INFLUENCE OF HOME AND PRESCHOOL EXPERIENCE ON CHILDREN'S MOTIVATION AND ACADEMIC ACHIEVEMENT.

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A THESIS SUBMITTED TO THE POST GRADUATE SCHOOL IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE DEGREE OF MASTER OF **EDUCATION (M.ED) IN EDUCATIONAL PSYCHOLOGY**

DEPARTMENT OF EDUCATION

AHMADU BELLO UNIVERSITY

ZARIA NIGERIA

August 2000

DECLARATION

I hereby declare that this thesis has been written by me and it is a record of my own research work. The topic has not been presented in any previous application for a higher degree. All quotations are indicated by quotation marks and the sources of information are duly acknowledged by means of bibliography.

CERTIFICATION

This thesis report entitled Influence of Home and pre-school Experience on Children's motivation and academic achievement by Adamu Rawayau Mannir meets the regulations governing the award of Master of Education Degree in Educational Psychology of Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This valuable work is dedicated to my beloved wives and children, my beloved Guardian Alhaji Lawal Bature II, my Head of Education Department Hassan Usman Katsina Polytechnic, and my friends Alhaji Umaru Sale and Alhaji Muntari Ilyasu Rumah.

ACKNOWLEDGEMENT

I give thanks to Almighty Allah for giving me the courage and strength to carry out this research work successfully.

I would like to express my sincere gratitude to Dr. Musa Balarabe and Dr. E.F Adeniyi for their effective guidance. Supervision, advice, encouragement, understanding, assistance and constructive criticism that have made this work what it is.

I am very grateful to Dr A O Okatahi, Dr. Mamman Musa Kogari, Mrs Aisha Mohammed and Dr G.A Adeyanju for their comments, criticisms and interest in the research work.

I would like to express my sincere gratitude to Dr Emeka S. Ohanado, Dr M. Afolabi, Mr Napoleone Omonade, Mr. Mustapha Bature Sani, Mr Donne Chikere, Alhaji Dahiru Aliyu Late Alhaji Muntari Sada, Malam Aliyu Abubakar Bakori, Malam Sani Salisu Kankia, and Malam Musa Sule for their immense contribution for the success of the study. I am also grateful to Mr. Aloa Abiodun Nuradeen for seeing me through the analysis of Data.

My sincere gratitude is also extended to my guardian Alhaji Lawal Bature II and my friends Alhaji Umaru Sale Badamasi and Alhaji Muntari Iliyasu Rumah for their words of encouragement, moral and financial support through out the period of the research work.

I am also very grateful to the Polytechnic Management, Education secretaries of Katsina and Kusada Local Government Areas, my Education Head of Department and All Headmasters of my sample schools for their co-operation I received for the success

of the research work. Also my Typists Malam Annas Buhari, Malam Abdullahi A. Sadiq, Sani Bala Birchi, Lawal Abubakar and Usman Mohammed Saulawa for typing the thesis.

Finally, I must not forget the encouragement and assistance of my loving wives and children who stood with me to see the successful completion of this work. May Almighty Allah bless you all.

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OPERATIONAL DEFINITION OF TERMS

For the purpose of the study the following terms are operationally defined as follows:-

Academic Achievement	-This refers to the attainment or performance of the children in Mathematics, social studies, and physical education as measured by the Achievement test (A.A.T.) designed for the purpose of the study (see Appendix iii)
Cognitive Skills	- This refers to the attainment or performance of the children in number recognition and number problem solving skills as measured by cognitive Experience test designed for the purpose of the study (see Appendix I)
High socio-economic Background	-This refers to children who come from families with abundant of social amenities at their disposal.
Home and pre-school Experiences	- This refers to the attainment or performances of the children in cognitive, social, and psychomotor skills as measured by the children pre-school Experiences scale (C.P.E.S.) designed for the purpose of the study (see Appendix I)

Illiterate Background -This refers to pupils from homes where the parents have not received western education.

Literate Background -This refers to the pupils from homes where parents have obtained western education or where the child had the opportunity of attending pre-primary school or had free access to an enlightened environment before primary school.

Low-socio-Economic Background –This refers to children who come from poor families with less social amenities at their disposals.

Motivation -This refers to the child's striving and enthusiasm in learning as measured by the Junior Academic motivation Inventory (JAMI) designed for the purpose of this study (see Appendix II).

Private School -This refers to schools that are owned and run by individuals or organizations (s) and where special fees are charged.

Psychomotor Skills -This refers to the attainment or performances of the children in the educational muscular movement resulting from mental processes as measured by psychomotor Experience scale designed for the purpose of the study (see Appendix I).

Public school	- These are schools that are owned and run by Government with low or no fees charged.
Rural Areas	-This refers to under developed or aggrarian settlements with very few formal workers. It lacks provision of educational infrastructure such as children's library, television, radio, electricity and schools.
Social Skills	-This refers to the attainment or performances of children on how to interact and relate with others in a healthy manner as measured by social Experiences test designed for the purpose of the study (see Appendix I).

