Standard deviation | Remarks |
|------------------|-------|--------------------|----------|
| Mathematics | 33.12 | 17.96 | Very Low |
| English Language | 44.83 | 17.77 | Low |
| Basic Science | 47.75 | 15.52 | Low |
| Total | 50.73 | 15.08 | Moderate |

Table shows that the level of primary pupils in mathematics, English language, and Basic Science was very low, low, and low. Cumulatively, the level of academic performance of the preprimary school pupils is moderate. This is presented in figure 1

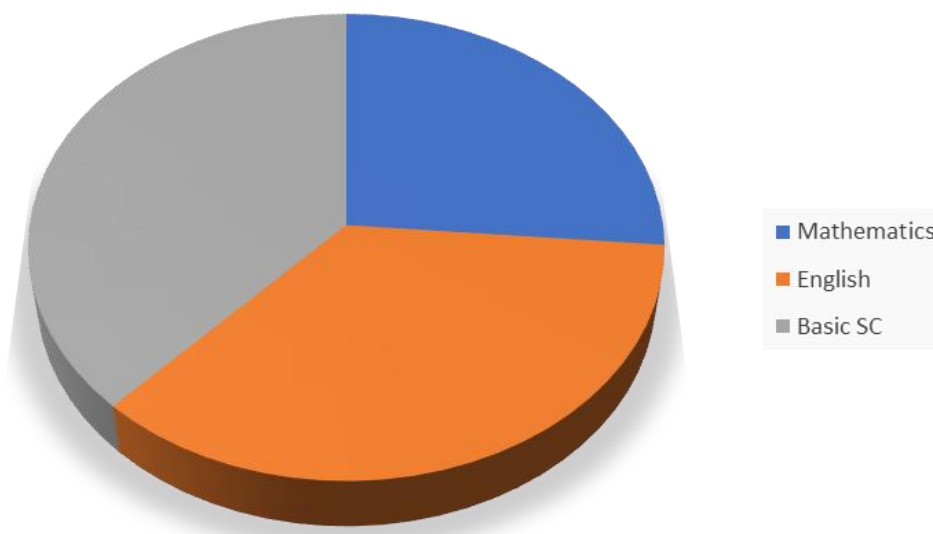


Figure 1: The Level of Academic Performance of Pupils in Primary School in Oredo Local Government Area

Research Question Two

What is the educational background of pupils in Oredo Local Government Area?

Table 2: The Educational Background of Pupils in Primary School in Oredo Local Government Area

| Educational Background | N | Percentage | Rank |
|------------------------|----|------------|------|
| None | 2 | 3.3 | 4 |
| Primary | 31 | 51.7 | 1 |
| Secondary | 16 | 26.7 | 2 |
| Tertiary | 11 | 18.3 | 3 |
| Total | 60 | 100.0 | |

Table 2 shows that 2 of the parents representing 3.3% had no educational background.

31 (51.7%) attended primary schools, 16(28.7%) attended secondary school, while 11(18.3%) attended tertiary institution. This implies that the highest educational background of the parents was primary school. This is presented in Figure 2.

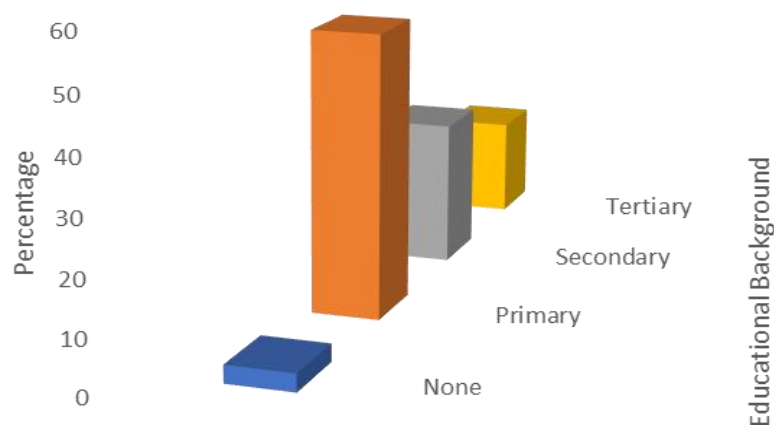


Figure 2: The Educational Background of Pupils in Primary School in Oredo Local Government Area

Research Question Three

What is the impacts of parents’ educational background on academic performance of pupils in primary schools?

Table 3: Mean and Standard Deviation of Parents’ Educational Background

| Qualification | N | Mean | Std. Deviation |
|---------------|---|-------|----------------|
| None | 2 | 45.38 | 8.31 |

| | | | |
|-----------|----|-------|-------|
| Primary | 31 | 45.22 | 9.31 |
| Secondary | 16 | 41.50 | 11.16 |
| Tertiary | 11 | 45.57 | 9.38 |
| Total | 60 | 44.30 | 9.73 |

Table 3 shows the mean and standard deviation of parents' educational background as 45.38 and 8.31; 45.22 and 9.31; 41.50 and 11.16; and 45.57 and 9.38 for parents with none, primary, secondary and tertiary educational background.

