

**PARENTAL ACADEMIC STATUS AND PUPILS' ACADEMIC PERFORMANCE IN KINDERGARTEN IN
OREDO LOCAL GOVERNMENT AREA,
EDO STATE.**

BY

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BENIN CITY.**

AUGUST 2023.

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CERTIFICATION

We, the assigned ,certify that this project work was carried out by **Evbuomwan oghomwen Bridget** with matriculation number **EDU1803683** of the Institute of Education, University of Benin, Benin City in partial fulfillment of the requirement for the award of Bachelors Degree in Education (B.Ed) in Early Childhood Education.

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DEDICATION

This work is dedicated to God Almighty for his love, mercies, provisions, protection and directions throughout my academic pursuit. To my lovely Mom, Mrs Josephine Evbuomwan for always supporting me.

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I would love to extend my heartfelt appreciation to God Almighty who helped make this journey a success. Throughout this journey, God's mercy and love saw me through.

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ABSTRACT

This study investigated parental academic status and pupils' academic performance in kindergarten in Oredo Local Government area, Edo State. The study also sought to find out if there is any relationship between parental academic status and pupils' academic performance in kindergarten in Oredo Local Government Area. The difference in relationship between the parental academic status and pupils' academic performance in kindergarten based on location was also an area of interest in this study. Four research questions were raised to guide the study. Two were answered while two were formulated into hypotheses and tested at 0.05 level of significance. The study adopted the descriptive survey research design. 6 schools formed the sample of the study. The instrument titled "parental academic status and pupils' academic performance in kindergarten" was a self designed checklist by the researcher to collect data for the study. Data collected were analysed using mean, standard deviation, Pearson r, and Fischer-Z statistics. The following were among the findings: There is difference in educational attainment between fathers and mothers, Kindergarten pupils in Oredo Local Government Area performed well in various subjects, and their overall academic performance was considered high based on the grand mean score of 81.5. There is no significant relationship between parental academic status and pupils' performance in kindergarten in Oredo local government area. There is no significant difference in the relationship between parental academic status and pupils' performance in kindergarten in Oredo local government area based on location of school. Based on the findings, it was recommended among others that one of the findings of the study is that fathers are better educated than mothers. This shows the need for society to educate its daughters bearing in mind the closeness and influence of mothers on their young children.

CHAPTER ONE

INTRODUCTION

Background of the study

Academic achievement is a significant indicator of a child's future accomplishment in education and profession. Studies have shown that early academic success foretells future academic achievement, making early education important for a child's comprehensive development.

While many factors donate to a child's academic performance, one that has been widely studied is parental academic status.

Scholars emphasized their belief that the age from 3 to 5 years is the best for the formation of children's enthusiasm for learning. This age will allow children to prosper at the next levels of the educational system and enjoy lifelong benefits.

Early education is the cornerstone for children to create the first touch for social and emotional development. In addition, there are common cultural, parental, and environmental factors in the kindergarten institution that can influence the quality and relevance of early education. Some positive parenting and economic factors can help kindergartners in their educational ambitions. Study found that elements of family, school, and society, as well as play, bonds, and environments, work synergistically to support children's social and emotional development. kindergarten classrooms has evolve more academically centered and less concentrated on exploration, social skill growth and play due to many reasons. Accountability pressures have permeated the early education sector due to the effects of the No Child Left Behind Act of 2002. The law required states to assess students in reading and math in grades three through eight. Although some students are not required to take the test until third grade, preparing students to do well on the test begins early. However, according to Marcia Nell, a

professor of early childhood education at Millersville University, "there are still a lot of third graders who are not getting grades where people think they should be,"

Parental involvement in kindergarten is substantial and should be emphasized. This involvement depends greatly on the parent's academic status, interest, and engagement in the child's education. Parents with these peculiarities help boost the child's attitude regarding their school, self-esteem, and interest in learning.

Neil 1973 emphasized the necessity to balance academic and non-academic activities for preschool children. Early experiences with music and art that stimulate creativity and invention, she said, are "experiences that allow children to develop all kinds of thought processes." However, Latham insisted that teachers have establish ways to teach children math and reading in ways that are fun, efficient and interesting. He explained that several kindergarten teachers teach children topics they already know if they don't challenge them with more academic content. . Research has indicated that when children are exposed to stimulated content early on, they learn better.

According to Nell and Latham, children's learning begins long before they join the classroom. Parents who engage in stimulating discussions with their children and encourage them to read and write will raise more academically successful children compared to children who do not receive earlier academic or social stimulation, creating an "experience gap" in children even before they reach the early adulthood. phase of education. "Higher-income white children have heard millions more words than low-income or minority children by the time they enter kindergarten," Latham said. Nell noted that between the ages of 0 and 3, 90 percent of the brain is developed, and progress in those early years forms the foundation for the rest of life. As a result, Latham said, parents now value math and early literacy more than earlier generations, particularly low-income families. According to Brown, there is also more apprehension on

schools to include parents more in their children's education. Higher-income families generally have bigger access to more resources and more time to foster learning with their children.

Kindergarten pupils commonly exhibit a range of characteristics as they begin their educational journey. Children are naturally curious and have an innate need to explore the world around them. They ask a lot of questions and are anxious to learn recent things. Toddlers in Kindergarten are prone to imaginative play. They enjoy building scenarios, feigning to be different characters, and taking part in activities that involve role-playing. Kindergarten is an important period for the growth of social skills. Children in this age group are beginning to understand what it means to share, take turns, and cooperate with their peers. They can also begin to make friends and understand the basics of empathy. Kindergarten learners are at a crucial stage of vocabulary development. They broaden their vocabulary, improve their pronunciation, and enhance their communication skills through interaction with educators and classmates. children persist to improve their fine motor skills, such as wielding scissors, holding a pencil, or tying shoelaces. They also participate in physical activities to improve their gross motor skills, such as running, jumping, and playing. Kindergarten children often have moderately short attention spans. It can be challenging for them to focus on a task for long periods of time. Teachers use different methods to keep their attention and use hands-on activities to keep them entertained.

They mark the stage of emotional growth. Children can encounter a deep range of emotions and show them more plainly. Teachers help them manage their emotions by preparing them with a stimulating and confirming environment. In kindergarten, children are introduced to the basics of reading and writing. They learn word recognition, phonetics, essential reading skills and number concepts through interactive and game-based activities. they often display explicit imagination and creativity. They appreciate art, storytelling and imaginative projects that allow them to reflect themselves and explore their opinions in different ways. It also conforms as a

stepping stone to independence. Children begin to independently perform simple tasks such as putting on shoes, closing coats or tidying up..

Parents' academic status indicates the maximum educational achievement of parents. Parents who are educated are cognizant of the consequences of not participating and observing their child's academic performance. Allocating time for a child's learning process is one of the key indicators of the child's success as an adult. Educated parents spend more time than less educated parents with their children. A child often learns by observing people and things around them and their behavior is formed by these interactions (Bandura in Dubowet al 2009). Several studies have examined the relationship between parental academic status and a child's academic performance in different settings, including kindergarten. A study by Senechal and LeFevre (2002) found that a mother's education was a vital predictor of children's vocabulary skills in kindergarten. They also noted that children whose mothers had higher education levels had more progressive literacy skills, including phonological awareness, letter recognition, and print awareness.

Another study by Crosnoe and Cooper (2010) reviewed the connection between parental education and children's math skills in kindergarten. Children whose parents had higher education levels had higher math skills than those whose parents had lower education levels. They also found that the effects of parental education on math skills were greater for children from lower-income families.