ABSTRACT

This research work was carried out to examine the influence of home and pre-school Experiences on Primary school children's motivation and Academic Achievement. Twelve hypotheses were formulated relating to the differences emanating from nursery school attendance or lack of it among the children, as well as their socio-economic background (Whether low or high), parental education (literate *ov* illiterate) and environment (urban or rural). A sample of three hundred and nine (309) pupils were selected from a population of four hundred and thirty-two (4.12) from fourteen (14) sampled schools out of seventy-two (72) schools located in Katsina and Kusada local Government areas. T-test was used to find out whether there are significant differences in the mean scores of the subjects from those who attended nursery schools and those who did not, those from urban and rural areas, high and low socio-economic background as well as those from literate and illiterate backgrounds

Significance differences were found in all the variables tested. It was found that nursery school attendance had great enhancing influence in children performances, in cognitive skills (t= 13.866, p, • 0.0001), social skills (t= 1.773 p 0.0001) and psychomotor skills (t=l 1.750, p< 0.0001) It was also found that those with nursery education background were more motivated to learn (*t*=13.012 p 0.0001) Those children with nursery education were also found to achieve significantly more in academic tasks, in mathematics (t-l2.462,p- 00001) social studies (t=.08,p 0.0001) and in physical education (t=l4.373,p' 0.0001). Socio- economic status, urban environment and parental education were also found to have positive effects on the subject's scholastic performances Some recommendations were made

CHAPTER 1

INTRODUCTION

1.0 Background to the study

Infants form bonds with those close to them to obtain their physical, intellectual, social and emotional needs. Toddlers touch, taste, pull, climb in an attempt to discover the nature of the world. Kindergarteners use intricacies of words in sequence to command, to enquire, to persuade, to tease, to attack or engage others in their quest, while school children through ritual chants repeatedly trap one another in rule of games (Grace 1980). Studies have shown that for long, psychologist, and Educationists have been investigating children's physical, intellectual, social, and personality development. Roberts and Henry (1979), for example, stated that the ancient Greeks and Romans viewed a child as a future citizen and therefore expected him to develop physically, socially, intellectually and emotionally so that he would become a valuable asset to his nation. They further explained that today, parents keep pictures of their children in "wallet and pusses" and every home has its photographic record of children's progress from childhood to adulthood in their educational development.

The start of formal education of children varies from culture to culture due to tremendous changes and difference in children's environment and in growth and development. Grace (1980) in a cross-cultural study of formal education in various parts of the world stated that formal education began in England at the age of five years, in Russia at the age of seven years while in U.S.A. between the age of five and six with first grade at kindergarten at the age of four to five years.

In Nigeria formal education began at the age of six to seven years even though the Government had approved formal education to begin from nursery

education at the age of four years (National Policy on Education, 1981). This indicates that pre-school period in Nigeria is from birth to five years.

The responsibility of the home with regard to the child total development cannot be estimated and the future of the child is initiated from the home. The child's basic needs such as feeding, love, protection, parental approval, praise, provision of learning materials, striving for personal growth, confidence, exposure to task should be provided for at home. Hewitt and Jenkins (1946) supported the view that parent's rejection, neglect, discouragement and repression are associated with aggressiveness, delinquent and inhibited behavior. They explained that these reduce children's interest and what others think of them and such children's sometimes become "Learning affectionless". This adversely affects their school performance.

Many studies have shown that home and pre-school experience, motivation and school achievement can not be separated .MC Clelland (1961) cited in Lovell (1973), Atkinson and Birch (1970) Atkinson and Raynor (1974) all cited in Gerda and Dennis (1980) and Chauhan (1987) confirmed that parental expectation, encouragement, and adequate guidance can develop the child's needs for high achievement in life. Atkinson and Raynor (1974) cited in GerdaDennis 1980) confirmed that the origin of high achievement motivation are assumed to be in the family and the child's cultural group. Chauhan (1987) observed that the development of achievement motive is affected by a number of variables at home, school and society but emphasised that the home plays the most vital role in providing early experiences for the development of attitude and motive.

It has been observed in many states of Nigeria that a high percentage of pupils have been performing very poorly in academic activities in schools for the past ten to twenty years (Daily times of 2nd April, 1997).Every day Newspapers and other mass media publish reports on the deteriorating states of education at all levels especially in the northern part of the country including Katsina State (Katsina News-Week of September, 1992). Some of these reports have shown that there are poor academic activities in schools which obviously lead to rampant examination mal-practice, failure, and mass increase in school drop out in our society (Daily Times 2nd April 1997). This confirms that there are problems in social, intellectual and moral potentialities for successful children's educational process which are supposed to be provided by home.

The functions of home and pre- school institutions on child's educational achievement cannot be under estimated. Most scholars believe that the home and pre-school institutions are the basis of educational achievement. Taiwo (1981) explained that the first people with whom the child comes in to contact are his parents and siblings at home. They transmit to him all the values and potentialities in social, psychological, intellectual, moral, and religious values at a time when he is not in contact t with any other influence. He further explained that unless this basis foundation laid by home is sound, the community has nothing to build upon. Most parents, especially those living in rural areas, who constitute seventy percent of the population of this country fail to understand the importance of home and pre-school experiences on the child motivation, school adjustment, and a cademic achievement. The researcher, has over the years, observed that the lack of adequate home and pre-school experiences supposed to be provided by home and

pre-school institutions are really effecting the improvement of potentialities of our children in primary schools especially in rural areas. The researcher observed in many instances where a child had completed class three but found it difficult to recognise numbers from 1- 10 or spelling his name or school. Obviously this is a great problem which is really threatening the foundation of our educational development in this part of the country.

