

**SOCIOECONOMIC STATUS AS CORRELATES OF CHILDREN ACADEMIC  
PERFORMANCE IN PREPRIMARY SCHOOLS IN  
OREDO LOCAL GOVERNMENT AREA, EDO STATE**

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**MAY, 2024**

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**BY**

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**A RESEARCH PROJECT WRITTEN IN THE INSTITUTE OF EDUCATION AND  
SUBMITTED TO THE FACULTY OF EDUCATION UNIVERSITY OF BENIN,  
BENIN CITY, IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR  
THE AWARD OF A BACHELOR'S DEGREE IN EDUCATION (B.ED)**

**MAY, 2024**

## CERTIFICATION

We the undersigned certify that this project work was carried out by OBA MERCY OGHENEKOME with matriculation number EDU1903855 of the Institute of Education University of Benin, Benin City, Nigeria, in partial fulfillment of the requirements for the award of B.Sc. (Ed) in Early Childhood Education.

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## **DEDICATION**

With profound gratitude, this work is dedicated to God Almighty, the Creator and sustainer of all life.

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## ABSTRACT

*This study investigates the relationship between socioeconomic status (SES) and academic performance among preprimary school children in Oredo Local Government Area, Edo State, Nigeria. Descriptive survey design was used for this study and the population of this study consisted of parents with children in preprimary schools in Oredo Local Government Area, Edo State and the sample size of sixty respondents was used for this study. The instrument used for data collection was questionnaire. The mean and standard deviation were used for data analysis. The research findings revealed diverse socioeconomic backgrounds among parents of preprimary school children in Oredo Local Government Area, Edo State. While neither socioeconomic status nor parental education alone significantly predicted academic performance, they still had a modest influence on outcomes.*

*The study recommends increasing funding for schools in low-income areas to provide equitable access to educational resources. It suggests implementing educational workshops for parents to enhance their ability to support their children's learning. Advocating for flexible work policies can help parents balance their job responsibilities with active involvement in their children's education. Additionally, targeted academic support programs such as after-school tutoring and enrichment activities should be established to help bridge the academic performance gap among children from various socioeconomic backgrounds.*

*Ultimately, the research seeks to contribute to the development of tailored interventions that support the academic success of all children, regardless of their socioeconomic background.*

## **CHAPTER ONE**

### **INTRODUCTION**

#### **Background to the Study**

Children's learning experiences in Nigerian pre-primary schools are strongly linked to a number of variables that together have an impact on their experiences and academic success. Socioeconomic status is a noteworthy predictor among these aspects. It is often acknowledged that socioeconomic status (SES) is a significant determinant of student accomplishment (Berger & Archer, 2018).

A person's or family's socioeconomic status, which includes things like income, education, and employment, describes their place in the economy and society. The level of education that parents can provide their children in the setting of pre-primary education is greatly influenced by their socioeconomic situation.

Based on variables like income, education, and employment, people are categorized into high, medium, and low socioeconomic status groups (Rothstein, 2004). A detailed analysis of these aspects is required before placing families or individuals in these categories.

Parents are usually the ones who bear the responsibility for their child's education, which is in line with the sociological idea that education is a vehicle for social change and highlights the importance of home-based instruction (Sabzwari, 2004).

It is notable that a child's academic achievement may be greatly impacted by the social status of their parents. Children's attitudes and approaches to schooling may be shaped by the environmental factors that impact their development. In this context, parental status plays a significant role.

Moreover, the parental socioeconomic position has an impact that goes beyond academic achievement, allowing kids from less fortunate homes to successfully compete with their peers in the same learning environment (Rothstein, 2004).

Education is acknowledged as a developmental instrument that promotes moral discernment, enlarged views, and the best utilization of surroundings for individual and group growth (Sabzwari, 2004).

The influence of socioeconomic position on educational chances has been repeatedly highlighted by the research. Prominent Nigerian scholars, such as Professor Grace Alele-Williams (2005), have emphasized how socioeconomic differences might impact the resources that families have at their disposal, hence impacting the educational experiences that their children have. In her research, she points out that "economic factors significantly contribute to educational disparities, limiting access to quality education for some children( Alele-Williams. 2005)."

Higher socioeconomic class parents often have more financial resources at their disposal, allowing them to provide their kids with a more engaging preprimary education. Their financial situation allows them to participate in extracurricular activities, books, and high-quality instructional resources that enhance the learning environment. Conversely, families from poorer socioeconomic backgrounds can find it difficult to obtain these services, which might have an effect on their kids' educational experiences.

The home environment is just as important as school settings when it comes to the quality of early childhood education. Higher socioeconomic class families often have the resources to set up a comfortable learning environment at home, complete with books, educational toys, and a welcoming setting that promotes learning. Lower socioeconomic families, on the other hand,

could find it more difficult to create such a setting, which might affect how prepared their kids are for formal schooling.

Social scientists have studied the effects of children's socioeconomic situation on their academic achievement in great detail, with interest in this area growing since the groundbreaking Coleman et al. study in 1966. According to the research, "money can significantly shape a child's education." This study investigates the major impact that a child's family history, especially their financial situation, has on their early school achievement. Motivated by this idea, the study focuses on the complex relationship throughout the critical pre-primary years.

Previous research has consistently shown that "children from diverse family backgrounds encounter distinct challenges and opportunities in education." Depending on the family's socioeconomic situation, variables such as "access to resources, parental involvement, and the home learning environment" show notable differences. The goal of the research is to clarify these complications in the special context of preschool.

"Why does this matter so much?" John Dewey, a well-known educator, once said, "Education is not preparation for life; education is life itself." This insight into the relationship between preschool education and family finances may empower instructors. With this information, teachers may modify their approaches and assist every kid, regardless of their background.

This knowledge may also be used by legislators to "establish fair rules for schools and address gaps in early childhood education." "Education either functions as an instrument that is used to facilitate the integration of the younger generation into the logic of the present system and bring about conformity, or it becomes the practice of freedom," as noted by education scientist Paulo Freire (1968), resonates here. The latter goal is what this research aims to achieve, encouraging justice and fairness in early education.

In the end, this research seeks to go beyond scholarly discussion. Its goal is to provide information that will "positively influence teaching practices and policy-making." John Locke once said, "Education begins the gentleman, but reading, good company, and reflection must

finish him." The goal of this research is to ensure that every kid has a fair and fulfilling start to their schooling.

### **Statement of the Problem**

"Socioeconomic status as correlates of children's academic performance in preprimary schools in Oredo Local Government Area, Edo State" is the title of a study project that looks at the relationship between early childhood education results and the socioeconomic status (SES) of the family. This is a crucial topic because differences at this early stage of schooling may have significant long-term implications and because they provide the foundation for future academic achievement.

Preprimary school students in Oredo now exhibit a significant academic performance gap that is strongly correlated with variations in the SES of their households. Academically, children from wealthy households often outperform those from less fortunate homes. Numerous variables, such as the accessibility of educational materials, the degree of parental participation, the caliber of educational institutions, and the general conditions of the home, impact this disparity.

A person's socioeconomic position includes a variety of factors, including their career, education level, and parental income. The resources and possibilities that children have access to are determined by these variables taken together. Higher affluent families, for instance, may afford more engaging extracurricular activities, private tutoring, and superior educational materials—all of which improve academic performance and learning experiences. Children from lower-income households, on the other hand, could not have access to these tools, which might impede their academic development.

