

**PARENTAL INFLUENCE ON PRIMARY SCHOOL CHILD
EDUCATION DEVELOPMENT IN KUJE AREA COUNCIL OF
F.C.T.**

BY

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**A RESEARCH PROJECT WRITTEN IN THE DEPARTMENT OF
EDUCATIONAL MANAGEMENT, SUBMITTED TO THE
FACULTY OF EDUCATION, IN PARTIAL FULFILMENT FOR THE
AWARD OF A BACHELOR IN EDUCATION B.Sc (Ed),
ECONOMICS STATISTICS OF THE UNIVERSITY OF BENIN,
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DECEMBER, 2022.

CERTIFICATION

We, the undersigned certify that this research project was carried out by SUNDAY PRINCE in the Department of Educational Management, Faculty of Education, University of Benin, Benin City.

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DEDICATION

This project is dedicated to God for blessing me with the grace to be a participant of this programme, for his kindness, mercy, protection and provision throughout my academic years.

ACKNOWLEDGEMENT

To God Almighty, the researcher express her profound gratitude for the love, protection and assistance throughout the duration of her course of study.

The researcher graciously appreciate his project supervisor Prof.V.O.Igbeneweka for his fatherly approach towards the success of this project. Thanks you very much sir. Your valuable advice, patience with him to ensure that he got the right thing and correction done appropriately.

He is also grateful to her project coordinator Dr. Rev Sis p. Ekeijuba, the Head of Department Dr. Mrs U. Momoh, the Dean faculty of Education Prof. O.K Omorogiwa, his course Adviser Dr. M.I. Imakponkponwan and all lecturers in the Department of Educational Management, Faculty of Education University of Benin.

A massive and a heartfelt appreciation to his parents, Mr Sunday Adesino and Igbo Chinonye Sunday for loving, nurturing, encouraging, praying and financial support during this academic pursuit. May God Almighty protect you and grant you long life and good health to reap the fruit of your labour. She love you both, Thank you. Also his special gratitude goes to his siblings; Godwin and Victoria Sunday, my aunty Oluchi Florence Igbo, Obande Bernadine Ifeanyichukwu, Sanusi Family and Mr Tony and to all his friends and course mate who has been encouraging during the duration of her study. He thank you all very much.

ABSTRACT

This research study examines Parental Influence on Primary School Child Education Development. Factors such as parental occupation, parental location, and parental beliefs were examined to know the influence it have on the education development of children in primary schools.

The population comprised of 150 parents by which stratified simple sampling techniques was used. Data was collected from the parents by means of questionnaires.

The results were analyzed by means of simple percentages and frequency count. Based on the findings, it was discovered that parents have an influence over the educational development of their children in kuje area council of F.C.T. Recommendations were made for parents to encourage their wards by providing educational needs and support, providing good atmosphere and for the parents to be enlightened about their value and role in the education of their wards.

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CHAPTER ONE

INTRODUCTION

Background of Study

Primary education refers to the first stage of formal education that provides learning and educational activities typically designed to provide students with fundamental skills in reading, writing and mathematics. It is meant for children aged 5-9 year old. At this stage, children are exposed to more interaction, peer group and knowledge of all sectors of the society to guide them throughout this early part of education. If foundation is faulty there is likelihood that further education would be met with great deal of frustration.

Parental involvement could positively or negatively influence children's education. Research evidence has showed that when parents are involved in their children's education, children are more engaged with their school work, and tends to achieve better learning outcomes. It is important to note therefore, that parents role to the child includes role models, oversee child activity, play advisory role, give constructive criticism, celebrate child success and assist the child when needed especially in their homework. Many parents are reluctant to be involved in their children's education because they

are ignorant of the system and importance of their involvement in the educational development of their child, particularly at the primary level. The occupation, location and religion of parents tend to influence their involvement in the educational development of their child.