1.1 Statement of the Problem

This research attempted to investigate the relationship of home and pre-school experiences on primary school children's motivation and academic achievement. This is in line with the views of many psychologists that home and pre-school experience lead to a smooth transition of the child from home to school and play a vital role in motivating the child to improve future learning. Grace (1980) stated that the basic pattern of motivation, learning, and self – image are laid during early training of the child. She further explained that early experiences can motivate the intellectual, social and psychomotor development of the child. Lyle and Bruce (1982) further explained that achievement motivation is apparently developed during childhood and is determined largely by parents. The study further demonstrated that mothers who are high in achievement tend to encourage their children toward learning than mothers who are low in achievement, high achievement mothers ensure that their children become independent and self-reliant at an early age, while low achievement mothers are more protective and place greater restrictions on their children for a longer period of time.

Conducive, loving and stimulating environment (home and community) full of learning materials such as toys,, magazines, children's libraries, television, radios, newspapers, mosques, churches, ,industries and many others; can obviously motivate children towards learning achievement. This is confirmed in a study of Wise-man (1964) which explained that the child's home and community climates and circumstances affect his school achievement more than the school does.

Many studies (e.g. Hake, 1972, Oyemade 1974) have shown that children in the third world countries are partially provided with or obtain less educational home and pre-school experiences in comparison with their counterparts in western countries. This is because most of the parents in these parts of the world believe that it is the responsibility of the school to provide the child with total life experiences. There are other factors that may likely contribute to this attitude, these include the fact that parents are illiterate, poor, have cultural taboos, live in poor physical environment, have large family, poor parental attitude towards western education, and political problems and conflict. Vernon (1969) Hake (1972) and Oyemade (1974) had critically observed these problems in many parts of the world. Vernon (1969) observed that in many traditional societies children are discouraged from asking adults too many questions and are not encouraged to participate actively in activities that are not in their province. Hake (1972) studied child rearing practices in Northern Nigeria and observed that restrictions are placed upon children's conversation with their parents. Children are taught to respect and some times fear adults and that humility is an important developmental task for the northern Nigerian child. A Nigerian parent believes and feels that the child should be seen but not heard. These problems still exist in this Country especially in Katsina State where parents fail to understand the values of Western education and pre-school experiences for the child's total educational development.

1.2 RESEARCH QUESTIONS

This research work sought to answer the following questions:

1. Are there differences in home and pre-school experience between children who attend nursery schools and those who did not?
2. Are there differences in motivation between children who attended nursery schools and those who did not?
3. Are there differences in Academic achievement between children who attended nursery schools and those who did not?
4. Are there differences in home and pre-school experiences between urban and rural children?
5. Are there differences in motivation between urban and rural children?
6. Are there differences in academic achievement between urban and rural children?
7. Are there differences in home and pre- school experience between children from high and low socio-economic backgrounds?
8. Are there differences in motivation between children from high and low socio-economic background?
9. Are there differences in academic achievement between children from high and low socio-economic backgrounds
10. Are there differences in home and pre-school experiences between children of educated and illiterate parents?
11. Are there differences in motivation between children of educated and illiterate parent?

12. Are there differences in academic achievement between children of educated and illiterate parents?

1.3 HYPOTHESES

This research tested the following hypotheses: -

1. There are no significant differences in home and pre-school experiences between children who attended nursery schools and those who did not.
2. There are no significant differences in motivation between children who attended nursery schools and those who did not.
3. There are no significant differences in academic achievement between children who attended nursery schools and those who did not.
4. There are no significant differences in Home and pre-school experiences between children in urban primary schools and those in rural primary schools.
5. There are no significant differences in motivation between children in urban primary schools and those in rural primary schools.
6. There are no significant differences in academic achievement between children in urban primary schools and those in rural primary schools .
7. There are no significant differences in home and pre-school experiences between children of high and low socio-economic backgrounds.
8. There are no significant differences in motivation between children of high and low socio-economic background.
9. There are no significant differences in academic achievement between children of high and low socio-economic backgrounds.
10. There are no significant differences in home and pre-school experiences between children of educated and illiterate parents.

11. There are no significant differences in motivation between children of educated and illiterate parents.

12. There are no significant differences in academic achievement between children of educated and illiterate parents.

1.4 OBJECTIVE OF THE STUDY

The objectives of this study are as follows:

1. To give a clear understanding of the effects of lack or poor provision of home and pre-school experiences.
2. To explain how poor motivation can adversely affect the child's academic achievement and his total educational process to his family, community, and the entire society.
3. To Assess the effect of lack of or poor provision of pre-school experiences and home motivation on home (family), community, and the whole society.
4. To recommend some useful and valuable measures that both the parents, community and the government should employ to arrest the situation for better achievement of educational goals and objectives not only in the state but in whole country.