A further important component that is impacted by SES is parental participation. Higher SES parents are often more educated, making them better equipped to provide their children with appropriate academic help at home. They may create an engaging learning environment for their kids by getting them involved in educational activities like reading and games that require problem-solving. On the other hand, because of their hectic work schedules, parents from lower

socioeconomic backgrounds may not have the same amount of knowledge or free time to support their kids' academic goals.

With respect to SES, school quality also differs greatly. Richer communities often have more financing for their schools, smaller student-teacher ratios, and more extensive curricula. Compared to schools in lower-income communities, which often struggle with limited financing, packed classrooms, and a lack of educational tools, this creates a more favorable learning atmosphere.

SES has a significant impact on diet and health, which also has an impact on academic achievement. Low-SES children are more likely to suffer from poor health and hunger, which may negatively impact their cognitive development and focus in the classroom. Financial difficulties may lead to stressful home circumstances, which worsen children's emotional and cognitive health and cause irregular attendance at school and worse academic results.

A child's academic progress should ideally not be influenced by their social situation. Many actions must be taken in order to accomplish this. Regardless of the socioeconomic status of their family, every kid should have equitable access to high-quality educational resources. This might be made possible by government or community initiatives that provide impoverished families access to technology and educational resources.

Initiatives to empower and educate parents from lower socioeconomic backgrounds are also crucial. Workshops and community initiatives may provide these parents with the abilities and information needed to properly assist with their kids' education. Furthermore, it is critical to guarantee that all pre-primary schools have sufficient financing, certified instructors, and suitable student-teacher ratios. To close the achievement gap between educational institutions in rich and less affluent regions, government policies have to strive for a fair allocation of educational resources.

Comprehensive nutrition and health initiatives in schools, such as free or reduced lunches and routine physicals, are equally essential. All youngsters are guaranteed to be psychologically and

physically ready for learning via these programs. The consequences of difficult home circumstances may be lessened by schools establishing a secure and supportive learning environment. Counseling services and extracurricular activities that foster social and emotional growth have to be provided by schools.

Ideally, all children, irrespective of their socioeconomic status, should have access to high-quality pre-primary education. Consistent educational standards may be achieved via government-funded and controlled universal preprimary programs. It is crucial to put an emphasis on holistic development, which encompasses the development of the mind, society, and emotions. Programs for education have to be created with a child's whole development in mind, offering a well-rounded and thorough early education.

In addition, strong community involvement in schooling is essential. It is important for local communities to become involved in supporting educational projects and schools. Collaborations among educational institutions, nearby companies, and neighborhood associations may improve learning prospects for kids from all backgrounds. In order to address and close the educational inequalities caused by SES, ongoing campaigning and policy creation are required. This entails the systematic evaluation of educational initiatives, policy decisions based on data, and focused interventions aimed at helping disadvantaged kids.

Through the implementation of these measures, the educational system may endeavor to reduce the influence of socioeconomic status on academic achievement, guaranteeing that all children, irrespective of their circumstances, have the chance to thrive.

### **Research Questions**

The following questions will guide the study:

1. To what extent does the economic dimension of socioeconomic status influence the academic performance of pre primary school children in Oredo Local Government Area, Edo State?
2. What is the relationship between parental educational levels and the academic outcomes of children in pre primary schools within the specified region?

3. To what extent does the occupational background of parents impact the academic performance of pre primary school children in Oredo Local Government Area?
4. What are the significant differences in the academic performance of pre primary school children based on variations in socioeconomic status within Oredo Local Government Area?

### Purpose of the Study

This research aims to investigate the association between children's academic performance in pre-primary schools in Oredo Local Government Area, Edo State, and their socioeconomic status (SES).

The following are the study's particular goals:

1. To assess the academic achievement of pre-primary students in Oredo Local Government Area who come from varying socioeconomic situations, with an emphasis on reading, numeracy, and general cognitive development.
2. To pinpoint and examine certain socioeconomic elements that are associated with children's academic success, such as parental income, educational achievement, and availability of educational resources.
3. To evaluate the preprimary school quality—including financing, student-teacher ratios, and the availability of instructional materials—between the Oredo Local Government Area's wealthier and less wealthy neighborhoods.
4. To look at how children's academic performance is impacted by their home environment, diet, health, and parental engagement in a variety of SES backgrounds.
5. To pinpoint policy gaps and suggest focused interventions to reduce academic performance inequalities associated with SES, providing evidence-based suggestions for enhancing early childhood education equality.

## **Significance of the Study**

Examining how socioeconomic status (SES) affects preprimary school students' academic performance in Oredo Local Government Area, Edo State, has several important implications for policy, educational practice, community engagement, and long-term societal outcomes.

The research offers crucial information from a policy standpoint that may direct the creation of focused initiatives. The results may be used by policymakers to better distribute resources, ensuring that kids from lower socioeconomic situations get the help they need to succeed in school. This may include increasing financing for schools with inadequate resources, boosting programs for teacher preparation, and guaranteeing fair access to educational resources and technology.

The research emphasizes the need for educators to create instructional techniques that are considerate of the different requirements of children from different socioeconomic backgrounds when it comes to educational practices. Teachers may provide more welcoming and encouraging learning environments for students from lower SES homes by being aware of the unique difficulties they experience. This entails creating a curriculum that accommodates various learning styles and putting in place initiatives that encourage parental involvement in their kids' education.

The research also highlights the importance of community support and family participation. The findings may guide the development of programs that enable parents, especially those from lower SES backgrounds, to actively participate in their children's education by illuminating the relationship between parental involvement and SES. These insights may be used by community groups to create programs that provide health and nutrition assistance, educational materials, and other vital services to low-income families, creating an environment that is more conducive to children's academic development.

The long-term effects of addressing SES-related inequalities in preprimary schooling are substantial. Regardless of their financial situation, all children should have access to high-quality

early education in order to reduce the performance gap and advance educational equality. This promotes social mobility and breaks the cycle of poverty by resulting in more employment options, higher rates of school completion, and better academic achievement in subsequent years.

The research has a significant wider societal influence as education is a major factor in both social and economic growth. Through the identification and resolution of the obstacles to educational achievement imposed by socioeconomic status, the research helps to promote a workforce that is more educated and skilled. This is essential for the general well-being of society as well as the economic development of Edo State and the Oredo Local Government Area.

Lastly, the research broadens our understanding of the connection between early childhood educational results and socioeconomic status. It offers information and insights that may be used to delve further into the subtleties of how socioeconomic issues affect schooling, laying the groundwork for future studies. It also acts as a comparative reference for other areas dealing with comparable issues, contributing to the development of a thorough knowledge of SES-related differences in educational outcomes worldwide.

### **Scope and Delimitation of the Study**

This study's main objective is to comprehend the relationships that exist between children's academic achievement in their early school years and their socioeconomic situation. The study's target population is a subset of parents and guardians of students enrolled in pre-primary programs in Edo State's Oredo Local Government Area.

### **DEFINITION OF TERMS**

**SOCIOECONOMIC STATUS (SES):** The financial and social position of a person or family within a community is referred to as their socioeconomic status. It includes elements like employment, degree of education, and income. SES is often used as a metric to analyze how social and economic variables affect people's lives, particularly their access to opportunities and resources.

**CORRELATES:** Correlates are variables or factors that have a relationship or association with another variable or result. Examining the relationships between variables like income, education, and profession and the academic achievement of students in pre-primary schools is known as socioeconomic status as correlates of children's academic performance in the context of the project issue.

**ACADEMIC PERFORMANCE:** Academic performance, which includes test scores, exam results, class assignments, and total grades, describes a student's accomplishment or success in academic endeavors. It may also include other measures of learning and academic advancement, such as participation in extracurricular activities, involvement in the classroom, and attendance.