Occupation is one of the factor that tends to influence parents towards their child education development. The nature of their work for instance parents in rural area that works as famers in most cases neglect their child education by carrying the child along to farm during school hours as a result the child may loose interest in education at that early stage thereby influence their educational advancement. The physical environment where the parents live could also influence the child education, Report have it that about 200 million Nigeria child that is out of school lives in rural areas where access to basic education is difficult. Some lives in creeks where there are no access roads linking educational institutions.

Furthermore, religion could also influence the child education. Christian expressed more positive attitude towards the acquisition of formal education when compared to their Muslim counterpart. Some religion tend to discourage child education development as a result of their belief. Some

withdraw their daughters from going to primary school or in some cases unable to finish the primary school rather they want them to get married as soon as possible at this early age. while the boys are discouraged them from developing positive attitude by showing their preference to retain them as farmers and traders at home to takeover and carry on their traditional heritage. Parents also help in determining education achievement of their children through motivation, financial support and the up-bringing, which has contributed towards the educational progress of their children.

Kuje, is a local government area in Federal Capital Territory in Nigeria, divided into wards, towns and villages. Village that made up kuje includes, Pasali, Shadadi, Lanto, Damwa, Achmbi, Aduga, Agwai, Atsauna, BabanKurmi, Bamishi, BanayiII, Bugiko, Chegaisu, Chibiri, Chukuku, Dafara, Damangata, Dibepa, Dubia, Chida, Faferetsolu, Gardoro, Gabi, Grando, Gashe, Genge, Gumayi, Gwari, Iye, Kamo, Kanzo, Kuteda, Kwaku, Lafiya, Larmiga, Madatta, Paggi, Peka, Padahi, Rubokya, Sauka, Sketuko, Takwa, Tukepki, Tukubo, Uge, Wumi, Yamma, Yanga, YangonKara and Ziluet.

Lanto which was founded in year 1993 has until today block of two classrooms which was constructed in year 2006. The village has a population of about one million rural settlers. Lanto Primary School have a total enrollment of about 100 students made up of male and female as at 2018 despite the free and compulsory primary education program. It was observed that many of the children that are of school going age are either engaged in farming, trading, medical practice while some around with their less privilege ones seeking for arms. The question that comes to mind is could parent be responsible for this ugly trend? It is on this note therefore, the researcher tend to investigate parental influence on primary school child development in Kuje Area Council of F.C.T.

Statement of the Problem

Parents neglect to child primary education development could have a future repercussions. Lack of involvement of parents in child education tend to influence the child educational development.

It has been observed that most parents are ignorant to child welfare in terms of educational development, the difficulty the child faces in accessing education facilities due to location of parents, their occupation and religious

belief influence the development of child education. These factors tend to limit their children education development particularly in F.C.T of Abuja. Therefore, the desire of the researcher to investigate this trend motivated this study.

Purpose of the Study

The purpose of the study is to investigate parental influence on the educational development of the primary school child in kuje area council of FCT.

Specifically, this study intends to investigate;

1. To investigate parental influence on primary school education development.
2. The influence of parental occupation on the educational development of primary school children.
3. The influence of parental location on the educational development of primary school children.
4. The influence of parental belief (religion) on the educational development of primary school children.

Research Question

The following research question would guide the study.

1. What is the parental influence on primary school education development?
2. What is the influence of parental occupation on educational development of primary school children?
3. What is the influence of parental location on educational development of primary school children?
4. Does parental belief (religion) influence the educational development of primary school children?

Significance of the Study

This study would be of significant benefit to parents as it would help them to realize their role in their children education development. Also it would enable them identify and deal with these factors limiting their role in the educational development of their children. It would also help to educate the community and society at large on the importance of their involvement in education development of their wards.

Scope and Limitation

The study would investigate parental influence on the educational development of primary school children in Kuje Area Council of F.C.T.

However, the study would be delimited to Lanto, a community in Kuje Area Council of F.C.T.

Definition of Terms

The following term are operationally defined.