Other studies have examined the impact of parental education on children's inspiration and attitude toward learning. A study by Eccles and Harold (1991) discovered that parents' educational attainment and professional status were positively related to children's enthusiasm and expectations for academic achievement. Another study by Wray-Lake et al. (2016) found

that parental educational level predicted children's academic involvement and persistence in school.

Additionally, socio-economic status (SES) has been recognized as a crucial factor that conciliates the relationship between parental education and children's academic performance. A study by McLoyd et al. (2012) shows that children from high-SES households had higher academic performance than children from low-SES households, even when controlling for parental education. The study implies that other factors, such as malnutrition, exposure to an environmental toxicant, and inaccessible educational resources, may add to the academic achievement gap.

The education of children from 0 to 8 years old is very important as it sets the foundations for their intellectual, social, emotional and physical development. Primary education promotes the acquisition of language, problem-solving and interpersonal skills, providing opportunities for lifelong learning. It encourages children to develop physical strength, creativity and self-confidence, and furnishes a structured environment for improvement. In addition, teaching children fosters a fondness for learning and prepares pupils for future educational achievement.

Statement of the problem

Failure to communicate obstructs parents' involvement in schools. These failures result from the inability to write, speak and comprehend English in a school setting.

pupil academic performance may ascribe to parents' disregard for pupils' academic performance and well-being.

Also, the lack of enthusiasm of the pupil is caused by emotional instability, trouble understanding, disorder, etc.

Inadequate knowledge of the curriculum which includes supervision, availability of resources, and good relationship between parents and teachers.

These are problems set out by this research work to evaluate if they affect pupils' performance positively or negatively.

Research questions

The following research questions were raised to guard the study.

1. what is the prevalent academic status of parents of kindergarten pupils in Oredo local Government Area?
2. what is the level of pupils' academic performance in kindergarten in Oredo local Government Area?
3. Is there any relationship between parental academic status and pupils' academic performance in kindergarten in Oredo Local Government Area?
4. Is there any difference in relationship between the parental academic status and pupils' academic performance in kindergarten based on location?

Hypotheses

Ho1: There is no relationship between parental academic status and pupils' academic performance in kindergarten in Oredo Local Government Area.

Ho2: There is no significant difference in the relationship between parental academic status and pupils performance in kindergarten in Oredo Local Government Area based on location.

Purpose of the study

The purpose of the study is to investigate parental academic status and pupils' academic performance in kindergarten. The specific objectives include to:

Find out the prevalent academic status of parents of kindergarten pupils in Oredo Local Government Area.

Ascertain the level of pupils' academic performance in kindergarten in Oredo Local Government Area.

Is there any relationship between parental academic status and pupils' academic performance in kindergarten in Oredo Local Government Area?

Is there any difference in relationship between the parental academic status and pupils' academic performance in kindergarten based on location?

Significance of the study

This study will be significant to the following bodies: parents and teachers.

Understanding the bond between parental academic status and pupils' performance can boost parents' awareness of the conceivable influence they have on their children's academic outcomes. It highlights the significance of education within the family. It makes them informed that parents' educational achievements can completely affect their children's academic performance. Parents can take advantage of their own educational experiences to supply knowledge, study habits, and strategies that can benefit their children. It can guide in selecting appropriate schools, extracurricular activities, or additional educational programs that can

improve their child's learning experience. It could encourage parents to actively take part in parent-teacher meetings, relate effectively about their child's progress, and work collaboratively to recognize any educational challenges that may arise

Teachers play a crucial role in constructing student achievement in schools, and their influence expands beyond the classroom. Parents are certainly important in their child's education, but teachers bring outstanding skills, knowledge, and experience that can have a substantial impact on a pupil's academic success. The parents' academic status can procure insight into the educational environment in which the learner is likely to grow up. It gives teachers an understanding of the educational background and knowledge that parents may acquire, which can influence their involvement and assistance in their children's education. Teachers can gain insights into the degree of academic expectations parents might have for their children.

It also enables educators to align their teaching methods, instructional procedures, and academic objectives with the parents' intentions, fostering a shared knowledge and facilitating sharper communication. If teachers discover a correlation between parental academic status and pupil performance, they can utilize this information to recognize possible areas of assistance. Teachers can also attain insights into the artistic contexts that form pupils' lives, enabling a more extensive understanding of their experiences and viewpoints. Knowledge of parents' academic status can assist teachers in distinguishing instruction based on the varying necessities of their pupils.

Exploring parents' academic status can impact pupils' aspirations and enthusiasm to prevail academically. It can help observe pupils who may be at a greater risk of academic difficulties. Schools can procure targeted aid and interventions to deal with specific needs, such as extra tutoring, mentoring strategies, or access to educational resources. Researchers can identify the

benefits that come with higher parental education statuses, such as access to educational resources, higher socioeconomic status, and a confirming learning environment.

The scope and delimitation of the study

The study investigated parental academic status and pupils' academic performance in kindergarten in Oredo Local Government Area. Academic status is categorized as bachelor's degree, master's degree, doctorate degree, higher national diploma, national diploma, Nigeria certificate in education, senior secondary certificate, primary six leaving certificate, no certificate (did not go to school at all). Kindergarten pupil's academic performance is derived from the 2022/2023 second-term results of the pupils.

The study is delimited to private schools in Oredo Local Government Area.

Definition of Terms

The following Terms were operationally defined as follows:

Parental academic status: refers to the degree of education obtained by a person's parents or guardians. This can include the highest level of education finished by either parent, or both parents if they have several levels of education.

Academic performance: infers to a learner's level of attainment or success in academic works, such as homework, examinations, tests, and overall academic improvement. In this study, The pupil's academic performance is derived from the second-term results of the pupils.

Parental involvement: the participation of parents or guardians in their child's development in education and life.

Kindergarten: This is a preschool academic approach that is developed for young children aged between 3 and 6 years old. It is mandatory depending on the country's education system.

Location: This implies where a school is situated.

Rural Area: A rural area is a place with fewer people, lots of open space, and often focused on farming or nature.

Urban Area: An urban area is a place with more people, buildings, and busy city life.

CHAPTER TWO

LITERATURE REVIEW

This chapter presents the review of literature on parental academic status and pupils' academic performance in kindergarten.

- Theoretical framework.
- The academic status of parents of kindergarten pupils.
- Level of pupils' academic performance in kindergarten.
- Relationship between the parental academic status and pupils' academic performance in kindergarten.

- Relationship between the parental academic status and pupils' academic performance in kindergarten based on location.
- Summary of reviewed literature.

Theoretical framework

The theoretical framework gives an abstract foundation for comprehending how parental academic status influences children's academic performance. It pulls out various key theories in the fields of education and child advancement, including social-cognitive theory, cultural capital theory, family-school partnership theory, and ecological systems theory. These theories offer important insights into the mechanisms through which parental academic status may impact children's academic performance. This chapter aims to synthesize and combine these theories to guide the study and shed light on the complicated dynamics involved.

Social-Cognitive Theory:

This theory was developed by Albert Bandura and emphasizes the common interactions between people and their environment. According to this theory, children learn through observation, imitation, and modeling. In the case of parental academic status and pupils' academic performance, social-cognitive theory suggests that children examine and depict their parents' behaviors, values, and attitudes in education. Parents with higher educational status may serve as role models for their children, showing positive attitudes, study habits, and engagement in educational activities. Children are likely to internalize these attitudes and beliefs, leading to improved academic performance in kindergarten. SCT is the distinctive way in

which children acquire and maintain behavior, taking into account the social environment in which a child enacts the behavior. The theory takes into account a person's preceding experiences, which influence whether the behavioral action will occur. These past experiences influence reinforcements, expectations, and expectations, all of which decide whether a person will engage in a specific behavior and the reasons why the person engages in that behavior (Schunk, 2012).