1.5 SIGNIFICANCE OF THE STUDY

The falling standard and deterioration of education in most States of Nigeria have become an issue of major national concern. Formerly the educational development of the child depended on the school alone. But today, psychologists and educationists believe that early home experiences and motivation play very important roles on the child's total education.

There is the need to emphasize the importance of home and pre-school experiences on children's motivation and academic achievement. There is also the need for parent to understand the effect(s) of lack provision of basic needs of the child on his education.

Finally, the study is significant to parents, community and the general society (government) in confronting the problems associated with the improvement of the children's educational development.

1.6 BASIC ASSUMPTIONS:

The following assumptions are made to guide the study:

1. It is assumed that all primary one classes in the State are using the same syllabus in arithmetic's, social studies, and physical education in teaching pupils in primary schools.
2. It is assumed that all class one pupils have equal number of periods per week for the subjects to be tested.
3. It is assumed that all the children have acquired basic-pre-school experiences and home motivation before being enrolled into primary schools.
4. It is assumed that all children that will be involved in the study are primary one pupils and six years old.

1.7 DELIMITATION OF THE STUDY

This study is limited to primary schools in Katsina and Kusada Local Government areas. The study only concentrated on primary one classes in private, public, urban and rural primary schools in these two Local Government areas.

The reason(s) for selecting these two Local government areas include the fact that: -

Katsina is the Capital of Katsina State as well as Katsina Local Government.

It is considered to be one of the largest urban areas in the State.

Katsina has the highest number of private and model primary schools, which are highly densely populated with pupils, and it has the highest number of government workers, and many tribes.

On the other hand Kusada Local Government area is one of the Local Government areas in the State that has no single private school and very few model primary schools. It has a large number of primary schools but has very poor enrolment and poor attendance especially the primary schools that are located in villages. Moreover Kusada Local Government is one of the rural Local Government areas in the State. This gave opportunity to identify the magnitude of provision of pre-school experience and home motivation,. The study concentrated on the presence or absence of pre-school experience and home motivation among primary school class one pupils in the State. A case study of these two Local Government (Katsina and Kusada) and showed how early experiences and motivation affects the children's academic achievement in schools.

1.8 SUMMARY

It is observed that there is little or no attention given to the provision of pre-school experiences and home motivation and their effects on children acasdemic achievement and motivation by parents. The reason (s) for denying these experiences is not clearly known. Therefore something needs to be done to rescue children from falling into problems resulting from such absence of early basic educational foundation supposed to be provided by home.

Similarly, objectives of the study were highlighted, hypotheses, assumptions, and research questions were discussed. The needs and significance of the study were equally highlighted.

CHAPTER 2

REVIEW OF RELATED LITERATURE

2.0 Preamble

For long, philosophers in an attempt to investigate human thinking have been asking significant questions with regard to a person's degree of understanding and insight as well as his faith and acceptance concerning the dignity, nature and worthiness. In modern researches, psychologists and educationists have been investigating the total human development concerning all aspects, mental, social, moral, emotional and the like. A good number of studies have confirmed that the basic needs of the child should be basically provided by the home and community and later to be built upon by the school. Some of these studies have stated the significant relationship between home and pre-school experience, motivation and school performance.

Each year several writers from different parts of the World publish papers concerning the influence of home in a child's total educational development and the relationship of home and pre-school experience, motivation and academic achievement. Also everyday the mass media (journals, radio, newspapers, magazines) publish information from all parts of the world on the importance of early educational experiences and the problems that militate against children's educational background and development. These and several other studies have resulted in a high and increased related literature on the topic.

This chapter reviews literature of home and pre-school experiences in (cognitive, social and psychomotor skills) motivation and academic achievement.

It also highlighted the importance of socio-economic status, literacy level of the parents, and the effects of environment on the child's educational development.

2.1 Pre-school experiences:

Through out the world, children are born with the same basic emotional, intellectual and social needs but the cultures and environments answer these needs in ways that are appropriate to their norms and social milieu. The development of these basic needs are influenced and affected by a number of variables in the home, community, school and the society.

Home and pre-school experiences in the simplest form refer to all sorts of experiences such as knowledge, intellectual and social skills, learning situations, emotional and perceptual tasks, self confidence and reliance, attitudes, responsibility and the like that the child obtains from home, peer groups, siblings, care takers, community and nursery schools during a period, before the child is old enough to go to formal school i.e. from birth to five years. Osborn and Mil-Bank (1987) explained that parental involvement in providing adequate pre-school experiences can be an indication of parental interest in the child's educational development. They further explained that children who have adequately obtained educational experiences at home and pre-school institutions achieve higher test scores in school than those who have not obtained such experiences.