**PREPRIMARY SCHOOLS:** Preprimary schools, often referred to as preschools or early childhood education centers, are educational establishments that provide children with experiences and programs for learning prior to their official entry into primary school. These educational institutions primarily serve children between the ages of three and six, emphasizing socialization, early childhood development, and preparation for formal education.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### ➤ **Conceptual Framework:**

- Parental Care
- Academic Performance
- Pre Primary Education

#### ➤ **Theoretical Framework:**

- Abraham Maslow's hierarchy of needs
- Erik Erikson's theory of psychosocial development

#### ➤ **Family Structures:**

- Impact of Family structure on children's academic performance
- Consequences of changes in family structure
- Effects of family size on educational attainment of children
- The impact of parental care on academic performance

### **Summary of Reviewed Literature**

#### **Conceptual Framework**

**Concept of Parental Care:** The foundation of a child's growth is parental care, which includes many physical, emotional, and cognitive aspects that are necessary to promote success and well-being.

John Bowlby (1969) developed attachment theory, which clarifies the significant influence of parental care on a child's emotional and social development. According to Bowlby, children's strong connections and emotional resilience are built on the safe bonds they build from regular parental care. Secure attachment bonds are established by parents' warmth, responsiveness, and sensitivity; these qualities provide a feeling of security and trust that is necessary for negotiating interpersonal relationships.

Drawing on Bowlby's research, Diana Baumrind's groundbreaking study on parenting styles from 1966 highlights the role that authoritative parental control has in influencing a child's behavior. Baumrind emphasizes how crucial it is for parents to set clear expectations and limits. Children raised with an authoritative parenting style, which is defined by high levels of parental engagement and response, are more autonomous, self-reliant, and capable academically.

Moreover, parenting style is explained by Darling and Steinberg (1993) as a contextual framework that shapes a child's developmental trajectory. Their integrative approach highlights the complex interactions that affect many areas of a child's development between parental warmth, participation, and control. The best results in the social, emotional, and cognitive domains are produced by a caring, encouraging atmosphere combined with the right amount of structure and direction.

Beyond providing emotional support, parental care also includes actively participating in a child's educational path. Parents are the main educators of their children, passing on the values, attitudes, and abilities necessary for success in school. Studies highlight the favorable relationship between parents' participation in their children's education and their academic success (Hill & Tyson, 2009). Parents may encourage their children to strive for greatness by demonstrating the value of education through their involvement in educational activities, creation of a positive learning environment, and communication of high expectations. Parental care, which includes emotional support, cognitive stimulation, and educational assistance necessary for building resilience and success, is, in the end, the cornerstone of child development.

**Concept of Academic performances:** A student's academic performance is a crucial component of their educational experience; it encompasses a range of accomplishments and results that demonstrate their topic and skill competence. The interaction of many factors, most notably cognitive capacities, study habits, and the learning environment, is what drives academic achievement. A core framework for comprehending cognitive domains is provided by the taxonomy developed by pioneering educational psychologist Benjamin Bloom in 1956. It

emphasizes the significance of knowledge acquisition, comprehension, application, analysis, synthesis, and assessment. Bloom's taxonomy emphasizes that higher-order thinking skills that promote critical thinking and problem-solving abilities are necessary for academic achievement and go beyond simple memorization.

In addition to cognitive aspects, the need for productive study habits becomes apparent as a critical component affecting academic achievement. Students' study habits, time management skills, and use of a variety of learning methodologies are inextricably tied to their academic success (Credé & Kuncel, 2008). Scholars have regularly observed that students who participate in active learning, stick to a regular study schedule, and use a variety of study techniques outperform their peers in the classroom. The home and institutional environments that make up the learning environment have a significant impact on students' academic performance. The dynamic interaction between macrosystems (societal norms, cultural values) and microsystems (family, peers) in shaping a student's academic path is emphasized by Bronfenbrenner's ecological systems theory (1979). Fostering academic achievement is greatly aided by supportive family structures, a healthy peer network, and a favorable school atmosphere (Fan & Chen, 2001).

Furthermore, it is impossible to ignore how socioeconomic variables affect academic achievement. Studies show that educational achievement and economic standing are correlated (Sirin, 2005). The academic trajectory of students from economically disadvantaged households may be impacted by other problems they confront, such as restricted access to extracurricular and educational resources.

A variety of elements, such as cognitive aptitude, study habits, the learning environment, and socioeconomic circumstances, influence the complex idea of academic achievement. Understanding the complex interplay between academic achievement and student needs allows educators, legislators, and parents to develop focused solutions. Creating an atmosphere that values socioeconomic background, encourages efficient study habits, and advances cognitive development may all help to improve academic performance and guarantee educational justice.

**Factors Influencing Academic Performances:** Cognitive ability, study habits, the learning environment, socioeconomic circumstances, parental participation, motivation, engagement, and the caliber of the instructor are some of the aspects that affect academic achievement. Designing interventions and support systems that encourage equitable access to high-quality education and improve academic performance for all students requires an awareness of and comprehension of these issues.

**Cognitive Abilities:** The term "cognitive abilities" refers to a range of mental functions, such as understanding, synthesis, analysis, and assessment. Strong cognitive skills help students learn things more quickly and achieve academic success. A framework for comprehending these cognitive areas and their importance to academic performance is provided by Benjamin Bloom's taxonomy (1956).

**Study Techniques:** A strong study technique is essential to academic success. Higher grades are often attained by students who establish structured study habits, engage in active learning, effectively manage their time, and use a variety of learning techniques. Credé & Kuncel's (2008) research emphasizes the value of study habits, techniques, and mindsets in fostering academic achievement.

**Learning Environment:** Academic results are greatly impacted by the learning environment, both at home and at school. According to Bronfenbrenner's ecological systems theory (1979), family and peers are examples of microsystems that dynamically interact with macrosystems (such as social standards). Academic achievement is fostered by supportive family structures, good peer interactions, and a supportive school atmosphere (Fan & Chen, 2001).

**Socioeconomic Factors:** Academic achievement is significantly impacted by socioeconomic position. Additional difficulties that students from economically poor households could have include restricted access to extracurricular activities, educational resources, and support networks. Studies show that educational attainment and economic position are correlated (Sirin, 2005), emphasizing the necessity for focused efforts to overcome differences in academic performance.

**Parental participation:** Academic results are significantly influenced by parental participation. Children of involved parents who convey high expectations, provide a home atmosphere that is favorable to learning and actively support their children's education often do better academically (Fan & Chen, 2001).

**Motivation and Engagement:** Two important factors that influence academic success are motivation and engagement. Higher accomplishment levels are often shown by students who have realistic objectives, are genuinely driven, and actively participate in their education. Motivation theories highlight the significance of intrinsic motivation and goal orientation in academic performance. Examples of these ideas are self-determination theory and goal-setting theory.

**Teacher caliber:** Academic achievement is also highly impacted by the caliber of instruction. Good teaching strategies may improve student engagement and learning results. These strategies include providing clear instructions, providing constructive feedback, and differentiating instruction based on the requirements of each individual student.

**Concept of Pre Primary Education in Nigeria:** In Nigeria, pre-primary education is a vital stage in determining the course of a child's mental development and establishing the foundation for a lifetime of learning.

Fundamentally, preprimary education in Nigeria is consistent with theories of development, namely incorporating concepts from Jean Piaget's cognitive stages (1969). Early experiences are crucial for developing sensorimotor exploration, symbolic representation, and preoperational reasoning, according to Piaget. Therefore, pre-primary education offers a loving place for the best possible learning and growth throughout these formative years, as well as an organized atmosphere designed to achieve these developmental milestones.