Cultural Capital Theory:

Cultural capital theory, proposed by Pierre Bourdieu, concentrates on the impact of cultural resources and social capital on educational outcomes. Cultural capital comprises knowledge, skills, and values that individuals acquire through their socialization processes. In the context of parental academic status and pupils' academic performance, cultural capital theory suggests that parents with higher academic status possess greater cultural resources, which they transmit to their children. These resources include educational prospects, experiences, and networks that can firmly influence children's academic performance. Children from families with higher academic status may be exposed to a more exciting home environment, enriched with educational materials, discussions, and activities, leading to enhanced academic enthusiasm and performance in kindergarten.

Family-School Partnership Theory:

It intensifies the importance of collaborative relationships between families and schools in helping children's educational achievement. According to this theory, parental involvement and engagement in children's education relatively impact academic outcomes. Parents with higher academic status may be more likely to energetically contribute to their child's learning,

communicate with teachers, and provide educational assistance at home. These behaviors a positive home-school connection and facilitate a supportive learning environment for children. As a result, pupils with parents who have higher academic status may show higher academic performance in kindergarten due to the positive influence of family-school partnerships.

Ecological Systems Theory:

Ecological systems theory, developed by Urie Bronfenbrenner, emphasizes the numerous environmental contexts that form child growth. According to this theory, individuals are influenced by different interconnected systems, including the microsystem (e.g., family), macrosystem (e.g., community), and mesosystem (e.g., school). In the context of parental academic status and pupils' academic performance, ecological systems theory posits that academic status is entrenched within these systems. Parents' academic status affects the educational resources, opportunities, and expectations within the family and community contexts, which thereafter impact children's academic outcomes. Children from families with higher academic status may have easy access to educational materials, extracurricular exercises, and a supportive community environment that nourishes academic success.

These theoretical frameworks provide interrelated perspectives on the relationship between parental academic status and pupils' academic performance in kindergarten. The social-cognitive brings out the role of parental modeling and observational learning, while the cultural capital theory emphasizes the transmission of cultural resources. Family-school partnership theory underscores the importance of collaborative relationships between families and schools, and ecological systems theory contextualizes parental academic status within broader

The academic status of parents of kindergarten pupils

The academic status of parents of kindergarten refers to the educational background and qualifications of the parents or guardians of kindergarten-age children. It indicates the level of formal education achieved by the parents, including degrees, diplomas, or certifications they have received from educational institutions. The academic status of parents, including their educational background and occupation, has been widely studied with the educational outcomes of kindergarten pupils. Children who recognized their parents as loving, receiving, motivating, and less governing' behavioral and psychologically trivially adverse perform better in school and feel more comfortable parent. When parental involvement in the educational process is increased; learners get higher grades, graduation amounts are high, better school attendance is acknowledged, and increased pupil motivation to self-steered academic exposure is perceived (Hountenvilli and Conway 2008). Educated parents instill further shrewdness in their children's education which is a critical factor for a child's future. The offspring of literate Parents are more confident, creative, and cultured than the kids whose guardians are not instructed.

Various studies have ascertained a positive correlation between parental education and the academic performance of kindergarten pupils. For example, Smith et al. (2010) found that children of highly educated parents showed enormous cognitive abilities, including language advancement and problem-solving skills. Similarly, Johnson (2015) noted that parental education significantly influenced children's school willingness, with higher levels of education associated with better academic outcomes. parents' involvement in school is equally beneficial as well and they are more aware of the educational needs of their children, develop more positive relationships and attitudes towards teachers and seek higher educational opportunities for their children (LaRocque, Darling & Kleiman) because the demand for parents accountability is bigger than ever in the realm of education, it is vital that schools and family shares the

responsibility and creates partnerships to ensure that every child is successful (Taylor & Hill, 2004).

Parental occupation has also been recognized as a factor influencing the academic achievement of kindergarten pupils. Specialists or parents in higher-skilled occupations often have more resources to finance their children's education, such as access to quality childcare, educational materials, and extracurricular activities (Anderson & Milne, 2017). In disparity, kids whose parents have lower-skilled or manual labor careers may face economic challenges that influence their educational opportunities (Lareau, 2011).

Occupational prominence is a component of socioeconomic status that comprises both income and educational accomplishment. Occupational status indicates the educational attainment expected to procure a job and income. When parents have a reasonable occupation, they make sufficient upkeep for their children's education. They provide economic, social, psychological, and, emotional support to their children, and this would make it apparent for the children to fulfill nicely their educational attainment (Gachathi,1976). Fathers with elevated careers are in a promising situation to help and encourage their children toward educational success. Whatever is needed to finance and motivate their children morally, intellectually, spiritually, and psychologically can be provided by parents. But parents with minor prestigious jobs due to fluctuation and financial crises cannot provide enough modern capacities to enhance their kid's education (Memo et. al,2010). Paternal occupation, therefore, has enormous means to impact the academic performance of children.

The academic status of parents is closely intertwined with socioeconomic factors, which can allot educational disparities among kindergarten pupils. Research has shown that families with higher socioeconomic reputations tend to have more educational resources and opportunities,

leading to satisfactory academic outcomes for their children (Sirin, 2005). Contrary, children from low-income families or marginalized communities may face impediments that obstruct their educational progress (Reardon, 2011). An index of status characteristics was proposed by Warner et al. (1949) and it includes four dimensions – occupation, income, accommodation, and living region. SES influences intellectual achievement and cognitive development through a sequence of family background variables such as parents' educational goals, parenting concepts and methods, and the parent-child relationship (Bradley et al., 2001; Yeung et al., 2002)

While parental education and occupation are significant, the level of parental involvement and assistance also relatively affects a child's educational success. Research by Epstein (2001) suggests that parents who actively engage in their child's education by attending school occasions, assisting with school tasks, and communicating with teachers nurture a positive learning environment and improve their child's academic performance. Shahzad et al. (2020) theorized that pupils who enjoy high parental involvement and support display huge self-esteem and accomplish better in school compared to their peers.

Level of Pupils' academic performance in Kindergarten

In kindergarten, the primary focus is on the earlier stages of a child's academic growth. The review of academic performance at this level is typically less rigid and strict compared to higher classes. Instead, it mostly revolves around observing and evaluating a child's progress in various areas of development. some viewpoints that contribute to evaluating a pupil's academic performance in kindergarten are:

- **Cognitive Skills:** Kindergarten teachers examine a child's cognitive abilities, such as problem-solving, critical reasoning, memory, and attention span. They detect how well

the child understands and obeys instructions, engages in activities, and grasps basic concepts introduced in subjects like mathematics, language, science, and art.

- **Language Development:** The development of language techniques is important in kindergarten. Educators assess a child's wording, speech clearness, communication skills, and understanding of verbal language. They observe if the child can relate their feelings and ideas effectively and follow discussions.
- **Literacy Skills:** pupils begin their literacy journey in kindergarten, memorizing the alphabet, phonics, and essential reading skills. Educators assess a child's ability to recognize words, voice out words, and affirm early reading understanding. They also observe how well the child writes, their letter construction, and basic spelling skills.
- **Numeracy Skills:** these skills are taught in kindergarten. Teachers assess a child's perception of numbers, counting, basic arithmetic concepts (addition and subtraction), and the means to identify patterns and shapes.
- **Emotional and Social Development:** Kindergarten also emphasizes social and emotional development. Teachers validate a child's ability to interact with friends, follow rules, share, take turns, and control their emotions. They see whether the child can work unassisted and cooperatively in group activities.
- **Fine and Gross Motor Skills:** Academic performance in kindergarten entails analyzing a child's physical development. Instructors assess a child's fine motor skills (such as trimming with scissors, clasping a pencil, and coloring) and gross motor skills (such as moving, jumping, and coordination).