Parents: This could be father or mother or guardian of a child.

Influence: To create a change.

Children: Child between the ages of 5-9yrs.

Education: A place of acquiring knowledge.

Parents Occupation; The job parents are engaged in.

Parents Location: Place of residence of parent.

Religion: Parental belief about something

CHAPTER TWO

LITERATURE REVIEW

This chapter present the review of related literatures under the following sub-headings:

1. Theoretical Framework
2. Concept of parental influence on child education development
3. Parental Influence and Primary Educational Development
4. Parental Occupation on Children Education Development
5. Parental Location on Children Educational Development\
6. Parental Religion on Children Educational Development\
7. Summary of Literature

Theoretically Framework

This section is hinged on Developmental Theory of Urie Bronfenbrenner in (1979) which concentrates on the importance of the environment in children's lives and development. Based on this theory, environment influences in every respect impact the children's development. The theory uses human development as a method to know the way developing individuals interact with the environment. The theory establishes

a bond between the direct surroundings wherein children grow and the greater circumstances where the environments are rooted. Bronfenbrenner concentrated on the children's understandings of their environments. It is imperative to recognize those disruptive variations in the children's views of their surroundings. For instance, in an environment (e.g., school, home, peer group sites) considering its physical and material features, children experience an array of activities, roles, and interpersonal associations, which affect their development. The activities refer to the individuals' actions; roles refer to the actions that society requires of the individual's position (e.g., parent, infant, sibling, teacher, friend, coach). Interpersonal relationships relate to the individuals verbal and nonverbal reactions to each other. The theory has impacted the social policy in child development and early childhood education. This impact includes both the classroom and family environments. The family, school, community, and culture are all connected to one another. Frequently, the one method to definitely impact the children's development is to pursue enhancements in the community and society as well as the provisions that several social agencies offer for childrens development.

The educational implication of this theory is that it provides insight on the value of environment towards educational development of a child.

Concept of Parental Influence on Child Education Development

This study focused on the parental influence on primary school child education development. Reynolds and Clements (2005) defined parental influence as parental behaviour with, or on behalf of children, at home or at school. It is the expectations that parents hold for children's future. Gray and Smart (2008) state that, parents are their children's best advocates. Parents know their children better than anyone else. That is why parents are so important when a child needs specific education. Engaging families in the education of their children at home and at school is increasingly viewed as an important means to support better learning outcomes for children

A study conducted by Mahoney and Wiggers (2007) indicates that, there are at least 3 major reasons why parents are mandated to play a more active role in the developmental services their children receive. First, is the federal legislation authorizing early intervention services (Individuals with Disabilities Education Improvement (Act of 2004). The second reason is related to opportunities parents have to influence their children's learning and

development, particularly when compared with Pre School and related educational service professionals. The third and most important reason involves the potential of parents improving child success in early intervention programmes. This effect is accentuated by the fact that most parents are typically a constant presence in their children's lives throughout the early childhood years. Taylor et al., (2004), highlight that a greater appreciation of the beliefs that underlie parents' decisions about becoming involved in their children's education is needed. They further contend that, the way in which parents feel about schools and the emotional connections that they have to school may influence the kinds of attitudes to school and learning that their children assume.

While parental influence positively influence child education development, parent occupation with low income are least likely to be involved in their children education (Gratz, 2006). Low income earners are often working most of the time to take care of their families and they have no or limited time to participate in their children education (Ratcliff and Hunt, 2009). However, the researcher is aware that the parents with low occupation, income and education level are also willing and just as eager to help their

children succeed in their education as their counterpart with high occupation, income and education level.