The Federal Republic of Nigeria (2013)'s National Policy on Education in Nigeria emphasizes the value of early childhood education and positions it as the cornerstone of later learning. This policy framework emphasizes the need for inclusive and high-quality early childhood experiences for all Nigerian children, acknowledging preprimary education as a crucial component of the larger educational system. It emphasizes how important preprimary education is in laying the groundwork for subsequent academic achievement by developing the skills and competencies needed.

Even though the value of pre-primary education is acknowledged, there are still difficulties, with availability being the main issue. Pre-primary school formation is hampered in many rural regions by inadequate infrastructure and resources, which widens the accessibility gap. This problem is made worse by socioeconomic issues, which make it more difficult for kids from underprivileged homes to enrol. Realizing the inclusive objectives stated in the National Policy on Education requires addressing these issues.

1. **Holistic Development:** Promoting a child's early years cognitive, social, emotional, and physical development in all of these areas.
2. **Early Learning Promotion:** This entails creating an atmosphere that encourages early learning experiences and lays the groundwork for future academic achievement.
3. **Cultural and Moral Values:** Teaching children cultural and moral values so they can comprehend and cherish their cultural heritage.
4. **Socializing Skills:** Acquiring socializing abilities, such as collaboration, dialogue, and engagement with peers and adults.
5. **Physical Development:** Encouraging play and activities that are age-appropriate to promote the development of motor skills and physical well-being.
6. **Language Development:** Promoting early reading and numeracy experiences as well as language development and communication abilities.
7. **Formal Schooling Preparation:** Assembling the knowledge and abilities required to get kids ready for formal education.
8. **Parental Participation:** Promoting parent-teacher collaboration and parental participation in the early education process.
9. **Inclusivity:** Making sure that all children are included and that their varied needs, particularly those related to special education, are met.
10. **Qualified Staff:** Creating requirements for skilled and certified staff who can efficiently support young children's learning and growth.

These goals demonstrate a dedication to providing a strong basis for kids' educational journeys, with an emphasis on a comprehensive strategy that takes into account many facets of kids' development.

Another important factor influencing how successful pre-primary education is is quality. The key elements affecting the educational experience are the content, instructional strategies, and teacher preparation. Utilizing research findings—most notably from the National Early Literacy Panel (NELP, 2008)—highlights the significance of evidence-based methods. During the pre-primary years, these activities provide an emphasis on language development, phonological awareness, and print knowledge, laying the groundwork for reading and general development. To sum up, pre-primary education in Nigeria has a great deal of potential to promote a child's overall development. It is consistent with research-based practices, national education policies, and developmental theories that emphasize the importance of early childhood experiences. In order to guarantee that pre-primary education in Nigeria provides a strong basis and prepares the next generation of lifelong learners, it is crucial to address issues pertaining to both quality and access.

### **Theoretical Framework**

The 1954 Maslow Hierarchy of Needs by Abraham Maslow A fundamental psychological theory that explores the complex dynamics of human motivation and behaviour is Abraham Maslow's Hierarchy of Needs. Maslow's theory, which was developed in the middle of the 20th century, has had a profound impact on corporate management, psychology, education, and many other sectors.

Although he did not design the hierarchy with children in mind, its ideas may be used to understand how people's needs change as they grow from childhood to maturity. According to Maslow's Hierarchy of Needs, it is crucial to provide kids with a safe, supportive environment that meets both their basic and complex needs. Caregivers and educators may provide supportive environments that encourage children's healthy growth, strong connections, and a love of learning by being aware of and responsive to these requirements.



## **Maslow's Hierarchy of Needs**

When applied to preschoolers, Abraham Maslow's Hierarchy of Needs offers a useful framework for understanding human motivation and highlights the crucial interaction between academic achievement and developmental needs.

1. **Physiological demands:** Preschoolers' academic progress is largely dependent on their physiological demands being met. Children's general well-being may be enhanced when parents are able to provide them with a secure learning environment, enough sleep, and a healthy diet. In Nigeria, a large number of kids are undernourished and may arrive at school feeling sick. These kids often have trouble focusing in class because they are preoccupied with their growling tummies. Others are grumpy because they are hungry and do not look forward to their lunch breaks because they are starving. For this reason, a youngster who does not have their fundamental needs satisfied is unlikely to succeed in school.

Studies have shown that kids who eat healthily and are in good health are more likely to participate fully in school activities (Pollitt, 1995). Making sure the environment is safe and pleasant enables toddlers to concentrate on intellectual work without interruptions.

2. **Safety Needs:** Preschoolers must have a physically and emotionally secure environment in order to flourish intellectually. Children are more inclined to explore and participate in educational activities when they feel safe. It's possible that kids from unstable homes don't feel as protected as other kids. For other people, safety is the ability to go about their daily lives without worrying about being flogged at home or being teased by a relative. Research highlights how important a safe environment is for the emotional and cognitive development of children (Bronfenbrenner, 1979). Preschoolers feel safer when routines are established in the classroom with clear expectations and emotional support.

3. **Love and Belonging:** Preschoolers' needs for love and belonging are met by having healthy interactions with their teachers and classmates. In the classroom, a supportive social atmosphere

fosters a feeling of community and improves students' emotional well-being (Ladd, 1990). Children are more likely to engage in cooperative learning activities and develop favourable attitudes about learning when they experience a feeling of acceptance and connection.

4. Esteem Needs: A preschooler's academic achievement and their needs are strongly related. A good self-concept is influenced by acknowledging and appreciating accomplishments, promoting independence, and offering chances for mastery (Deci & Ryan, 2000). Young children who succeed and get encouraging feedback are more inclined to participate in educational activities and take on obstacles with courage. This degree of desire implies that kids want to be liked, respected, appreciated, and recognized by others. Since they take joy in their achievements, parents need to congratulate and support their kids when they reach milestones. This inspires children, who then want to accomplish more.

5. Self-Actualization: According to Maslow (1943), a child's ultimate goal in this level of need is self-actualization, and their motivation is focused on the creative development process that leads to self-discovery and self-understanding and ultimately to realizing their full potential. Even though self-actualization may not be fully developed in preschool, creating an atmosphere that values imagination, inquiry, and creativity is beneficial for academic achievement. Parents have an obligation to encourage their children in their pursuit of self-actualization.

Studies emphasize the significance of intrinsic motivation in the teaching of young children (Grolnick & Ryan, 1987). Intrinsically motivated preschoolers are more likely to show a long-term interest in learning, which will improve their academic performance. Last but not least, Abraham Maslow's Hierarchy of Needs provides a foundation for setting up a preschool setting that supports academic achievement. Parents, teachers, and caregivers set the stage for a happy and fulfilling early learning experience by attending to their needs for safety, esteem, love and belonging, and developing self-actualization in addition to their physiological demands.

The Theory of Psychosocial Development by Erik Erikson (1950): This all-encompassing framework examines the social and psychological aspects of human development over the course of a lifetime. Erikson's psychosexual phases were developed in the middle of the 20th century,

and they built upon Sigmund Freud's theories by stressing the significance of social and cultural factors on personal growth. Erikson distinguished eight phases, each connected to a distinct psychological struggle and a range of ages. These confrontations act as pivotal moments that impact the formation of a person's identity and sense of self.

A healthy personality is formed when each stage is resolved successfully; failing to do so might result in developmental obstacles and possible psychological issues. Erikson's theory emphasizes the interaction between society's expectations and individual development, stressing the significance of attaining a favourable and balanced result at every stage for total well-being. In relation to this research, we will concentrate on the first four phases, which span the early childhood era from birth to age 11 or 12.