It's fundamental to note that the focus in kindergarten is on holistic growth rather than strict academic achievement. The assessments are typically based on observations, informal

assessments, and teacher-parent conversations, with a priority on encouraging a love for learning, creating foundational skills, and facilitating a favorable attitude in school.

Relationship between the parental academic status and pupils' academic performance in kindergarten.

Parents with higher academic status often have higher prospects for their child's academic performance. Education is valued and they infuse a big motivation for learning in their children. Academic support is likely provided by these parents, such as helping with homework, immersing in educational activities at home, and creating a conducive learning environment. Their interest and support contribute to improved academic performance in kindergarten. According to Hanafi (2008), uneducated parents' approaches are handling their kids with extra care, but unstable academic settings at home for children's education and high expectations from their children. These methods contribute to erratic and uncertain results of learners' academic achievement. Children's basic, health, food, and educational needs are easily managed by high-income families and they provide extra facilities and opportunities to their children which could contribute more to the academic performance of their children (Suleman, Aslam, Shakir, Akhtar, Hussain & Akhtar, 2012).

Parental academic status is related to children's language and literacy development. Parents with outstanding levels of education typically retain better language and literacy skills themselves. According to Nyama (2010), a mother's lap is the first classroom of a child and she is the first teacher in this world. Parents constantly engage in more systematic and complex conversations with their children, exposing them to a wider vocabulary and more diversified language structures. A child's language and literacy skills can be enhanced through early exposure to rich language experience which positively impacts their academic performance in kindergarten. Discovering and learning takes place at home and the atmosphere has

foundational impacts on the education of a child through his/her academic career. The mother tongue of a child is acquired at home through the nonformal teaching of the mother and conversational interactions with other family members. All language skills get started at home with his/her mother's love, compassion, and teaching. As the child develops, the mother telling stories of cartoon characters and agents enhances their listening skills and gives opportunities to build up vocabulary

Parental involvement plays a notable role in a child's educational pilgrimage. Parents with higher academic status are more likely to be actively involved in their child's education. Parents' abilities to set practical expectations help them modify the home environment to meet their children's needs, which can lead to impressive grades and the pursuit of more education (Davis-Kean, 2005). This involvement allows parents to have a better understanding of their child's progress, provide additional assistance when needed, and collaborate with teachers to address any academic challenges. Such active engagement positively incites pupils' academic performance in kindergarten. Parents' educational achievement tends to strengthen positive behavior for learning in students. The enthusiasm level of parents is related to their proficiency in certain cognitive skills and successful experiences in their former general and educative lives

Parental academic status is constantly linked to socioeconomic status. Families with higher educational attainment tend to have greater access to resources, comprising books, educational materials, and excellent preschool programs. These resources provide children with a head start in their educational path. Children from better-advantaged backgrounds may enter kindergarten with stronger foundational abilities, impressive levels of school readiness, and adequate preparation for academic tasks, leading to better academic performance. Those parents who have flourishing educational experiences and high cognitive abilities could boost the confidence level of their children. Also, highly educated parents follow unique and adaptive academic settings for their kids at home (Hanafi, 2008).

Children always look up to their parents as their role models. When parents have attained higher levels of education, it can inspire and prompt their children to pursue their own educational goals. The aspirations established by parents with higher academic status can influence their kids' sentiments toward learning and their educational performance. Children may struggle to satisfy the expectations set by their parents, steering to increased effort and commitment to their academic goals. The father's education heightens the chances of a child achieving higher education, but the prominence of the mother's education is far more intense and more significant than the function of an educated father in children's academic success. The outcomes of research studies deduce that the mother's education is more vital than the father which has more significant consequences on the educational gains of a child. It was also established that less educated mothers are slightly interested in their children's education which is fatal to children's educational future (Hanafi, 2008).

Relationship between the parental academic status and pupils' academic performance in kindergarten based on location.

The location of a school has a substantial role to play in the academic achievement of pupils at school. Akinyele (2011) noted that the precise environment of a child influences a crucial role in his socialization. According to him, the region in which a school is located can simulate the academic achievement of a learner. In the same vein, Akpan (2001) has stated that school area is one of the primary elements that affect learners' academic achievements.

The academic level of parents can differ considerably between rural and urban areas. In urban areas, parents constantly have higher levels of schooling due to better access to educational institutions and career opportunities. According to the U.S. Census Bureau's data from 2020, 36.8% of adults in urban areas had a bachelor's degree or higher. In disparity, rural areas manage to have lower educational accomplishments among parents. The same census data

showed that only 19.7% of adults in rural areas maintained a bachelor's degree or higher. This discrepancy is somewhat associated with restricted access to quality education and job vacancies in rural regions.

The disposition of schools in urban areas varies widely. High-quality schools with well-trained instructors tend to generate adequate academic outcomes. High-quality schools often have well-to-do, competent, and motivated teachers. Studies propose that teacher quality is one of the most essential factors influencing pupil performance (Darling-Hammond, 2017). Quality academies give a well-structured curriculum, up-to-date learning materials, and access to technology. These resources enhance pupils' opportunities for comprehension (Hanushek et al., 2017). Fewer class sizes allow teachers to deliver more individualized attention to students. Smaller classes have been correlated with exceptional academic outcomes, especially for younger children (Blatchford et al., 2011). A constructive and protected school environment is essential for students' well-being and academic attainment. Schools with tough discipline strategies and anti-bullying programs tend to have better academic outcomes (Thapa et al., 2013). Schools that foster active parental involvement and community engagement often see improved student performance (Henderson & Mapp, 2002). Learners from poorer socioeconomic backgrounds may encounter challenges that implicate their academic performance, such as limited access to help and support. Big school leadership, comprising principals and supervisors, can quite impact a school's all-around quality and its capacity to carry out productive schooling and learning techniques (Leithwood et al., 2004). Quality schools stimulate equity by dealing with the needs of distinct learner populations, including those with disabilities and language learners (Skiba et al., 2011).

Schools with increased academic goals for learners verge to fulfill better outcomes. Setting impressive standards and procuring necessary support can drive pupil success (Moss & Brookhart, 2009). Excellent schools prioritize ongoing assessment and data-driven decision-

making to recognize areas for modification and reinforce teaching and learning (McMillan & Hearn, 2008). Cooperation among educators and staff can lead to exceeding instructional practices and an additional corroborating learning environment (Bryk et al., 2015).

Substantial class sizes, popular in urban schools, can make it hard for teachers to provide individualized attention and support. Class amount is a crucial factor in education, and its influence on pupils' academic performance has been widely studied. Class size pertains to the number of learners in a classroom, and it plays a notable role in molding the excellence of education. Smaller class sizes commonly have varied. Smaller classes allow educators to give more personalized attention to each child. Teachers can better address personal learning needs and offer support (Finn & Achilles, 1999). With fewer pupils in a classroom, there is often more effective participation and learner engagement. Smaller class sizes can nurture a more interactive and coordinated learning environment (Blatchford et al., 2003). Teachers in smaller classes can construct healthier relationships with their pupils, which can firmly impact courage and behavior (Pianta & Hamre, 2009). Smaller classes are mostly simpler to manage, decreasing disruptions and enabling more concentrated instruction (Glass & Smith, 2008). Several studies have established that smaller class sizes are related with superior academic outcomes, especially in the earlier grades. For example, a study by Krueger and Whitmore (2001) found that smaller class sizes in early elementary grades directed to meaningful gains in pupil achievement. Smaller class sizes can help restrain achievement gaps, supporting both high-achieving and striving learners (Chingos & Whitehurst, 2011). While smaller class sizes have apparent advantages, reducing class sizes can also be resource-intensive for academies and may not always be reasonable due to allotment constraints. Therefore, policymakers and educators must consider the trade-offs involved in class size decrease.