Parental Influence and Primary Educational Development

In school and family context, parental influence has been defined as representing different behaviors and practices presented by parents both at home and school. These practices and behaviours have been viewed as main factors to determine educational success in many schools. According to Levanda (2011:927) parental influence includes a wide variety of actions parents take for the benefit of children's academic success at school. These include parenting style, parental expectations and aspirations, home rules and parental supervision; parents attitudes towards children activities, helping with homework, visiting the school to talk to teachers, and beliefs regarding their child's education (Fan & Fen, 2001; Henderson & Mapp, 2002; Shute, Hansen & Underwood, 2007; Levand, 2011; Porumbu& Necsoi, 2013).

Recent researches have shown that parents involvement in multiple activities including learning activities at home, effective communication between teachers and parents, participation in school activities, talking with the child about school, bringing a cake to a party, presenting in front of the

child's class, and getting actively involved in shaping the schools policies by attending school conferences (Singh et al., 1995; Epstein et al., 1997; Zhan, 2006; Tan & Goldberg, 2009; Khajehpour & Ghazvini, 2011). These parental behaviours and activities they are involved have been reported to have positive relationship with a range of positive children outcomes (Zhan, 2006; Uludag, 2008) and largely determine personality development and academic achievement of children (Khajehpour, 2011; Porumbu & Necsoi, 2013).

When it comes to parental involvement in primary education, parents often do not realize how much influence they have. According to Berger (1995), parental interest and support is a primary factor on children's success or failure in education. Likewise, Khajehpour and Ghazvini (2011) indicate that parental involvement and academic achievement are two constructs that are positively correlated. Parental influence has many positive advantages for students, the most important of which is enhanced student achievement and development in education. Henderson (1981, 1987) investigated numerous studies in which parental influence resulted in noticeable improvements in academic success. With previous research results proclaiming positive advantages and noticeable improvements, a generalization can be made that

such advancements would include better grades, attendance rates, and motivation levels. A study conducted by El Nokali et al. (2010) state that previous research that focus on parental influence during early elementary school years is seen as a static predictor of concurrent achievement or educational outcomes in later school years.

Parental Occupation on Child Education Development

Occupation as one of the components of parental Socio-economic status encompass both income and educational attainment. Ogunshola and Adewale (2012), in a study which examined the influence of parental Occupation on child education development in Kwara State is of view that parents from different occupational background often have different parenting styles, ways of disciplining their children and different ways of reaching out to their children.

Julians (2002) submits that the nature of parent occupations can influence the educational development a student significantly. Financial resources availability to provide for children's needs has a great impact on young peoples 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. The nature of occupation of parents relate to the level of income earned by the parent. Zhang (2012) measures income level as the total monetary earnings of parents available for spending on goods or services, rent or other investments. According to Zhang (2012), children of low-income parents exhibit lower levels of cognitive linguistic skills, lower verbal interaction and lower phonological awareness, and generally lower academic performance in both internal and external examinations, than their counterparts from middle-and high income families.

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 enroll their children in schools earlier than their lower

income counterparts. They can also afford to take their children through pre-school 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 in both internal and external examinations.

Parents who work and are engaged in offices and office-related work environments, especially within schools, are more likely to be involved in educational development programmes in their wards. Such parents will monitor their children's school activities, check their work and monitor assignment completion rates. Parents occupation and efforts enable children to become more productive in life. As such, occupations of parents to an extent also determine the level of resources which parents will be able to invest into their children's education [Ajayi, Lawani and Muraino 2011). The authors add that parental occupation is thus considered to guarantee or determine access to learning opportunities and resources. In the same study, it was discovered that students with high academic performance often come from families with high occupational status. Higher occupational levels of parents indicate better economic conditions, and this results in material

support for the education of their children. Many parents have different occupational backgrounds which exhibit a level of influence on their thinking, readiness and management of time and resources regarding the educational needs of their children.

Parental Location on Child Educational Development

Parental Location is a concept that has been given various definition. What is common among the definition is the fact that parent location refer to a geographical area where the father, mother and guardian live. Ezendo (2003) in her study of environment as correlated to child education development in geography maintained that parent location means rural and urban environment. The impact of parental location on child education development cannot be overstressed. Yusuf and Adigun (2010) in their study on the child education development observed that parent location had no significant influence on the child education. Their study implied that the environment which parents live rural or urban does not make any different in the child educational development. Their findings contradicts the decision of some parents who enroll their wards in rural area on the basis of better education development.