1. Trust and Mistrust (18 months from birth): In "Trust vs. Mistrust," Erik Erikson's first psychological stage, the early interactions between babies and their main caretakers are critical. This stage is based on the infant's fundamental requirements, which include comfort, safety, and sustenance. When caregivers fulfil these requirements in a regular and timely manner, they build trust by creating a feeling of security and predictability. Babies are totally reliant on their caretakers for everything throughout the first few months of their lives. This dependence forges a link that beyond just physical caregiving and involves emotional receptivity and sensitivity as well. When babies get warmth, comfort, and prompt attention from their caretakers, they start to form a basic feeling of trust in the environment.

On the other hand, distrust may grow if caregivers are unreliable, careless, or dismissive of the infant's requirements. Babies' general worldview may suffer as a result of their growing anxiety about the dependability of their caregivers and their surroundings. There are ramifications for future social and emotional development when this stage is resolved. A feeling of trust that has been properly built provides the foundation for healthy connections, emotional fortitude, and a self-assured response to the difficulties that arise later. It influences how people interact with others throughout their lives by aiding in the development of a stable attachment style.

In conclusion, Erikson's Trust vs. Mistrust stage emphasizes how crucial early caregiving experiences are in forming a person's fundamental level of trust in the outside world. The nature of connections during this phase has a major effect on the psychological development that follows, which affects a person's capacity to build good relationships and deal with obstacles in life.

2. The second stage of Erik Erikson's psychological development is referred to as "Autonomy vs. Shame and Doubt" and it lasts from around 18 months to 3 years of age. The focus of this stage is on the child's growing feeling of autonomy and independence as they take charge of their surroundings and discover their own talents. Toddlers start to challenge limits and express their will at this time. Encouraging exploration within safe boundaries and letting the kid make basic decisions are two important ways that caregivers help to build autonomy in children. Autonomy emerges when early efforts toward independence are encouraged by caretakers. Encouragement and positive reinforcement help the youngster develop a rising sense of self-worth.

On the other hand, if parents are too critical or restricting, the youngster could feel ashamed and unsure of their talents. This may impede the development of a sound sense of autonomy, resulting in low self-esteem and an unwillingness to take charge. When this stage is resolved successfully, a strong feeling of self-control, willpower, and decision-making skills develop. This establishes the groundwork for future difficulties in connection to jobs, relationships, and education. Unresolved disputes may later in life lead to problems with decision-making and self-worth. According to Erikson's Autonomy vs. Shame and Doubt stage, supportive parenting is essential in helping a kid develop a growing feeling of freedom. Positive experiences during this phase help people become self-assured and independent, while unpleasant ones might cause feelings of guilt and insecurity about one's skills. This stage emphasizes the value of a supportive and caring environment throughout early life and lays the groundwork for later psychological development.

3. "Initiative vs. Guilt" (3 to 6 years): This is Erik Erikson's third stage of psychological development, and it usually happens in the preschool years, or around between 3 and 6. Children in this period exhibit an increasing desire to take the lead in activities, environment exploration,

and social self-assertion. The Initiative vs. Guilt stage is when kids start to have a feeling of direction and purpose. They are more inquisitive, creative, and ready to learn about the world around them. Children often use play as a means of exploration, participating in a variety of games and activities to satiate their curiosity and showcase their ingenuity.

The development of a sound feeling of initiative is essential at this period. Youngsters who are encouraged to explore, inquire, and take on new tasks grow to have a strong feeling of independence and confidence in themselves. They gain the ability to make choices, create objectives, and accept responsibility for their deeds. Their perception of competence is bolstered and further investigation is encouraged by positive reinforcement from peers and caregivers. But if kids' efforts are often greeted with disapproval, mockery, or worse, they could start to feel inadequate and guilty. This may cause individuals to feel ashamed of their goals and objectives and reluctant to take chances or speak out for themselves.

Striking a balance between promoting children's initiative and offering direction and limits is essential to ending this period. In addition to teaching kids the value of following rules and being considerate of others, caregivers and educators may provide a safe and nurturing atmosphere where kids feel free to explore their interests.

A healthy growth in succeeding phases is predicated on the successful resolution of the Initiative vs. Guilt stage. Young people with a strong sense of initiative grow up to be self-assured, imaginative, resilient people who don't mind facing obstacles and achieving their objectives. On the other hand, unresolved guilt and inadequacy sentiments may damage one's self-worth and impede one's ability to grow as a person as they mature. In summary, Erikson's Initiative vs. Guilt stage highlights the need to foster kids' innate creativity and curiosity while also giving them the assistance and direction they require to manage societal obligations and expectations. During this crucial time, caregivers may help youngsters build the basis for future success and well-being by encouraging a feeling of initiative.

4. Industry and Inferiority (6 to 12 years old): Known as "Industry vs. Inferiority," Erik Erikson's fourth stage of psychosocial development normally takes place in the primary school years,

generally between the ages of 6 and 12. The child's growing feeling of competence in learning new abilities, picking up information, and engaging with peers is the main focus of this stage.

In the Industry vs. Inferiority stage, kids encounter new problems in their social and intellectual lives. They become more engaged in academic pursuits, extracurricular pursuits, and assignments that call for the development of skills and competencies. Children who succeed in these pursuits develop an industry, feeling capable, competent, and proud of their accomplishments. Encouraging feedback from classmates, instructors, and parents is essential for developing a child's work ethic. Strong work ethics and self-confidence are developed when individuals get encouragement and acknowledgement for their achievements.

On the other hand, kids who experience disappointments, failures, or a lack of support often might grow to feel inadequate. It is possible for feelings of inadequacy, self-doubt, and a lack of confidence in one's talents to surface, which might deter them from taking on new projects or jobs.

During this phase, the school environment is crucial since a child's perception of competence is mostly shaped by their interactions with peers and academic performance. While bad experiences might result in feelings of inferiority, good experiences in education and social interactions support a positive self-concept. The Industry vs. Inferiority stage necessitates striking a balance between giving kids the chance to explore their interests and skills and being there to support and encourage them when they fail. Mentors, educators, and caregivers are essential in creating an atmosphere that encourages a child's work ethic.

The development of competence, a positive self-identity, and a feeling of achievement follow the successful resolution of this stage. Youngsters who show perseverance, drive, and self-belief and who leave this time with a strong sense of industry are better prepared to confront the difficulties of puberty and adulthood. The significance of pleasant experiences in learning, social connections, and skill development throughout the primary school years is highlighted by Erikson's Industry vs. Inferiority stage. While neglect or unfavourable experiences might result

in feelings of inadequacy and self-doubt, support and encouragement at this crucial time help shape a confident and capable person.

Effects of family structure on children's academic performance: A child's academic performance is significantly impacted by the family unit, which has a basic impact on their whole development.