Home and pre-school experiences, motivation and academic achievement can not be separated. Many studies have shown that these variables are inter -woven and play an important role on children's educational development. Atkinson and Birch (1970) Atkinson and Raymond (1974) all cited in Gerda-and Dennis (1980) Robert and Henry (1979) have confirmed that home and pre-school experiences, motivation, and school achievement can not be divorced . Atkinson and Birch (1970), Atkinson and Raymond (1974) cited in Gerda Dennis (1980) state that the origin of high achievement motivation

are assumed to be in the family and the cultural group of the child. They further explained that if achievement, initiative, and competition are encouraged and reinforced in the home , a child is more likely to develop a higher need for achievement . Robbert and Henry (1979) state that high achievement motive is originated from childhood if the children are inclined to engage in achievement oriented behaviour. They further explained that if parents encourage children's behaviours by expressing high expectations at the same time permitting freedom and independence these can influence the children to try out their skills and develop problem solving behaviour strategies.

A number of studies have shown that pre-school experiences are the bases of motivation and academic achievement. Psychologists have observed that if home and pre-school experiences are poorly or partially provided the child may end up with problems that will effect not only himself but also his family and the entire society. Mellor (1950) Comenius (1950) Mallicon (1970) Maccoby and Fieldman (1972) have confirmed that home and pre-school experiences expose and provide the child with sound foundation that will be useful to him in later years for formal education and the later life. Mellor (1950) cited in Gerda and Dennis (1980) stated that the ideas and habits learnt during the tender age of the children remain firmly fixed through out their lives and may hardly be stamped out by any other later impression. She further explained that the influence of a successful home and pre-school experience serves as a kind of grass roots approach to an individual's education or career. The research of Comenious (1959) cited in Lindergreen (1976) also emphasized the importance and role of home and pre-school experiences in the child's educational development. He explained, " Let the first foundation of all things be thoroughly laid down unless you wish the whole super-structure to totter". (P.132)

Since the nature and quality of educational experiences to which children are exposed in early life affect their later life, it is of vital importance that the children pass through quality programme during the pre-school period. Mallicon (1970) cited in Gerda and Dennis (1980) has emphasized the importance of qualitative educational pre-school experience programme . He explained that the pre-school programme must meet the commitment jointly to children, parents, and society in order to prepare the children under their care to meet the developmental task specified for their age group.

Parents, especially the mothers, play vital roles in initiating the foundation of child's basic social and cognitive development. Mocabby and Field-man (1972) have stated that a child who is constantly with parents, sleeps in the same room, carried and sling on the back of the parents, tend to experience an intense separation reaction. They further explained that experiencing a number of different caregivers from birth tends to make the child accept strangers or separation with far less anxiety. In another study on how the mother influences the cognitive development of the child, Danovan and Leavitt (1978) cited in Gerda and Dennis (1980) observed that infants whose mothers had shown the most sensitive responses to their babies expressions were found to be more advanced in cognitive skills. Another finding of Bell and Answarth (1972) cited in Grace (19 80) has also stated that a secured attachment with the mother gives the child a firm base from which to established other competencies. They further explained that it supports active exploration and early mastery of objects of the environment. The mother -child dialogue also can lay the foundation for future educational development of the child.

A theoretical argument for early experiences is much more encouraging. A great deal of the research on children carried out so far, suggest that the basic pattern of motivation, learning, and self image are laid in the early period. A responsive

environment is a crucial part of this picture an environment that changes in response to the child's action. Children learn by observations or observing the consequences of their acts that occur by putting object into new forms and by getting feed back from those around them. A good number of studies have shown that provision of educational objects in the early years at home motivate children towards learning. Seigal, Roeper and Hooper (1966) confirmed that when children are exposed to various objects in early years these encourage them to name their characteristics in future learning. Doresgawski et al (1972) have also explained that if children are not exposed to pictorial representation in early years, most of them may likely find it difficult to recognize objects in pictures. Psychologists believe that learning association is the most appropriate for the development of home and pre-school experiences. The study of Gerda and Dennis (1980) has confirmed that home and pre-school experiences can be traced to the objects provided at home and school such as toys, books, clocks, magazines, calendar, and the like. These encourage the child to recognize, read, and write the objects in later learning activities.

2.2 Children motivation

In the past, psychologists used to concern themselves with subjects like sensation and memory all of which are involved in the process of obtaining and using knowledge. But in this century they have become increasingly interested in the motivation of human behaviour. Motivation simply refers to the extent to which the child's stimulation determines the energy he will put into learning process, academic achievement and future career. This could be through encouragement and positive learning techniques or skills which can satisfy him either for his primary or secondary needs. Blair et al (1968) described motivation as a process whereby needs create energies which are directed towards goals. The forces that energise and direct behaviour (needs, drives, purposeful

goal, and punishment or pain) not only create on going behaviour but also help to mould more lasting facets of the child's personality. They further explained that parents and teachers who fail to take proper account of motivational factors will obviously fail in controlling and guiding children's behaviours.

In practical terms, we may say that today psychologists are not only concerned with differences in intellectual abilities, but are also virtually interested in why a child works hard on many different tasks and persists despite difficulty, while another is rather lazy at school, has little interest and tends to quit in the face of frustration. Of course it is not only among children that we find individuals who are poorly motivated, the problem of motivation of students in colleges and universities and among workers in industrials set-up and companies are also of considerable practical consequences.