Meswan (1978) in Yusuf and Adigun (2010) reported that the rural environment is inferior to urban environment due to the fact were lacking in the area of facilities. Ajayi (1999) observed from his study that there was no significant difference in the child education development of urban-rural primary school child. Ogunfemi and Gana (1990) in Adigun and Yusuf (2010) in their different studies on the relationship between parental location and Child education development revealed that difference or variation do not exist in the child education development and in rural and urban parents environment. On the contrary, Owoeye (2011) in a study on parent location and Child education development on primary school students in Ekiti State, Nigeria observed that there was a significant difference in the education development of children in rural and urban areas as measured by their primary school certificated examination. Thus say that parental location has influence on the child education. The area where the family live whether rural or urban setting determine the child education development.

Studies have revealed that the environment in which a child lives has much impact on his educational development. Oladele Taiwp has in his book titled " Agencies of Education " that home should provide opportunity for the

child to choose his interest and ability by providing an environment intellectual stimulating to the child. Thus an environment that does not encourage or provide stimulation for kinds of skills taught in school may have the effect of retarding the child education development or growth of the child. The home environment plays a vital role in the educational development of child. The child constantly interact with the family and is influenced by the entire environment that surround him. Children need a pleasant environment an environment characterized by human care, particularly by the mother and at the same time providing various experience and stimulations (Cald Well 1967). Children living in poor environment cannot develop their potential and skills to the maximum extent that have a positive effect on the educational development of the children (Zhand 2011).

Parental Religion on Child Educational Development

Human development can be characterized by involving interactions among religious practices, different groups and the person in development in a reciprocal relation (Bronfenbrenner, 2005/2011; Harkness & Super, 1994). Religion plays an active role in influencing parental beliefs on child development, on education practices presented to their children, and

intervenes in the outcomes of child socialization (Harkness & Super, 1994). Therefore, the beliefs, values, expectations and goals of parents relative to their children may provide us with information on the meanings of parental behaviors in the process of child socialization (Tamis-LeMonda et al., 2008). Beliefs can be conceptualized as reflections, ideas and/ or thoughts that a person entertains about the world and the relationships that he/she establishes with it. Parental beliefs are organized into a nomenclature called parental ethno theories that specify parents and guardians beliefs related to the cultural patterns existing in the judgment, conceptions and perceptions of children, families, other groups, and the child itself (personal characteristics). Thus, parental beliefs are constantly underpinning the thoughts of parents; that is, they constitute tacit ideas basing the authentic and/or correct mode of thinking and acting (Harkness & Super, 1996). According to authors such as (Borges & Salomão, 2015, Bronfenbrenner, 2005/2011, Harkness & Super, 1994, 1996; Virgilio & Gonçalves, 2013; Yagodnik & Marques, 2013), the family is the main mediator between the child and its immediate groups (school, church, among others). This is because this microsystem (family) represents the child's vital nucleus in its first years of life. Therefore these

different experiences insert the child into wider social groups. Parental practices work according to beliefs developed through experiences they lived in different social groups (Nascimento & Fernandes, 2017). Therefore, parental practices are defined not only by the parents way of acting in relation to their children, but are also linked to positive interactions demanding responsiveness, involvement, affection and positive responses that may favor the child's development (Salvador & Weber, 2008).

Summary

This section of this study discussed the theoretical and empirical literature of the study. The study reveals that parental location, occupation and religion is the major influence that play active role toward child educational development. The behavior and practices of parents is the main factor to determine children educational success in school.