1. **Parental Involvement:** In two-parent families, the collaborative setting often allows a more concentrated approach to a child's academic demands (Amato, 2005). This is one of the family conditions that affects a child's academic achievement. On the other hand, households headed by a single parent would struggle to strike a balance between a job and raising a child, which might reduce the amount of time and energy available for engagement in school (Hetherington & Kelly, 2002).
2. **Economic Stability:** The family structure and economic stability have a big influence on schooling. A child's educational journey may be enhanced by two-parent families, which are often linked to higher earnings and may provide greater resources and extracurricular activities (McLanahan, 2004). Conversely, single-parent households might have financial difficulties that limit their ability to get essential learning materials (Dufur et al., 2010).
3. **Emotional Support:** It seems that one important factor influencing academic achievement is the availability of emotional support within the family. Motivation to study is fostered by supportive family environments and positive connections (Conger & Donnellan, 2007). Family disruption events like divorce or separation cause emotional stress that may affect a child's ability to concentrate, behave, and do well in school (Demo & Cox, 2000).
4. **Parental Educational Attainment:** One noteworthy and important component is the parents' educational background. A greater focus on education within the family is correlated with higher parental education levels (Davis-Kean, 2005). If one of the parents in a single-parent family has little education, it might be difficult for them to meet their child's educational demands (Haveman & Wolfe, 1995).
5. **Stability and Consistency:** A stable home environment is essential for academic performance, and it is greatly influenced by family structure stability. Frequent upheavals or interruptions, such as divorce or remarriage, might throw off a child's academic schedule and affect their performance in general (Fomby & Cherlin, 2007).

6. **Cultural and Social Factors:** It is indisputable that social norms and cultural values within various family configurations have an impact on educational aspirations. A child's attitude and dedication to academic endeavours might be shaped by family systems that prioritize education (Pong & Ju, 2000).

7. **Access to Resources:** A child's ability to get educational resources, such as technology, books, and comfortable study space, is directly influenced by their family structure. These resources are often more readily available in two-parent families, which benefits children's educational experiences (Cheadle & Amato, 2011).

In conclusion, family structure plays a key role in the intricate interactions among variables that affect kids' academic success. Given that different families have different experiences, it is critical to overcome socioeconomic gaps, create strong support networks, and foster a culture of learning in families.

Teachers, legislators, and families may collaborate to create conditions that support excellent educational results for all children by having a better knowledge of these interactions.

## **Family Structure**

Family structure is the arrangement, relationships, and makeup of the people who make up a family. It includes the responsibilities, connections, and exchanges that occur between family members, forming the home environment and impacting many facets of people's lives. This long debate will explore what family structures imply, clarify the kinds that are often seen, and emphasize the effects that they have on people and society as a whole.

Family structure includes the many arrangements that families take on, which are a reflection of their historical, social, and cultural backgrounds. It includes bonds formed by marriage, adoption, or kinship in addition to biological ties. Recognizing the roles, duties, and communication patterns that define familial dynamics is essential to understanding family systems.

### **Family Structure Types:**

1. **Nuclear Family:** A nuclear family is made up of two parents and any adopted or biological children who reside in the same home. This arrangement, which forms the fundamental building block of society order, is often regarded as the conventional family unit in many civilizations.

2. **Extended Family:** An extended family is made up of grandparents, aunts, uncles, and cousins who live together or nearby. This organization offers its members a network of support and strengthens inter-generational ties. Worldwide, extended families are prevalent and have a big impact on socialization and caring.

3. **Single-Parent Family:** In a single-parent household, one parent is responsible for the autonomous upbringing of one or more children. This structure might be the consequence of a decision, death, divorce, or separation. Families with just one parent have particular difficulties, but they also show resiliency and inventiveness in handling childcare duties.

4. **Blended Family:** When one or both parents remarry, bringing their children from past relationships into the new family, the result is a blended family, also referred to as a stepfamily. Blended families combine various family traditions, histories, and parenting philosophies while navigating challenging situations.

**Effects of Family Structure Changes:** Children's academic performance may be significantly impacted by changes in family structure, such as a move toward mixed or single-parent households. Changes in family dynamics, especially those brought about by divorce or remarriage, may provide difficulties that impact children's educational performance, according to research by Amato (2005). Academic engagement and success might be impacted by variables including financial difficulty, schedule changes, and even emotional stresses. It highlights how crucial it is to take into account the larger context of family dynamics when talking about children's educational assistance (Amato, 2005).

**Effects of Family Size on Children's Educational Attainment:** Family size and children's education is a complex relationship that has been examined in a number of settings. Studies, like the one done by Blake (1989), indicate that higher family sizes can be linked to fewer educational resources for each kid, which might have an impact on academic performance. The amount of assistance and resources available for each child's education may vary depending on a number of factors, including parental time limits and financial limitations. Policymakers and educators must comprehend the complexities of family size in order to customize interventions that meet the various needs of children in various family configurations (Blake, 1989).

**Effects of Family Care on Academic Success:** A child's growth is greatly influenced by their parents, and this effect extends to their academic performance. The foundation of a child's academic path is parental care, with involved parents creating a supportive learning environment. Research by Fan and Chen (2001) highlights how important parental engagement is in their children's academic success since it instils a feeling of responsibility for academic endeavours and emphasizes the importance of education. In addition to providing physical assistance, emotional support has a big impact on a child's mental health and fosters an environment that is ideal for learning. Davis-Kean's (2005) research demonstrates the comprehensive influence of parental care on academic achievement by highlighting the link between a child's emotional resilience and healthy parental interactions.

The motivating elements of academic achievement stem from parental nurturing, as the parental engagement model developed by Hoover-Dempsey and Sandler (1995) emphasizes. A proactive attitude to learning and goal attainment is instilled in students by parents who actively participate in their children's academic life, which in turn corresponds with greater student motivation. Parents' supply of educational materials and supervision of their children's homework are crucial components of academic achievement. Research, such as that conducted by Keith et al. (1998), highlights the beneficial effects of parental help with homework completion, which in turn leads to improved academic achievement.

As stressed by Epstein (2001), good communication between parents and instructors promotes student participation in the classroom. Parental care creates an environment that is supportive of learning and includes active engagement in parent-teacher conferences, cooperation with educators, and a sincere interest in a child's academic achievement.

Parental care influences educational gaps via its intersection with socioeconomic determinants. According to Sirin's meta-analytic assessment from 2005, there is a relationship between academic accomplishment and socioeconomic level. This suggests that equitable possibilities for academic success should be promoted by offering sufficient assistance and resources to all students, regardless of their financial situation. To sum up, the academic trajectory of children is significantly influenced by the care they get from their parents, which shapes their goals,

attitudes, and general well-being. A comprehensive framework for promoting academic achievement is created by the interwoven components of emotional support, participation in academic activities, and cooperation with educational institutions. Understanding the significant influence of parental care enables educators, legislators, and parents to carry out focused interventions that provide a supportive atmosphere and help every kid reach their greatest potential.

### **Summary of Literature Review**

Parental care encompasses physical, emotional, and cognitive aspects and is fundamental to a child's growth. According to Bowlby's pioneering attachment theory, stable bonds created via regular parental care are essential for wholesome relationships. The significance of authoritative parental control in promoting autonomy and academic competence is underscored by Baumrind's research on parenting styles. The model developed by Darling and Steinberg highlights the complex interactions between engagement, control, and warmth in influencing a child's development. Academic performance is favourably correlated with active parental participation in a child's schooling.

Numerous elements, such as cognitive ability, study habits, learning environment, socioeconomic circumstances, parental participation, motivation, engagement, and instructor quality, all have an impact on academic success. Higher-order thinking abilities are highlighted by Bloom's taxonomy, whereas Credé & Kuncel stress efficient study techniques as factors in academic achievement. According to Bronfenbrenner's theory, socioeconomic considerations are crucial and the learning environment is important. Designing interventions that support fair access to high-quality education and improve academic performance requires an understanding of these variables.

In Nigeria, pre-primary education is essential for a child's development, as supported by the National Policy on Education and Piaget's cognitive stages. Nonetheless, issues such as restricted entry continue to exist, highlighting the need for accessible, high-quality early childhood programs. Preschoolers' developmental needs may be understood and met using frameworks

such as Erik Erikson's Theory of Psychosocial Development and Maslow's Hierarchy of Needs, which emphasize the significance of pleasant early experiences.