Table 4: Analysis of Variance on the Impacts of Parents' Educational Background on Academic Performance of Pupils in Primary Schools

| | Sum of Squares | df | Mean Square | F | Sig. | Eta Square |
|----------------|----------------|----|-------------|------|------|------------|
| Between Groups | 171.782 | 3 | 57.261 | .592 | .623 | 0.031 |
| Within Groups | 5419.002 | 56 | 96.768 | | | |
| Total | 5590.784 | 59 | | | | |

Table 4 shows an F value of 0.592 and a p-value of 0.623. This implies that parents' educational background has a non-significant impact on the academic performance of pupils in primary schools. The Eta square value of 0.031 indicates that parents' educational background accounts for about 3.1 % of the academic performance of pupils in primary schools

Research Question Four

To what extent does parents' occupation affect the academic performance of pupils?

Table 5: Mean and Standard Deviation of Parents' Occupation

| Occupation | N | Mean | Std. Deviation |
|-----------------------|----|-------|----------------|
| Artisan | 19 | 47.13 | 8.82 |
| Self-employed | 31 | 44.82 | 9.16 |
| Civil/Public servants | 10 | 37.23 | 10.58 |
| Total | 60 | 44.30 | 9.73 |

Table 6 shows the mean and standard deviation of parents' occupation as 47.13 and 8.82; 44.82 and 9.16; and 37.23 and 10.58 for parents who are artisan, self-employed, and civil/public servant.

Table 7: Analysis of Variance of the Impact of Parents' Occupation on Academic Performance of Pupils in Primary Schools

| | Sum of Squares | df | Mean Square | F | Sig. | Eta square |
|----------------|----------------|----|-------------|-------|------|------------|
| Between Groups | 664.337 | 2 | 332.168 | 3.843 | .027 | 0.119 |
| Within Groups | 4926.447 | 57 | 86.429 | | | |
| Total | 5590.784 | 59 | | | | |

Table 7 shows an F value of 3.843 and a p-value of 0.027. This implies that parents' occupation has a significant impact on the academic performance of pupils in primary schools. The Eta square value of 0.119 indicates that parents' occupation accounts for about 11.9 % of the academic performance of pupils in primary schools.

Discussion of findings

The findings from research question one, shows that the level of academic performance of pupils in primary school in Oredo Local Government area is moderate. This is in agreement with Olivia-Akrofi (2020), who observed in her study and stated that it is a great concern for learners, teachers, parents and other stakeholders in the educational system. Academic performance is a huge challenge to learners because it is a product of their socio-economic, psychological and

environmental interactions. Hence, the need for a strong and comprehensive foundation of both basic and second cycle education to produce highly educated and competent individuals who are well equipped for the socio-economic and political development of the nation. She also believed that, the home environment to a large extent contributes to the personality and psychosocial background of a learner that influences how well he or she performs in school. Nyarko (2011) opines that parents who are educated and have high occupational status usually have the skills to help their children to do their homework and encourage them to study. They also serve as role models for their children's own educational /occupational aspirations. Academic performance is commonly measured through examination or continuous assessments but there is no general agreement on how it is best evaluated or which aspects are most important — procedural knowledge such as skills or declarative knowledge such as facts (Bhagat, 2013).

Findings from research question two shows that, (3.3%) had no educational background, (51.7%) attended primary school, (28.7%) attended secondary school, while (18.3%) attended tertiary institution. This finding is in agreement with Sarigiani (1990), who believed that the educational background of parents is a

powerful factor influencing children's academic success. It has been established that generally, the educational level of parents is greatly connected to the educational attainment of their children. Annette-Lareau (2003) conducted extensive research on the role of parents in education. She found that parents from higher socioeconomic backgrounds tend to engage in a parenting style called "concerted cultivation." This style involves actively organizing and scheduling their children's activities, providing them with resources, and advocating for their educational needs. This approach fosters a sense of entitlement and assertiveness in children, which can lead to better academic outcomes.

The findings from research question three revealed that parents' educational background accounts for about 3.1 % of the academic performance of pupils in primary schools. This finding agrees with "Coleman Report" of 1966, Coleman argued that the influence of parents' educational backgrounds on academic achievement is not as significant as other factors such as school resources, peer influence, and the socioeconomic composition of the school. Coleman's research suggested that the quality of the school environment and the social dynamics within it have a greater impact on students' academic outcomes than the educational

backgrounds of their parents. This perspective challenged the prevailing belief at the time that parents' education was the primary determinant of academic success. However, this result is in disagreement with Nyarko (2011), who opined that parents who are educated and have high occupational status usually have the skills to help their children perform better academically. Highly educated parents are likely to raise their children in an academic culture and adequately provide learning resources than those raised by uneducated parents. Availability of textbooks, equipment, and pleasant atmosphere supports academic achievement to higher levels. Home cultures and atmosphere, to a large extent, influence learner's academic performance. Adane agrees that educated parents kindle the interest of learning in the child by providing school-related materials such as stationery, computer, story books and others.