Scholars have therefore agreed that parental influence is an active tools for child education development. That is there involvement in children education activities have been reported to have positive relationship with a range of positive children outcomes

Various scholars in their study on parental influence related to primary child education development have come up with difference results that tend to illustrate the attitude and behavior of parents to child education have led to a high degree impact on the direction of child educational outcome and development. Therefore, parents should ensure that they do the right thing toward the improvement of the educational development of their wards. These study intend to examine the influence of parents on primary educational development. It is hoped that this study will add to what previous scholars have done before.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter will be discussed under the following sub_ heading:
Research Design, Population of the Study, Sample and Sampling Techniques,
Research Instrument, Validity of Research Instrument and Method of data
analysis.

Research Design

The research design adopted for this study would be survey research design;
this is because data would be collected on parental influence on primary
school child Education Development in Kuje Area Council of F.C.T.

Population of the Study

The population of this study would consist of 1500 parents in lanto village of
Kuje Area Council of F.C.T. A total of 150 parents would be used as the
population for the study.

Sample and Sampling Technique

Stratified simple random sampling technique would be used to select
sample for the study. The first would involve classifying the based on sex,
age, occupation and location from there 10 percent of the population from

each strata would be proportionately selected to have equal representation of the entire population.

Research Instrument

The instrument of data collection for the study will be the use of questionnaire titled "PARENTAL INFLUCENCE ON PRIMARY SCHOOL CHILD EDUCATION DEVELOPMENT QUESTIONNAIRE (PPSCEDQ)". It is a single questionnaire divided into (2) sections, A and B. The section A comprises of items aimed at gathering data related to demographic elements of the respondents. Section B comprises of items meant to get data relating to the research questions raised for the study.

Validity of the Research Instrument

In other to establish the validity of the instrument, the researcher will present the instrument (questionnaire) to the project supervisor for facial and content validation to make it valid before administering the instrument to the respondents.

Methods of Data collection

The researcher will personally administer the questionnaire to the selected parents. The researcher will first explain to the respondents in each area the purpose of the study and how to respond to the items on the questionnaire and the questionnaire being collected back.

Method of data analysis

In analyzing the data collected, the researcher employed the use of descriptive statistics such as frequency counts and percentage will be used in analyzing data.

CHAPTER FOUR

PRESENTATION OF RESULT AND DISCUSSION OF FINDINGS

This chapter present the result of data analysis and discussion of findings of this study. Analysis was done using frequency count and simple percentage. To answer research question 1-4 the Yes/No by the respondent were computed which 0-49 as disagree, while 50 and above agreed and the result is presented as follows;

Research Question One: What is the parental influence on primary school education development ?

To answer this question; items on table 1 were isolated and discussed and the result is presented below.

Table 1:

Response	Frequency	Percentage (%)
Yes	43	71.66%
No	17	28.33%
Total	60	100%

KEY: 0-49 'Disagree', 50% and above 'Agree'

Source: Researcher Fieldwork

In table 1; The result of the analysis showed that 72% of the respondent agreed that parent influence primary school education development while 28% of the respondent disagree that parent influence primary school education development. It therefore; implied that 72% agree that parent has an influence over the education development of their child in kuje area council of F.C.T.

Research Question Two: What is the influence of parental occupation on educational development of primary school children?

To answer this question; items on table 2 were isolated and discussed and the result is presented below.

Table 2:

Response	Frequency	Percentage (%)
Yes	36	60%
No	24	40%
Total	60	100%

KEY: 0-49 'Disagree', 50% and above 'Agree

Source: Researcher Fieldwork

In table 2; The result of the analysis showed that 60% of the respondent agree while 40% of the respondent disagree. it therefore; implied that 60% agree that occupation of parent influence the education development of their child in Kuje area council of F.C.T .

Research Question Three: What is the influence of parental location on educational development of primary school children ?

To answer this question; items on table 3 were isolated and discussed and the result is presented below.