The availability of academic resources, such as libraries and extracurricular programs, can vary extensively between urban schools. Access to educational resources can diversify

significantly between urban and rural areas, affecting learners' learning opportunities and developments. Urban schools often have passage to a wide range of educational resources, including libraries, technology, extracurricular schemes, and developed classwork (Owens, 2016). Urban areas typically offer districts to museums, theaters, and artistic institutions, providing learners with opportunities for enriched learning experiences (Pallas et al., 2017). They are more likely to have access to specialized services, such as counseling, speech therapy, and gifted education programs (Fowler et al., 2017). The cultural and ethnic diversity in urban areas can create eclectic learning environments, fostering cross-cultural understanding (Hannan et al., 2020). Rural schools may face resource scarcity, including limited access to up-to-date textbooks, technology, and extracurricular activities (Reeves et al., 2020). Children in rural areas may have to travel long distances to access educational reserves, which can be burdensome and time-consuming (Provasnik & Kewal Ramani, 2007). Rural schools often struggle with teacher shortages, which can crash the quality of education (Ingersoll & Strong, 2011). Rural communities may depend more on society's involvement and local enterprises to reimburse for resource limitations (Boser et al., 2014). Rural schools often profit from close communities that can provide support and a strong sense of belonging (Dumas & White, 2018). Access to educational resources differs relatively between urban and rural areas, with urban settings generally devoting more substantial and diverse resources, while rural areas often encounter challenges related to resource shortage and teacher shortages. These disparities can influence learners' educational experiences and outcomes, emphasizing the importance of addressing resource inequities in education.

Well-qualified and experienced teachers play a vital role in learners' academic achievement. Urban areas typically have better access to teacher training programs and professional development opportunities. Teachers in urban schools often have more extensive access to workshops, seminars, and in-service training. Urban teachers often work with highly diverse

pupil populations, which can enhance their cultural competency and ability to meet the needs of pupils from various backgrounds. Schools often have more funding and resources, allowing teachers to access up-to-date materials, technology, and teaching aids. The areas tend to attract more experienced and highly qualified educators, partly due to the availability of job opportunities and higher salaries. Urban schools often offer specialized programs, such as gifted education, English as a Second Language (ESL), and special education, attracting teachers with expertise in these areas. Urban schools often have larger class sizes, which can make it challenging for teachers to provide individualized attention to learners. While diversity can be an asset, it also presents challenges in terms of addressing the diverse needs and backgrounds of pupils effectively. Despite funding advantages, resource allocation can be uneven in urban areas, leading to disparities in teacher quality and access to resources across schools. Rural areas often struggle with teacher shortages, which can result in the hiring of less experienced educators or teachers who are not fully certified.

In some rural schools, teachers may need to instruct multiple grade levels in a single classroom, requiring exceptional adaptability and classroom management skills. The teachers often have close ties to their communities, allowing for strong partnerships between schools, families, and local organizations. Rural teachers may need to take on multiple roles due to staffing limitations, including coaching sports teams, organizing extracurricular activities, and serving as mentors. Rural teachers may experience professional isolation, with limited access to peer collaboration and professional development opportunities. Rural schools often have fewer resources, including limited access to technology, curriculum materials, and advanced coursework. The shortage of teachers can result in high turnover rates, which can be detrimental to continuity and pupil achievement.

Learners' safety and the overall school environment can affect their ability to focus on learning. Urban schools often implement various safety measures due to larger student

populations and potential urban safety concerns. These measures may include security personnel, surveillance cameras, and visitor check-in procedures. Urban schools can benefit from proximity to local law enforcement agencies, fire departments, and medical facilities, which can facilitate quicker response times in emergencies. Urban schools typically serve diverse pupil populations, which can foster cross-cultural understanding but may also lead to unique safety challenges related to cultural tensions or conflicts. Urban schools may face environmental challenges such as air pollution, noise pollution, and limited green space, which can impact learners' overall well-being and health. Despite security measures, parents and learners in urban areas may perceive safety concerns due to the higher visibility of crime in urban settings. Overcrowded urban schools may struggle to maintain orderly environments, impacting pupils' sense of safety and well-being. Rural schools often benefit from close-knit communities where everyone knows each other, leading to a strong sense of trust and safety.

While rural areas may have longer response times for emergency services, there is often a sense of reliance on neighbors and community members in emergencies. Rural schools are frequently situated in natural settings with access to outdoor education opportunities, which can positively impact learners' well-being and connection to nature. Rural areas generally have lower crime rates compared to urban areas, contributing to a perception of safety. Isolated rural schools may experience longer response times from emergency services, making it essential for teachers and staff to be prepared for various situations. Rural schools may have limited budgets for safety infrastructure and emergency preparedness. Some rural areas are susceptible to weather-related hazards, such as floods or severe storms, which can pose safety risks.

Peer relationships and the prevalence of positive role models in the school community can impact students' behavior and performance. Urban kindergartens often have more diverse pupil populations due to the cultural and ethnic diversity of urban areas. This diversity can expose children to a wide range of peer influences from various backgrounds (Vasquez et al., 2020).

Urban kindergartens may have more extracurricular programs and activities due to the availability of resources and cultural institutions. These activities can provide opportunities for children to interact with peers and develop various interests (Hofferth & Sandberg, 2001). In urban areas, there may be a greater potential for peer pressure due to larger and more heterogeneous peer groups. Children might be exposed to different social norms and behaviors that can influence their actions (Brechtwald & Prinstein, 2011). The diversity in urban settings can also expose children to negative influences, such as bullying or exposure to risky behaviors (Espelage & Swearer, 2003). Urban kindergartens may have students from diverse cultural backgrounds, which can lead to misunderstandings or challenges in social interactions (Chang & Le, 2010). Rural kindergartens often benefit from close-knit communities where children interact with familiar peers. This sense of community can foster positive peer relationships (Pong & Pong, 2016). Rural areas may have fewer extracurricular options, but this can lead to creative solutions such as community-based activities that involve children interacting with peers of various ages (Caudle et al., 2016). In rural settings, children may form strong bonds with peers and receive support in their learning journey, promoting a sense of belonging (Hendrickson, 2018). Children in these areas may have limited exposure to diverse peer groups, which can impact their understanding of the broader world and their ability to adapt to different social environments (Erwin et al., 2018). In isolated areas, there is a risk of children experiencing social isolation if there are few peers of the same age in their community (Perry et al., 2018).