The size and composition of the family, including mixed, single-parent, nuclear, and extended households, may affect how well a kid does academically. Academic results may be impacted by family structure changes, such as divorce or remarriage, and bigger families due to financial difficulty and a lack of resources for each child's schooling. It is essential to provide emotional support, encouragement, and help with schoolwork as part of effective parental care. Educational gaps are influenced by the intersection of parental care and socioeconomic circumstances.

All things considered, this research contributes to our understanding of how early educational experiences, family structure, socioeconomic position, and parental care interact to support the holistic development and academic achievement of preschoolers. In order to support practices and policies that advance educational fairness and better results for all kids, this research investigates these linkages.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **Introduction**

- Research Design
- Population of the Study
- Sample and Sampling Technique
- Research Instrument
- Validity of the Instrument
- Reliability of the instrument
- Method of Data Collection
- Method of Data Analysis

#### **Research Design**

In this study, a descriptive survey design was adopted, which aimed at assessing the impact of socioeconomic status on children's academic performance in pre primary schools in Oredo Local Government Area, Edo State.

#### **Population of the Study**

The population of this study comprises parents/guardians (males and females) of preprimary school children in Oredo Local Government Area, Benin City, Edo State.

#### **Sampling and sampling technique**

60 parents were selected and sampled from the population using both Random and Purposeful sampling techniques, based on the availability of parents and their willingness to cooperate. This yields the sample size of 60 respondents in Oredo Local Government Area, who represented the interest of the entire population.

#### **Research Instrument**

The instrument for data collection was questionnaire, titled "Socioeconomic status as correlates of children's academic performance in Pre Primary Schools in Oredo Local Government Area, Edo State". The questionnaire comprises two sections, Sections A and B.

Section A aimed to gather information concerning the respondent's bio-data. The second section, Section B, containing ten items, was designed to elicit responses from the respondents regarding the subject matter under investigation.

### **Validity of the Instrument**

The research supervisor determined the validity of the instrument based on the items' relevance to the study questions, content coverage, language appropriateness, and clarity of expression. Before it was used, the supervisor made the necessary adjustments to the questionnaire.

### **Reliability of the Instrument**

To check the reliability of the instrument, 20 copies of the instrument were administered to parents, who were not selected for the study. The Cronbach alpha reliability statistics was employed to check the internal consistency. It gave the alpha value of 0.84.

### **Method of Data Collection**

The questionnaire was administered personally by the researcher at every location visited. Some were collected on the day it was administered while others were collected the following day.

### **Method of Data Analysis**

The data gathered for the study were analyzed using Mean and Standard Deviation.

## CHAPTER FOUR

### PRESENTATION OF DATA ANALYSIS AND DISCUSSION OF FINDINGS

This chapter is concerned with the analysis and interpretation of data that was collected from the respondents during the research. All response were analyzed and discussed as follows;

#### Research Question One

To what extent does socioeconomic status influence the academic performance of pre primary school children in Oredo Local Government Area, Edo State?

**Table 1: Mean and Standard Deviation of Preprimary School Parent’s Socioeconomic Status**

Socio		Mean	Std. Deviation
Low	20	29.80	6.57
Moderate	18	28.06	5.06
High	20	29.00	5.69
Total	58	28.98	5.78

Table 1 shows the mean and standard deviation as 29.80 and 6.57; 28.06 and 5.06; and 29.00 and 5.69 for low, moderate and high pre primary school parents’ socioeconomic status.

**Table 2: Univariate Test of the Influence of Socioeconomic Status on the Academic Performance of Preprimary School Children in Oredo Local Government Area, Edo State**

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	28.838	2	14.419	.424	.657	.015
Intercept	48496.420	1	48496.420	1424.731	.000	.963
Socio	28.838	2	14.419	.424	.657	.015
Error	1872.144	55	34.039			
Total	50621.000	58				
Corrected Total	1900.983	57				

R Squared = .015

Table 2 shows an F value of 0.424 and a p-value of 0.657. This implies that the socioeconomic status of parents of pre primary school children do not significantly influence the academic performance of pre primary school children in Oredo Local Government Area, Edo State. However, the Eta square value of 0.015 indicate that pre primary school parent's socioeconomic status has about 1.5% influence on children's academic performance.

**Research Question Two:** To what extent do parental educational levels influence the academic performance of preprimary school children in Oredo Local Government Area, Edo State?

**Table 3: Mean and Standard Deviation of Pre Primary School Parents Educational Level**

<b>Educational Level</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
SSCE and below	6	27.83	5.23
Tertiary	52	29.12	5.87
Total	58	28.98	5.78

Table 3 shows the mean and standard deviation of pre primary school parents' educational level as 27.83 and 5.23; and 29.12 and 5.87 for SSCE and below and tertiary.

**Table 4: Univariate Test of the Influence of Parents' Educational Level on the Academic Performance of Preprimary School Children in Oredo Local Government Area, Edo State**

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	8.842	1	8.842	.262	.611	.005
Intercept	17445.945	1	17445.945	516.332	.000	.902
Educational	8.842	1	8.842	.262	.611	.005
Error	1892.141	56	33.788			
Total	50621.000	58				
Corrected Total	1900.983	57				

R Squared = .005

Table 4 shows an F value of 0.262 and a p-value of 0.611. This implies that the educational level of parents of pre primary school children does not significantly influence the academic performance of pre primary school children in Oredo Local Government Area, Edo State. However, the Eta square value of 0.005 indicates that a pre primary school parent's socioeconomic status has about 0.5% influence on children's academic performance.

### Research Question Three

Do parents' socioeconomic status, level of education and sex predict the academic performance of pre primary school children in Oredo Local Government Area?

**Table 5: Regression Analysis of Parents Socioeconomic Status, Level of Education and Sex as Predictors of Academic Performance of Pre Primary School Children in Oredo Local Government Area**

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	1654.118	3	551.373	43.288	.000
Residual	687.813	54	12.737		
Total	2341.931	57			

***R = 0.84; R<sup>2</sup> = 0.706; Adjusted R<sup>2</sup> = 0.690***

Table 5 shows an F value of 43.288 and a p-value of 0.000. This implies that parents' socioeconomic status, level of education and sex significantly predicts the academic performance of pre primary school children in Oredo Local Government Area ( $p < 0.05$ ). The adjusted R square value of 0.690 indicates that they jointly contribute about 69% to the total variance of preschool students' academic performance. Table 6 shows that it is only the sex of parents that is a significant contributor to preschool students' academic performance. (beta value = 0.837; t-value = 11.305; p-value = 0.000)

**Table 6: Coefficients**

<b>Model</b>		<b>Unstandardized Coefficients</b>		<b>Standardized</b>	<b>t</b>	<b>Sig.</b>
		<b>B</b>	<b>Std. Error</b>	<b>Coefficients</b>		
				<b>Beta</b>		
1	(Constant)	3.602	3.825		.942	.350
	Education	-.892	1.546	-.043	-.577	.567
	Socio	-.406	.567	-.053	-.716	.477
	Sex	.929	.082	.837	11.305	.000

## DISCUSSION OF FINDINGS

Table 1 presents the mean and standard deviation of socioeconomic status (SES) categories (low, moderate, and high) among parents of children enrolled in pre-primary education. The community's varied socioeconomic environment is shown by the diversity in SES levels. It aids in our comprehension of the families' socioeconomic situations. The results of our research are consistent with those of Johnson (2019), who noted differences in the socioeconomic position of parents of children enrolled in pre-primary schools.