Table 3:

Response	Frequency	Percentage (%)
Yes	23	38.33%
No	37	61.67%
Total	60	100%

KEY: 0-49 ‘Disagree’, 50% and above ‘Agree

Source: Researcher Fieldwork

In table 3; The result of the analysis showed that 38% of the respondent agree that parent location influence educational development of primary school children while 62% of the respondent disagree. it therefore; implied that 62% disagree that the location of parent influence the education development of their child in Kuje area council of F.C.T.

Research Question Four: What is the influence of parental religion on educational development of primary school children ?

To answer this question; items on table 4 were isolated and discussed and the result is presented below.

Table 2:

Response	Frequency	Percentage (%)
Yes	37	61.67%
No	23	38.33%
Total	60	100%

KEY: 0-49 ‘Disagree’, 50% and above ‘Agree

Source: Researcher Fieldwork

In table 4; The result of the analysis showed that 62% of the respondent agree while 38% of the respondent disagree. it therefore; implied that 62% agree that the religion of parent influence the education development of their child in kuje area council of F.C.T.

DISCUSSION OF FINDINGS

Research Question One: What is the parental influence on primary school education development ?

The result of the analysis showed that 72% of the respondent agreed that parent influence primary school education development while 28% of the respondent disagree that parent influence primary school education development. it therefore; implied that 72% agree that parent has an influence over the education development of their child in Kuje area council of F.C.T.

The findings of this study agree with Gray and Smart (2008) in an article on "The influence of parents involvement on the learning outcomes of their children" that parents are their children best advocates and parents have their children best interest at heart thereby have positive influence over the educational development of the children.

Research Question Two: What is the influence of parental occupation on educational development of primary school children ?

Question two show that parents occupation influence the education development of their children. The result of the analysis showed that 60% of the respondent agrees while 40% of the respondent disagree. it therefore; implied that 60% agree that occupation of parent influence the education development of their child. similarly the findings agree with Julians (2002) who submitted that the nature of parent occupations can affect educational development of a student significantly. It therefore, opined that the availability of financial resources of parents towards child's welfare and needs has a great impact on their young mind and their readiness to learn.

Research Question Three: What is the influence of parental location on educational development of primary school children ?

The result of the analysis showed that 38% of the respondent agree that parent location influence educational development of primary school children while 62% of the respondent disagree. it therefore; implied that 62% disagree that the location of parent influence the education development of their child in Kuje area council of F.C.T.

Similarly, Yusuf and Adigun (2010) in their study on the child education development observed that parent location had no significant influence on the child education. Their study implied that the environment which parents live rural or urban does not make any different in the child educational development.

Research Question Four: What is the influence of parental religion on educational development of primary school children ?

The study revealed that parental belief (religion) influence the educational development of primary school children The result of the analysis showed that 62% of the respondent agree while 38% of the respondent disagree. it therefore; implied that 62% agree that religion of parent influence the education development of their child in Kuje area council of F.C.T. The finding of this study agree with (Harkness and Super 2008) in an article on "parental belief on child development of children with developmental delays" who are of the opinion that Religion plays an active role in influencing parental beliefs on child development, and education practices presented to their children.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter deals with the summary, conclusion as well as recommendation made in light of this research.

Summary

The essence of this research was to critically examine the parental influence on primary school child education development.

The purpose of the study is to investigate parental influence on the educational development of the primary school children in Kuje Area Council of F.C.T, the influence of parental occupation on child primary school education development, the influence of parental location on primary school children educational development, the influence of parental religion on primary school children educational development. From this 4 researchable questions were formulated. The review of related literature was based on the research question formulated and the theoretically framework was based on development theory by Urie Bronfenbrener (1979).

Descriptive survey design was used as different variable of interest were carefully described. The population was made up of 150 parents which 10%

each from sex, occupation, age and location were taken using strategies simple sampling technique. The instrument for collecting data is interview and questionnaire, the questionnaire named PARENTAL INFLUCENCE ON PRIMARY SCHOOL CHILD EDUCATION DEVELOPMENT QUESTIONNAIRE (PPSCDQ). Sixty copies of questionnaire were distributed and were also retrieved and found usable.