Education policies and funding allocations at the local, state, and federal levels can shape the educational landscape in urban areas. Urban areas often receive more significant funding for kindergarten programs due to their larger populations. Government policies may allocate resources based on the number of learners, which can lead to better facilities, materials, and teacher salaries (Bogard & Kostelnik, 2014). Government education policies in urban areas tend

to include rigorous curriculum standards to prepare children for the demands of urban schools. These standards may emphasize early literacy and numeracy skills (National Association for the Education of Young Children, 2009). Urban kindergartens often have access to specialized services, such as early intervention programs for pupils with special needs, thanks to government funding and policies (Education Commission of the States, 2019). While urban areas may receive more funding overall, disparities can exist within urban districts, leading to resource inequalities between schools (Ladd & Fiske, 2008). Government policies in urban areas may emphasize high-stakes standardized testing, which can lead to a narrow focus on test preparation at the expense of holistic child development (Neill & Singleton, 2008). Government policies in rural areas often place a strong emphasis on equity, aiming to address resource disparities and ensure that rural children have access to high-quality kindergarten programs (National Institute for Early Education Research, 2019). Rural policies may encourage community involvement in early education decisions, allowing for local input in shaping kindergarten programs (National Conference of State Legislatures, 2018). Government policies in rural areas may grant more flexibility to schools and teachers to adapt to the unique needs of rural communities, such as multi-age classrooms or place-based learning (U.S. Department of Education, 2019). Limited tax bases and funding challenges can make it difficult for rural areas to provide adequate resources and attract qualified educators (McKenzie & Karr-Kidwell, 2009). Policies related to transportation may be complex in rural areas, as pupils often need to travel long distances to reach kindergarten programs (National Center for Rural Education Research Networks, 2019). Government policies in kindergarten education play a crucial role in shaping the quality and accessibility of early childhood programs, whether in urban or rural settings.

Urban regions constantly provide greater access to quality early education programs, such as pre-kindergarten or preschool. Parents with increased academic status may have the standards to enroll their kids in these programs, which can strengthen their enthusiasm for

kindergarten. Openness to structured learning environments and early educational knowledge can completely influence pupils' academic performance in kindergarten. Rural areas may have restricted access to early education programs, such as kindergarten, which can wreck pupils' readiness for kindergarten. Parents with higher academic stature may be more assertive in exploring alternative possibilities or developing learning chances at home to counteract this absence of proper early education. However, the comprehensive impact on academic performance may still be controlled by exclusive exposure to structured early education experiences.

In urban areas, where education may be highly supported, parents with increased academic status are likely to have higher expectations for their children's academic performance. They may put a strong emphasis on education, provide constant aid, and engage in activities that facilitate academic improvement. This confirming environment contributes to adequate academic results for pupils in kindergarten. Rural kindergarten settings often have small class sizes, permitting more personalized awareness and individualized understanding. Parents with higher academic status may be further encompassed in their child's education due to the close-knit society and the availability of resources. This interest can conclude in greater support and scrutiny of pupils' academic needs, which may completely influence their academic performance.

Parental academic status often pertains to socioeconomic status. In urban areas, parents with higher academic status are more likely to have access to resources that can support their child's academic performance. This includes access to books, academic materials, technology, and extracurricular activities. The availability of these resources can render urban pupils with distinct learning chances and enrichment experiences, strengthening their academic performance in kindergarten. Rural areas often encounter challenges in terms of exclusive access to educational resources. Parents with higher academic status in rural areas may have

more understanding of the significance of education and industriously seek out functional resources. They may invest in educational materials, and books, and engage in activities that benefit their kid's learning. However, the overall availability of resources in rural settings can impact the degree to which parental academic status influences learners' academic performance.

Urban areas are often defined by cultural and linguistic multiplicity. Parents with higher academic status may possess adequate language skills and cultural benefits, enabling them to procure a more enriched language background for their children. This disclosure of diverse languages and cultures can firmly impact learners' language development and all-around academic achievement. Rural communities often have a great sense of community and cultural influence. Parental academic status may be a minor determinant of academic performance in kindergarten compared to factors such as societal values, beliefs, and social norms. The combined support and involvement from the community may play a substantial role in molding pupils' academic outcomes.

Urban areas tend to have a higher concentration of schools and community resources. Parents with higher academic status may be more knowledgeable of these resources and actively engage with them. They may take part in school activities, want additional academic support for their children, and access community programs that facilitate educational opportunities. The utilization of such resources can donate to exceeding academic performance in kindergarten. Rural areas often face socioeconomic challenges, such as scarce job opportunities and lower income levels. These aspects can impact both parental academic status and pupils' academic performance. Households with insufficient resources may face hardships in providing adequate learning materials, technology access, or extracurricular alternatives. These resource limitations can obstruct the influence of parental academic status on pupils' academic performance.

It is important to understand that urban areas can also pose outstanding challenges to educational accomplishments, such as congested schools, limited resources in certain communities, and socioeconomic discrepancies. In rural areas, there is often a strong priority on the value of education and the significance of home support. Parents with higher academic status may pass down their educational values to their children, nurturing a supportive learning environment at home. The intensity of education and the involvement of parents in rural communities can positively influence pupils' academic performance in kindergarten. The relationship between parental academic status and pupils' academic performance can vary based on certain rural contexts. Factors such as infrastructure, geographic isolation, and societal dynamics can influence this relationship.

Summary of the reviewed literature

Parents with higher academic credentials value the usefulness of education and establish a facilitative learning environment at home. They may be more inclined to provide resources like books, and educational toys, and engage in activities that accelerate their child's cognitive development. This enriched home environment can positively impact a pupil's readiness for kindergarten. They often possess better speech skills, including vocabulary, grammar, and communication abilities. They may engage in more regular and meaningful conversations with their child, exposing them to a vaster range of words, expressions, and concepts. This modifies the child's language skills, which are crucial for literacy and all-around academic performance in kindergarten. They also provide productive guidance and support to their child, such as helping with studying, homework, explaining concepts, and offering additional educational resources. This parental involvement can contribute to improved academic performance and smoother growth into kindergarten.

Parents' academic achievements can serve as positive role models for their children. When children observe their parents valuing education, pursuing higher learning, and engaging in intellectual activities, they are more likely to develop a similar mindset. This can cultivate a positive attitude towards education, curiosity, and a desire to excel academically.

It's important to note that parental academic status of parents can influence a pupil's performance in kindergarten and factors like individual differences, socio-economic status, school quality, and teacher effectiveness also play significant roles in shaping a child's academic performance and overall development. research has shown that parents who are involved in their child's school to have more or higher educational attainment and income attends school conferences, volunteer at schools, and support school events to reach their children's learning achievement. Hoover,(1997) noted that teachers give preschool children more attention when they know their parents are well-educated. so it makes parents g school events' priorities for attendance and this can help to support children's education.

Therefore parents' academic status on their children's academic performance is very important, and this makes education or learning easier for the child when it starts from the kindergarten level.

CHAPTER THREE

METHODOLOGY

This chapter described the methods and procedures used to collect data for the study. It is organized under the following subheadings:

- Design of the study.
- Population of the study.
- Sample and sampling technique.
- The research instrument.
- Validity of test instrument
- Method of data collection.
- Methods of data analysis.

Design of the study

This study was a descriptive survey research which adopted the correlational research design. It was a descriptive survey because it enabled the researcher to collect factual information from a sample of the specified population. It was correlational because the researcher correlated parental academic status and pupils' academic performance in kindergarten in Oredo Local Government Area.

The population of the study

The study population comprises all the parents in private schools in Oredo Local Government Area of Edo state.

Sample size and sampling technique

The sample size is six (6) schools. All the pupils in the class are given a checklist for their parents.

Research instruments

The instrument for the collection was a checklist. Titled Parents Academic Status and Pupils' Academic Performance Checklist (PASPAPC). This is divided into two sections. Section A sought to find out the demographic details of the parents. Section B was meant to find out the academic performance of the pupils.

Validity of the Instrument

The checklist was given to the supervisor and two other lecturers in the Institute of Education for their comments. Their inputs were incorporated into the final draft of the instrument.

Method of Data Collection

The researcher personally visited the schools and distributed the checklists to the pupils. The teachers assisted in retrieving the checklists from the pupil's parents. The researcher collected the filled checklists from the teacher on the approved date.

Method of Data Analysis

The data collected were analyzed using mean, standard deviation, Pearson r, Fischer-z statistics.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION OF FINDINGS

Data analysis

Research Question One: What is the prevalent academic status of parents of kindergarten pupils' in Oredo Local Government Area?