Over the years psychologists have observed that generally behaviour is dependent upon the needs of an individual and that learning depends upon whether the individual's needs are satisfied and the level of tension reduced. Lovel (1973) has confirmed that the study of the basic motive which underlies human behaviour is of greatest importance. Clark Hull cited in Lovel (1973) has also stated that if the behaviour of a person is such that his needs are not met then the responses associated with that behaviour are not retained and the individual does not learn any thing in the end .

Many studies have shown that the home and pre-school experiences serve as the bases for the child's motivation not only towards his academic achievement but also the whole of his later life Gurren and Hitman (1974) Lovell (1973) weber (1975) cited in Onibokun (1987) confirmed the significant relationship between home and pre-school experiences, motivation and school achievement. Lovel (1973) for example explained that all children appear to need the approval of parents and siblings in love and guidance

at home in order to achieve some success and stability in their social relationship. He further explained that the extend to which a child is motivated determines the energy he will put into the learning process. Another study of Gurren and Hitman (1979) cited in Robert and Henry (1979) explained that children that are exposed to programmes designed to encourage the development of specific cognitive skills in early years not only learn the skills in question but are motivated to develop their cognitive skills in later learning activities. In another study of Beck (1979) cited in Onubukun at el. (1987) it was stated that mental retardation and backwardness of the child in later life arise not only from lack of mothers' love and warmth but also from lack of all sorts of sensory stimulation. In the study of Dennis (1993) it is evident that the provision of stimulating environment for the pre-school children greatly improve their cognitive skills and abilities which eventually lead to a marked improvement in their intellectual development. He further explained that in this cognitive enrichment, the role of toys, colour, books and other learning accessories should be emphasized. Also the study of Weber (1979) cited in Onibukun at el. (1987) emphasized the importance of pre-school experiences in motivating children to excell in future life.

In the process of early experience, pre-school children are made to engage freely in various activities in the process of exploration, discovery and experimentation. In doing these they enrich their cognitive abilities and skills and come to know more about the world around them. Weber (1979) also stated that the pre-school child should be encouraged to ask questions and display inquisitiveness in the process of early training. Other studies conducted by Lloyd (1966). Rutter and her associate (1979) also emphasized the importance of home and school (parents and teachers) in constructing children's learning behaviours. Rutter and her associates (1979) in their study confirmed

that the immediate and direct feedback in terms of praise or approval are strongly associated with construction of pupils behaviours. They further explained that the home and school are important places for the child to start building up a realistic and constructive learning behaviour. In a study of Lloyd (1966) it was found that the attitude of parents towards the child's early experiences in the home can affect the child's school performances. He further explained that the parents should place major emphasis on their interaction with their children in the areas that bear on school performance. Based on these findings it is clear that the home and pre-school experience, motivation and school achievement are inter woven and cannot be separated from each other. Clearly the above studies have confirmed that psychologists have emphasized on the provision of early child hood experiences in order to prepare a child for the whole life.

2.3 Academic Achievement

Children are by nature curious to learn. This motivation springs up from their in-born curiousity. This in born curiousity is needed to enable them master the world around them by becoming competent at things that interest them. Their inborn programming to interact with others make them respond favorably to learning situation where they can work co-operatively with others. Parents should therefore, construct suitable and standard programmes that would enable children to attain a maximum sense of worth.

Academic achievement can be referred as the level of attainment or performance obtained by a child from lessons taught which may include experiences, knowledge, skills, and the like. Gerda and Dennis (1980) explained that the child's good or poor performance does not depend on any attributes he happens to be born with, but is a complex responses to his family, home environment, his community and its values, his

peer groups, his social contacts, his teachers and the overall climate of his school and its assessment procedures.

As it has been mentioned home and pre-school experiences, motivation and school achievement could not be separated because a good number of studies have shown that school achievements are built and encouraged during early years. Reid (1964), Lovell (1973), Sharp (1975), Clarks and Clarks (1976), Enoh (1992) have confirmed the influence of home and pre-school experiences in stimulating children towards academic excellence. Enoh at el. (1992) has reported that parental encouragement and guidance serve as the reinforcement to children since most of them are always willing to win approval from parents, and there is the likelihood that they will strive to excel in these aspects where their parents dish out approval. This applies well to educational achievement thereby forcing children to learn at school. Many studies have discovered that the most important contributor to the child's academic performance is in fact parental attitude towards the child's educational experiences. In his studies Reid (1964) cited in Lovell (1973) found that the best predictor of academic achievement in school is parental interest in a child's education.

There are many factors in the home that have been known to influence the learning process. Enoh at el. (1992) have cited some of these factors to include parents pressure towards child's achievement, environmental stimulation at home, language models, academic guidance, facilities desirable for working habits and values, and meaningful families suitable for child's education . Another study conducted by Sharp (1975) has confirmed that a good home does not mean where parents are clever and bookish, parents who have difficulty in reading can still provide their children with helpful stimulating backgrounds . What is important is the interest that the parents take