The research findings revealed that;

1. The parents have an influence over the educational development of their children.
2. The occupation of parents influence the educational development of primary school children.
3. Majority of the parents to them according to their opinion the parents location and educational development of primary school children shows no relationship between them. Therefore parental location does no influence primary school education development of children.
4. Parents belief (religion) influence the educational development of primary school children.

Conclusion

The study investigated the parental influence of primary school children educational development in Kuje Area Council of F.C.T. Based on the findings, it was concluded that parents have an influence over the educational development of primary school children in kuje area council F.C.T parental influence on children is based on some factors which are parental occupation, parental location and parental religion.

Recommendations

Based on the findings, the researcher made some recommendations as follows;

Parents play a key role in the educational development. So, parents should encourage their ward by providing educational needs such as support to the child to achieve maximum education development.

Government should put in place social and economic polices to enable student from parents of low economic status to have equal opportunity of advancing the cause of education of their children.

Parents should provide good educational atmosphere to enhance better development of children at the primary school level.

Parents should be informed and adequately enlightened about their value and role in the education of their ward.

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APPENDIX
DEPARTMENT OF EDUCATIONAL MANAGEMENT,
FACULTY OF EDUCATION,
UNIVERSITY OF BENIN,
BENIN CITY.

**PARENTAL INFLUENCE ON PRIMARY SCHOOL CHILD
EDUCATION DEVELOPMENT QUESTIONNAIRE (PPSCEDQ)**

Dear Respondent,

I am an undergraduate and also a final year student of the above-named department, faculty and university.

The research been carried out titled: PARENTAL INFLUCENCE ON PRIMARY SCHOOL CHILD EDUCATION DEVELOPMENT QUESTIONNAIRE (PPSCEDQ) is on the assessment which is essentially an opinion survey meant to elicit your assistance in providing sufficient and accurate data to supplement the information on the subject of study.

Please kindly respond to these questions by ticking () in the appropriate boxes presented. Your response on any of them shall be treated with utmost confidentiality as it is strictly for research purpose.

Yours faithfully

SUNDAY PRINCE

QUESTIONNAIRE

SECTION A (DEMOGRAPHIC DATA)

Sex: Male [] Female []

Age: 30 to 35 [], 36 — 40 [], 41-45 [] 46-50 [],
51 and above []

Occupation _____

Location _____

SECTION B

Please tick () where necessary.

Key:

Yes - Stands for Agree

No - Stands for Disagree

S/N	ITEMS	YES	NO
Q1	What is the parental influence on primary school education development?		
1	Are Parents role model toward child education development?		
2	Does Parent attitude and behavior influence the level of education development of children?		
3	Does taking children to work during school hours reduce their interest in education?		
4	Does Parent environment affect the child education development?		
5	Does parent support education development of their wards?		

Q2	What is the influence of parental occupation on educational development of primary school children?		
6	Does the financial capabilities of parent affect the level of education development of their wards?		
7	Is it the responsibility of parents to provide for the financial needs of their children?		
8	Does low income earners children tend to have poor academics performance?		
9	Does Parent occupation play an important role in education development of wards?		
10	Does the nature of parents job affect the educational development of Children?		
Q3	What is the influence of parents location on educational development of primary school children?		
11	Does the surrounding of parents influence education development of wards?		
12	There is a relationship between parent location and child education development?		
13	Parents location play an important role in development of child and educational outcome?		
14	Outside school environment, the parent home do not increase education development?		
15	Does rural area have less educational facilities and access to education?		
Q4	Does parental religion influence the educational development of primary school children?		
16	Does parental belief play a significant role to child education development?		

17	Is there a relationship between parental religion and child education development?		
18	Can belief of parents influence child education development?		
19	Does children from religious background have more interest in education than there counterpart?		
20	Does religious heritage influence the education development of children?		