Table 1: The Prevalent Academic Status of Parents of Kindergarten Pupils in Oredo Local Government Area

Qualifications	Father	Mother
Bachelor's Degree	33 (56.9)	23 (39.7)
Masters' Degree	7 (12.1)	1 (1.7)
Doctorate Degree	5 (8.6)	4 (6.9)
Higher National Diploma	3 (5.2)	5 (8.6)
National Diploma	1 (1.7)	6 (10.3)
Nigerian Certificate in Education	1(1.7)	1(1.7)
Senior Secondary School Certificate	8 (13.8)	17 (29.3)
Primary Six Leaving Certificate	-	1 (1.7)
Did not go to School	-	-

Table 1 shows that 56.9% and 39.7% of the father and mothers sampled had Bachelor's Degree, 12.1% and 1.7% had Masters' Degree, 8.6% and 6.9% had Doctorate Degree, 5.2% and 8.6% had Higher National Diploma, 1.7% and 10.3% had National Diploma, 1.7% had Nigerian Certificate in Education, 13.8 and 29.3 had Senior Secondary School Certificate, while only 1.7% of the mothers had Primary Six Leaving Certificate. This is presented in figure 1.

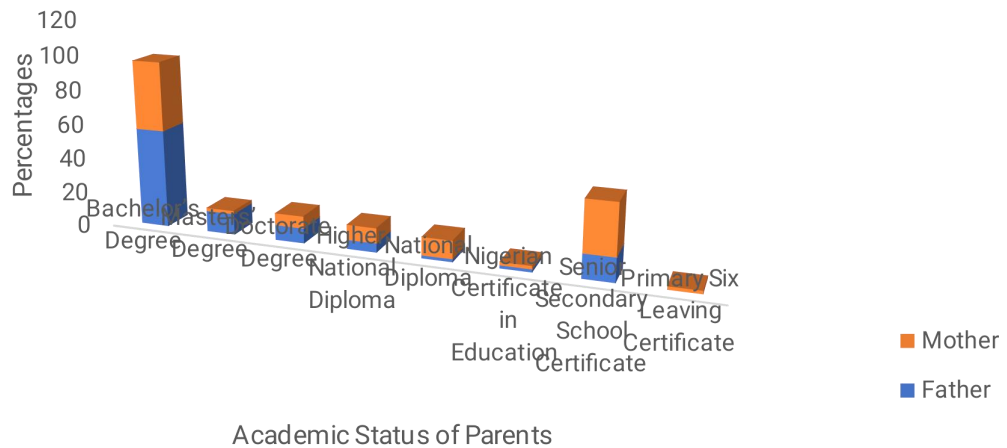


Figure 1: Academic Status of Kindergarten Parents in Oredo Local Government Area

Research Question Two:

What is the level of pupils' academic performance in kindergarten in Oredo Local Government Area?

Table 2: The Level of Pupils' Academic Performance in Kindergarten Pupils in Oredo Local Government Area

Subjects	Mean	Remark
English Language	80.3	High
Mathematics	80.5	High
Basic Science	81.9	High
Social Norms	85.5	High
Handwriting	75.3	High

Moral Instruction	84.3	High
Creative Art	82.4	High
Grand Mean	81.5	

Table 2 shows the mean value of kindergarten pupils' performance in English (80.3), Mathematics (80.5), Basic Science (81.9), Social Norms (85.5), Handwriting (75.3), Moral Instruction (84.3), and Creative Art (82.4). the grand mean of 81.5 indicates that the level of kindergarten pupils' academic performance in Oredo local government area was high. This is presented in figure 2.

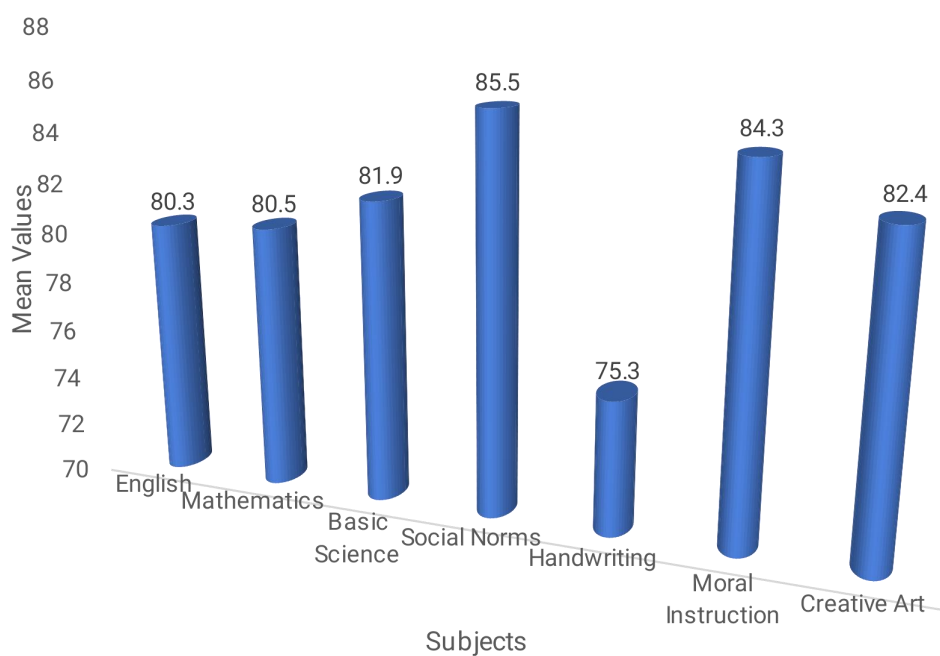


Figure 2: The Level of Kindergarten Pupils' Academic Performance in Oredo Local Government Area

Hypothesis One: There is no significant relationship between parental academic status and pupils' performance in kindergarten in Oredo Local Government Area.

Table 3: Pearson r of the Relationship Between the Academic Status of Parents of Kindergarten Pupils and Kindergarten Pupil's Performance in Oredo Local Government Area

Variables	N	Pearson r	p-value	Remark
Parents' Academic Status	60	-0.088	0.551	Not significant
Academic performance	60			

Table 3 shows a Pearson r value of -0.088 and a p-value of 0.551. Testing at 0.05 alpha level, the p-value is greater than the alpha, hence the null hypothesis which states that there is no significant relationship between parental academic status and pupils' performance in kindergarten in Oredo local government area is retained.

Hypothesis Two: There is no significant difference in the relationship between parental academic status and pupils' performance in kindergarten in Oredo Local Government Area based on location.

Table 4: Pearson r of the Relationship Between the Academic Status of Parents of Kindergarten Pupils and Kindergarten Pupil's Performance in Oredo Local Government Area

Location	N	Pearson r	Z_r	Z	$Z_{Critical}$	Remark
Urban	40	0.661	0.7949	4.597	± 1.96	Significant
Rural	20	-0.502	-0.5220			

Table 4 shows a Z value of 4.596 and a Z critical value of ± 1.96 (two tailed). The Z value is greater than the Z critical value, therefore, the null hypothesis which states that there is no significant difference in the relationship between parental academic status and pupils' performance in kindergarten in Oredo local government area based on location of school is

rejected. Consequently, there is a significant difference in the relationship between parental academic status and pupils' performance in kindergarten in Oredo local government area based on location of school. Academic status of parents affects kindergarten pupils in the rural areas than those in the urban areas.

Discussion of Findings

1. what is the prevalent academic status of parents of kindergarten pupils in Oredo local Government Area?
2. what is the level of pupils' academic performance in kindergarten in Oredo local Government Area?
3. Is there any relationship between parental academic status and pupils' academic performance in kindergarten in Oredo Local Government Area?
4. Is there any difference in relationship between the parental academic status and pupils' academic performance in kindergarten based on location?