in the child's educational development. She further explained that by doing this the parents are helping to lay the foundation on which all future learning depends. In another study conducted by Clarke and Clark (1976) they found that children who are discouraged at home from too much intellectual and physical exploration of the environment may perhaps lag behind western developmental standard. In-view of this therefore, parents, teachers and the equals (guardians, per groups, caregivers) should design learning programme (s) for the child. Lovell (1973) has supported this view and stated that children tend to exert themselves fully when the standard of attainment has been set. He further explained that in all probabilities the child who can not reach the standard feels a reduction in his sense of worth and feels that he is losing approval of his parents, teachers and equals. Therefore it is important that the target to be set should be within the capacity of the children, provided that it will stimulate them to work hard. Parents should also use wise techniques in dealing with their children at home. They should use motivational statement in describing and answering children's questions. Rutter at el. (1979) has also supported this idea by explaining that an immediate and direct feed back in terms of praise, encouragement and approval are strongly associated with constructive pupils behaviours. Sharp (1975) has also supported this idea by explaining that an immediate and direct feed back in terms of praise,encouragement and approval are strongly associated with constructive pupils behaviours. In another study (Sharp, 1975) it was stated that there is a positive relationship of pre-school experiences and learning success through some factors. She explained that the child's pre-school environment has a permanent effect on his subsequent physical, mental, social and emotional development. She explained the early environmental factors that aid future learning success which include a happy parent-child relationship, adult interest and

attention towards the child, environment that stimulate the child's sensory exploration and natural curiosity, and early encouragement in verbal skills.

Most parent are too busy to devote much time to their children especially in large families. Nevertheless it is of greatest value if the parents can spend few minutes or hours each day with their children talking and playing with them. A study of Sharp (1975) stated that staying with children for some time discussing and playing with them can build parent-child relationship and the children can get opportunities to ask questions and share their anxieties and problems with their parents. Though questions from the children are difficult to answer, attempt should be made to give factual answers, because children come to look for natural explanation so as to satisfy their curiosity. Psychologist believe that this natural curiousity can develop into scientific curiosity.

In many instances parents and others (peer group, teachers, care takers etc) are not careful in dealing with children's behaviour and many a time parents and siblings adversely affect their behaviours. Gerda and Dennis (1980) stated that parents and others (teachers, peer groups etc) do not consider the need for unconditional behaviour position regards. By this he means that while perhaps attempting to change the child's behaviours or explain to him where he has erred many a times we reject the child, and so we must be careful to reject the behaviour and not the child himself, and we must clearly distinguish between a rejection of deed and a rejection of the individual.

These researches and many others have confirmed the significant relationship of home and school achievement. The influence of home can not be viewed in isolated from that of school since the influence of the home is continuos and more pervasive. The children are expected to continue in school with the activities of the home so that there may be no abrupt break and distinction between home and school activities. Bloom (

(1964) cited in Gerda (1980) has explained the relationship that exists between home and school and stated that there is a great importance and significant relationship of pre-school period during the first few years of school life and the development of learning patterns and general achievement.

2.4 Cognitive experience

All over the world, children are born with some basic intellectual, social, physical, and emotional needs. Each child grows in these ways but the environment makes an impact on his growth mechanism. At the same time parents and adults ascribe positive or negative values in developing these potentialities.

Cognitive development in general cover all aspects of thinking that comprises perceptions, memory, concept formation and reasoning. It is the ability to manipulate and elaborate symbols. The work of Jean Piaget summarized by Gerda and Dennis (1980) on the stages of cognitive development greatly assists in understanding of cognitive development . Piagets studies that serves as the bases for all cognitive researches is concerned with the qualitative changes that take place in children's thinking as they move from infancy to late adolescence. He distinguished the major cognitive stages of development through which he considers all children pass through in the same sequence. Each stage is characterized according to him by a particular behabiour(s) and particular types of cognitive functioning :- According to him the first stage, is the sensory- motor period from 0-2 years characterized by goal directed and mental exploration behaviours. The second stage is concrete operation which he divides into two periods 2-6 years and 6-12years. These are characterize by pre-operational thought named concentration and concrete operation 6-12years is characterized by logical thinking that he refers to as ' reverse'. The last stage is formal operation from 13years to

adulthood which is characterized with the ability to solve the hypothetical. Piaget tried to identify the thinking structures of each stage and age level and tries to show how these become adapted by a dynamic interaction with the environment.

Children at the pre-school age need a lot of cognitive exposure. The exposure involves what they see, hear, and do, leading to what they eventually know through experiences. This means that the pre-school child has to interact with the environment in order to stimulate his cognitive abilities and skills. Beck (1979) cited in Onibukun at el. (1989) explained that mental retardation and backwardness in later life arise not only from lack of mothers love and warmth but also from lack of sensory stimulation. Also Dennis (1960) cited in Onibukun at el. (1987) has stated that provision of stimulating environment to the pre-school child can greatly improve his cognitive skills and abilities which eventually lead to an improvement in his intellectual development. Toys, books, and other learning accessories play vital role in the children cognitive enrichment. Psychologists have been emphasing on the importance of the provision of appropriate educational materials for learning achievement. Weber (1975) cited in Onibukun at el. (1987) in his study on human intellectual development across the cultures has explained the role of early stimulation through Toys, books and other learning and play devices on the child learning and educational development. In the study of Sharp (1975) she explained that children whose parents encourage them, discuss with them, encourage them to use their eyes to observe the world around them, tell them stories, attempt to answer their questions, praise their achievement, and help them to persevere when they feel failures will be intelligent and improve in their cognitive skills.