The findings from research question four showed parents' occupation accounts for about 11.9 % of the academic performance of pupils in primary schools. This study is in agreement with Annette-Lareau (2003), who believed that parents' occupation can shape the resources, opportunities, and support that children receive, which in turn can affect their academic performance. This implies that parents in higher occupational positions may have more financial resources to provide educational

materials, access to extracurricular activities, and opportunities for academic enrichment. On the other hand, parents in lower occupational positions may face challenges in providing these resources, which can impact their children's academic performance.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

Summary

This study was designed to assess the impact of parents' educational background on the academic performance of pupils. The purpose of this study was to explore how parental education contributes to educational inequality and disparities among pupils.

To carry out this study, four research questions were raised:

1. What is the level of academic performance of pupils in primary school in Oredo Local Government area?
2. What is the educational background of pupils in Oredo Local Government area?
3. What are the impacts of parents' educational background on academic performance of pupils in primary schools?
4. To what extent does parents' occupation affect the academic performance of pupils?

The study adopted a descriptive survey design. The population of this study comprised of all public primary school pupils in Oredo Local Government, Edo State. Sample and sampling procedure were used in selecting a total of 20% pupils in

public primary schools, which gave a sample of 60 pupils. The instrument includes section A and B. Section A consisted of demographic data while section B consisted of ten optimal items. The data were analyzed using the simple percentage and frequency counts.

Based on the analysis of data the following findings were made:

1. That the level of academic performance of pupils in primary school in Oredo Local Government area is moderate.
2. That the educational background of pupils in Oredo Local Government Area shows that, (3.3%) had no educational background , (51.7%) attended primary school, (28.7%) attended secondary school, while (18.3%) attended tertiary institution. This implies that the highest educational background of the parents was primary school.
3. That the impacts of parents' educational background on academic performance of pupils in primary schools indicates that parents' educational background accounts for about 3.1 % of the academic performance of pupils in primary schools. This implies that parents' educational background has a non-significant impact on the academic performance of pupils in primary schools.

4. That parents' occupation affect the academic performance of pupils shows that the Eta square value indicates that parents' occupation accounts for about 11.9 % of the academic performance of pupils in primary schools. This implies that parents' occupation has a significant impact on the academic performance of pupils in primary schools.

At the end, the researcher came to a conclusion that Parents' educational backgrounds is not a sole determinant of pupils academic performance.

Conclusion

Based on the findings of this study, it was concluded that parents' educational background has a significant role to play in the academic performance of pupils. When parents' are not educated, it influences their ability or willingness to involve themselves in their children's learning. Other factors such as educational attainment, socioeconomic status, school resources, peer influence, socioeconomic composition of the school and cultural capital can also influence a child's academic performance.

Recommendations

1. Government should ensure that efforts are made, that quality education is accessible to all parents, regardless of their location or financial situation.
2. There should be equal opportunities for all pupils, regardless of their parents' educational background. This can include funding initiatives, targeted interventions, and support for parental involvement in education.
3. Educators should ensure that parents are aware of their child's academic needs, progress, and any areas that require additional support.
4. Government should offer professional development opportunities for educators to enhance their cultural competency and understanding of the challenges faced by students from diverse backgrounds.
5. Government should ensure that pupils of low income parents are not denied the opportunity of being properly educated.

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APPENDIX
RESEARCH QUESTIONNAIRE

Institute of Education
Early Childhood Education.
University of Benin,
Benin City, Edo state.

Dear Respondents,

REQUEST FOR THE COMPLETION OF QUESTIONNAIRE

I am **OMEOGO HELEN NGOZI**, a final year student of the above-named department and institution. I am conducting a research on the topic “**IMPACTS OF PARENTS’ EDUCATIONAL BACKGROUND ON THE ACADEMIC PERFORMANCE OF PUPILS IN PUBLIC PRIMARY SCHOOL IN OREDO LOCAL GOVERNMENT, EDO STATE**”. This research partially fulfils the requirement for the award of Bachelor Of Education in Early Childhood Education. I hereby solicit your cooperation to fill the questionnaire and I assure you that every information provided will be treated with utmost confidentiality. Thanks for your anticipated cooperation.

Yours faithfully,

Omeogo Helen Ngozi
(Researcher)

SECTION A

Parent’s Highest Education Qualification: None [] Primary School []
Secondary School [] Tertiary []

Parent’s Occupation: Artisan [] Self Employed [] Civil Servant/Public Servant
[] School Location: Urban [] Rural []

SECTION B

CHECK LIST

| S/NO. | MATHS | ENGLISH | BASIC SCIENCE | SOCIAL STUDIES |
|-------|-------|---------|---------------|----------------|
| 1. | | | | |
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