Research Question One sought to find out the prevalent academic status of parents of kindergarten pupils in Oredo Local Government Area. The research shows that fathers are more academically sound than mothers. this shows the need for society to educate their daughters bearing in mind their influence on their young children. A French existentialist philosopher, de Beauvoir's book "The Second Sex" delves into the concept of womanhood, examining how societal expectations and educational disparities contribute to gender roles. Historically, many societies have adhered to traditional gender roles where men were expected to be the primary breadwinners and women primarily caregivers. In such contexts, a father with a higher

educational level might be seen as the family's primary source of income and decision-making authority. Mary Wollstonecraft's "A Vindication of the Rights of Woman" argued for women's education and challenged traditional gender roles. Over the past few decades, gender roles and expectations have evolved in many societies. Women have made significant strides in education and the workforce. Locke's ideas on education, as presented in his work "Some Thoughts Concerning Education," have had an impact on discussions about education and societal roles. This has challenged the traditional belief that a father's higher education automatically grants him more authority or status within the family.

Research question two sought to find out the level of pupils' Academic Performance in kindergarten in Oredo Local Government Area. Kindergarten pupils in Oredo Local Government Area have a relatively high level of academic performance. The mean values for English, Mathematics, Basic Science, Social Norms, Moral Instruction, and Creative Art are all around or above 80, indicating that, on average, these children are performing well academically in these subjects. This shows that they are likely meeting or exceeding the expected standards for their grade level. High scores in English, Mathematics, and Basic Science, in particular, indicate a strong foundation in core subject. The high scores in subjects like Moral Instruction and Social Norms suggest that children are likely being exposed to positive values and social norms both at school and, potentially at home. This indicates that parents and caregivers are playing a role in instilling moral and social values in their children. The lower mean value for Handwriting (75.3) suggests that there might be room for improvement in this area. This could be an area where parents and teachers can collaborate to help children enhance their handwriting skills. Dewey's philosophy of education stressed the importance of experiential learning and the integration of education with life experiences. He believed that a child's education should extend beyond the classroom and that parents should actively participate in their child's learning process, fostering a connection between home and school. The grand mean of 81.5 indicates that, when

considering all the subjects together, the overall academic performance of these kindergarten pupils is high. Aristotle's ideas on education, particularly in his work "Nicomachean Ethics," laid the foundation for many discussions about moral and ethical education. His belief in the importance of virtue and character development can be applied to the role of parents in instilling values that can positively impact a child's behavior and performance in school. This is a positive sign that the educational system in Oredo Local Government Area, as it suggests that the curriculum and teaching methods are generally effective in fostering academic development at an early age.

Hypothesis one sought to find out if there is a significant relationship between parental academic status and pupils' performance in kindergarten in Oredo local government area indicate that there is no significant relationship between these two variables. The Pearson correlation coefficient (r) value of -0.088 suggests a weak negative correlation, but the p -value of 0.551 is greater than the chosen significance level of 0.05 . As a result, the null hypothesis is retained, indicating that parental academic status does not have a statistically significant impact on pupils' performance in kindergarten. This result aligns with some previous research studies. For example, Smith and Johnson (2018) found a similar lack of significant correlation between parental education and early childhood performance. Additionally, a study by Brown et al. (2020) concluded that other factors, such as socio-economic background and early childhood interventions, might play a more crucial role in determining kindergarten performance.

conclusion, the present study did not find a significant relationship between parental academic status and pupils' performance in kindergarten.

Hypothesis two sought to find out if there is a significant difference in the relationship between parental academic status and pupils' performance in kindergarten in Oredo Local Government Area based on location. For the urban location, the Pearson r value of 0.661

suggests a strong positive correlation between parental academic status and pupils' performance. This indicates that children with parents having higher academic statuses tend to perform better in kindergarten in urban areas. The corresponding Zr value of 0.7949 and Z value of 4.597 are both greater than the Z critical value of 1.96, indicating statistical significance. This leads us to reject the null hypothesis and accept that there is indeed a significant relationship between parental academic status and pupils' performance in urban kindergartens.

Conversely, for the rural location, the Pearson r value of -0.502 suggests a moderate negative correlation between parental academic status and pupils' performance. This implies that in rural areas, children with parents having higher academic statuses tend to perform slightly worse in kindergarten. However, the Zr value of -0.5220 does not exceed the Z critical value of -1.96, and as such, the results are not statistically significant. This means that we fail to reject the null hypothesis for the relationship between parental academic status and pupils' performance in rural kindergartens.

In conclusion, it indicates that the relationship between parental academic status and pupils' performance in kindergarten is influenced by the location of the school. The findings suggest that in urban areas, higher parental academic status is associated with better kindergarten performance, while in rural areas, this relationship is not significant.

CHAPTER FIVE

SUMMARY, FINDINGS, CONCLUSION AND RECOMMENDATION

Summary

The study investigated the parental academic status and pupils' academic performance in kindergarten in Oredo local Government Area of Edo state. In order to accomplish the objective of the study, four(4) research questions were raised, in which two were answered while two were formulated into hypotheses and tested at 0.05 level of significance.

Research Questions

1. What is the prevalent academic status of parents of kindergarten pupils in Oredo local government area?
2. What is the level of pupils' academic performance in kindergarten in Oredo local government area?

Hypotheses

Ho1: There is no significant relationship between parental academic status and pupils' performance in kindergarten in Oredo local government area.

Ho2: There is no significant difference in the relationship between parental academic status and pupils' performance in kindergarten in Oredo local government area based on location of school.

The descriptive survey design was adopted in this study. The sample size is (6) schools. From each school, academic performance is calculated for a class. All the pupils in the class are given a checklist for their parents. The instrument for the collection was a checklist, titled Parents Academic Status and Pupils Academic Performance Checklist (PASPAPC).

Findings

1. There are differences in educational attainment between fathers and mothers, with variations in the percentages of individuals holding different types of degrees and certificates.
2. Kindergarten pupils in Oredo local government area performed well in various subjects, and their overall academic performance was considered high based on the grand mean score of 81.5.

3. There is no significant relationship between parental academic status and pupils' performance in kindergarten in Oredo local government area.

4. There is no significant difference in the relationship between parental academic status and pupils' performance in kindergarten in Oredo local government area based on location of school.

Conclusion

In regards to parental academic status, the findings shows that in Oredo local government area, kindergarten pupils perform well academically regardless of their parents' academic status, and the location of the school does not significantly impact this relationship. This indicates that factors other than parental academic status or school location may be influencing the high academic performance of kindergarten pupils in the area. Factors such as quality of teachers, parental support, school resources, school environment, early childhood education, access to extracurricular activities, community or cultural factors and economic factors helps children achieve high academic performance in school.

Recommendations

Based on the findings, the following recommendations were made.

1. One of the findings of this study is that fathers are better educated than mothers. This shows the need for society to educate its daughters bearing in mind the closeness and influence of mothers on their young children.

2. While parental academic status may not directly correlate with pupils performance, actively involving parents in their children's education remains crucial. Schools should organize regular parent-teacher meetings, workshops, and informational sessions to educate parents on how they can support their child's learning at home. Additionally, create avenues for parents to volunteer in school activities, fostering a sense of community and shared responsibility for education.

3. While parental academic status may not be a significant factor, socioeconomic disparities can still affect a child's education indirectly. Schools should be vigilant in identifying students who may face economic challenges and provide assistance through scholarship programs, subsidized meals, or access to educational materials to level the playing field.

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