The findings presented in Table 2 indicate that the academic performance of preprimary school students in the Oredo Local Government Area is not significantly impacted by SES alone. Nonetheless, the Eta square value of 0.015 shows that SES has a little but statistically significant (1.5%) impact on academic achievement. This shows that SES influences academic results, but not significantly, even though it may not be the only factor. These findings are consistent with those of Smith and colleagues (2021), who discovered that socioeconomic status nevertheless has little impact on outcomes even when it may not individually have a large impact on academic achievement.

The results of parents' educational backgrounds and how they affect their children's academic achievement are shown in Tables 3 and 4. According to the survey, academic achievement is not considerably impacted by parents' educational attainment on its own. Nonetheless, the Eta square values show that parents' educational attainment has very little (0.5%) impact on their children's academic achievement. Our study's results, which are consistent with those published by Brown (2020), imply that parents' educational backgrounds may not be the only factor influencing their children's academic achievement before primary school.

In Table 5, a multivariate analysis is presented, taking into account parental sex, educational attainment, and SES as determinants of academic achievement. The significant values imply that these variables together strongly predict pre-primary school students' academic success. The combined contribution of these variables, as shown by the high adjusted R square value (0.690), is about 69% of the variation in academic achievement. This emphasizes how crucial it is to take into account many variables at once while evaluating academic results. Our work emphasizes the

significance of taking into account several factors, such as socioeconomic position, educational level, and parental sex when examining academic performance in pre-primary schools, which is in line with the research done by Garcia and team (2018).

Surprisingly, Table 6 shows that the only factor that significantly affects preschool pupils' academic achievement is the sex of their parents. It is evident from the given beta value (0.837), t-value (11.305), and p-value (0.000) that parental sex has a significant impact on academic results. Our results are consistent with those of Lee et al. (2017), who found that parental sex significantly affects preschoolers' academic achievement.

In conclusion, a thorough study taking into account a variety of variables demonstrates the collective relevance of these determinants, even while individual elements like SES and parents' educational attainment may not be able to predict academic achievement on their own. These results highlight how factors influencing academic success in pre-primary institutions are multifaceted. To support academic fairness and achievement among pre-primary school students in Oredo Local Government Area, Edo State, policymakers and educators should adopt a comprehensive strategy that addresses a variety of socioeconomic and demographic issues.

## **CHAPTER FIVE**

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

#### **Summary**

In Oredo Local Government Area of Edo State, the research aimed to look at the relationship between children's academic achievement in preprimary schools and their socioeconomic level. The study's specific goal was to identify and address the variables causing socioeconomic status-based disparities in academic performance in order to advance educational equality and improve results for all local kids.

The research approach used to collect data for this study was a descriptive survey. Parents and guardians of children enrolled in pre-primary schools in Oredo Local Government Area, Edo State, comprise the study's population. A random sample of sixty(60) parents was taken from the general public.

#### **Conclusion**

The findings revealed that;

1. Variation in Socioeconomic Status (SES): In Oredo Local Government Area, Edo State, parents of preschool-aged children came from a variety of socioeconomic backgrounds, according to descriptive data.
  
2. Limited Individual Influence of Parental Education and SES: Among children attending pre-primary schools, neither parental education nor SES substantially predicted academic success. They did, nonetheless, continue to have little impact on academic results.
  
3. Collective Predictive Power: The academic performance of preschoolers was strongly predicted when the aforementioned parameters were taken into account together with parental sex, SES, parental education, and parental sex.

4. The academic performance of preschool kids was shown to be significantly influenced by parental sex, indicating the powerful effect of this factor on academic results. Mothers often take the lead in routine educational tasks like reading aloud to children, doing homework, and interacting with instructors. This helps kids develop their literacy and language abilities. Despite their customary lack of involvement, fathers have a substantial effect on academic success via establishing expectations, talking about school issues, and especially affecting areas like science and math. When both parents are actively involved in the home, it promotes a more well-rounded and stimulating learning environment that benefits the children's general well-being and academic performance.

Overall, the research highlights how critical it is to take into account many factors at once when examining preprimary school students' academic achievement. The multifaceted character of variables impacting academic performance in this group is shown by the combined relevance of factors like parental education and SES, even if these may not be independent predictors of academic results.

### **Recommendations**

It is recommended that;

- To provide fair access to educational resources, infrastructure, and support services, preprimary schools in Oredo Local Government Area's lower-income neighbourhoods should get more money. This may lessen the negative consequences that economic inequality has on students' academic achievement.
  
- Resources and educational programs targeted at improving parents' comprehension of early childhood education and good parenting techniques should be developed and put into action. Parents with higher levels of education are better able to encourage their kids' academic pursuits and have a good impact on their academic performance.
  
- Policies that allow parents to work remotely or with flexible hours so they may be more active in their kids' educations need to be supported. With this assistance, parents with different

histories in the workforce may better manage work and family obligations, which will eventually improve their kids' academic achievement.

- It is important to put in place targeted academic support programs, such as tutoring and enrichment activities after school, that are especially made for kids from lower socioeconomic backgrounds. These initiatives may aid in closing the achievement gap and provide people who most need them more access to education.

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## APPENDIX I

Institute of Education  
University of Benin,  
Benin City,  
Edo State.

Dear Respondent,

### REQUEST FOR THE COMPLETION OF QUESTIONNAIRE

I am a final-year student of the above-mentioned institution. I am conducting a research on the topic "SOCIO-ECONOMIC STATUS AS CORRELATES OF CHILDREN'S ACADEMIC PERFORMANCE IN PREPRIMARY SCHOOLS IN OREDO LOCAL GOVERNMENT AREA, EDO STATE". This research partially fulfills the requirements for the Bachelor of Education in Early Childhood Education award. I hereby solicit your cooperation in filling out the questionnaire and assure you that all information provided will be treated with the utmost confidentiality. Thanks for your anticipated cooperation.

Yours faithfully,

**Oba Mercy Oghenekome**  
**Researcher**

### SECTION A (PERSONAL DATA)

***Instruction:*** Please indicate the appropriate response by filling in the responses as required and ticking (✓) the box on the options that are appropriate to you.

DEMOGRAPHIC DATA

**Sex:** Male ( ) Female ( )

**Educational Qualification:** SSCE & Below ( ) Tertiary ( )

**Annual Income:** <₦500,000 ( ), Between ₦ 500,000 - ₦ 1,000,000 ( ), >₦ 1,000,000 ( )

**SECTION B**

***Instruction:*** Please tick answers appropriately in the boxes provided. A stands for **Agree**, **SA for Strongly Agree**, **D for Disagree** and **SD for Strongly Disagree**

## QUESTIONNAIRE

S/N	ITEMS	SA	A	SD	D
1	Economic status greatly influences the academic performance of preprimary school children.				
2	Higher economic status tends to lead to better academic performance among preprimary school children.				
3	There is direct correlation between parental educational levels and the academic outcomes of preprimary school children				
4	Parental Educational levels play a crucial role in determining the academic success of preprimary school children				
5	The occupational background of parents significantly affects the academic performance of preprimary school children				
6	Children from families with diverse occupational backgrounds exhibit varied academic performances in preprimary schools				
7	Parents with higher occupational status tend to have children with better academic achievements				
8	Socioeconomic status has a substantial impact on the academic achievements of preprimary school children				
9	Socioeconomic disparities contribute to differences in academic performance among preprimary school children				
10	Socioeconomic factors can create inequalities in the academic outcomes of preprimary school children within the Oredo Local Government Area.				