The extend to which the child's intellectual potentialities for success in the education process depends initially upon how the parents who transmitted these

potentialities can provide the environmental influence to nature it. The study of Taiwo (1981) has further explained that it is only when the home performs its educational function, that the foundation of greatness and intellectual achievement is laid in children that the community utilize these potentiality to enrich children's cultural heritage. Durajaiye (1984) has also contributed in this aspect where he emphasized the importance of environment in the child's intellectual development where he stated that the role of environment is important in both the development and manifestation of intelligence. He further explained that it is the environment that provides the experience with its problems that have to be solved .

The more meaningful, useful, and relevant the environmental experiences, the more rapidly will intelligence with the individual functioning in that environment become. The mother plays a vital role in the child's cognitive development , because the mother and siblings that have shown sensitive responses to their babies expression found having more advanced in cognitive skills (Domovan and Leavitt 1978) cited in Lovell 1973). These studies have confirmed that early experiences can motivate intellectual and social development of the child. Homes and communities that provide educational materials for their children like television, radio, toys, books, children Libraries, crayon, puzzle, charts and the like can as well motivate the children's intellectual and social development.

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2.5 Social experiences

All human beings undergo certain level of socialization as in other areas of development. The child's social progress is dependent upon the rate and kind of maturation that he experiences. Many differences can be found in the social pattern of children all over the world. But it is generally agreed that child rearing practices and the

relationship with parents are important aspects for the education and socialization of the child. Parents-child interaction is perhaps developed more during the pre-school years during which the formation of attitude, curiosity and investigation are first developed before being carried over to later school years.

The family as the first socialization agent is directly responsible for the transmission of the cultural contents of the society to the growing child. As stated by Gerda and Dennis (1980) the socialization process begins in the home. The family passes on its attitude , prejudices and points of view to the child. They further explained that the family also determines the social class, ethnic origin, race and usually the religion of the child. The family through the experiences offered to the child will teach him concepts concerning the world both real and unreal. The parents child relationship is a factor that has great influence on the social development of the child. The type of discipline used and how the parents react to the child is important as it is the life style of the home. The democratic home seems to produce an active, aggressive, fearless and playful child who has leadership characteristics, who tend to be curious and non conforming. The child that obtain such characteristics tend to have less psychological problem in his life time. The controlled home on the other hand produces a quiet, wellbehaved and un-aggressed child with restricted curiosity, originality, and fancifulness. Kalunger and Merriam (1979) has reported that the way in which the parents view the child and the circumstances under which the child was born will affect the parent –child relationship such circumstances include for example, the arrival of a long –awaited"baby to older parents, an unwanted child to quarrelling parents or the first child of a young happy couple will surely have some effect on how the parents feel towards the child, their treatment of the child the

child's adjustment , and the social and psychological development . At the end the child may develop negative behaviour that may affect his personality in his future life.

The presence of brothers and sisters (siblings) within the family also has an effect on the social development of the child. The number of siblings, their ages and birth order helps to determine the socialization practices found in the home. For example the studies of Elder and Bowerman (1972) cited in George and Merriem (1979) revealed that in large families the mechanics of managing several children dictate parental authoritarianism. They explained that the birth order within the family may have an effect on the social adjustment of the individual. The first born receives more attention, therefore it is more likely to be dependent, where as later born children are more aggressive and self-confident and reliance.

There is a significant relationship between home and pre-school experiences and social development. The study of Oyemade (1974) has explained the relationship of the variables where he stated that the love relationship that exist in children in their early years will give them confidence and an inner sense of security that will help them in their later social and psychological encounter. The study of Maccoby and Fieldman (1972) has also confirmed that the origin of child's social development are believed to be from parents and siblings. They further stated that children who experienced a number of different care givers and siblings from birth tends to accept strangers and separation with far less anxiety and fear. Bell and Answarth (1972) cited in Onibukun at el. (1987) also explained that children from such homes exhibit spontaneous sharing behaviours both with parents and other children sharing new toy, placing it on some one`s lap and even using it to invite other children to play. Many studies have emphasized the importance of allowing children to play freely at home and in the community. The study

of Uba (1989) has confirmed that the child who play with other children at home and the neighborhood prior to his entrance into school find the transition from home to school very easy. He further explained that in more traditional societies the need for responsibility is clearly met. The explanation stressed how girls and boys are slowly brought into the life of the village. In such societies where there is no formal schooling, the slow socialization which are initiated through ceremonies help to bring children in such societies in to their adult role. But the stress is often different in more technological and urbanized societies. Children become aware from an early age that they are excluded from the more responsible and important areas of living. This has clear advantages in allowing time for both informal play and formal learning in the school

Health habit is another important aspect which the home should inculate in the mind of children. Apart from cognitive and psychomotor development the home should help the child to form good health behaviour and habits. Psychologists believe that being healthy is an important aspect of psychological being and the basic foundation of health living is initiated from home and the community.

In the study of Onibukun at el. (1987) it was explained that the home should provide health habits that include hygienic use of cups, how to use toilets, how to dress properly, how to wash fruits before eating, how to wash hands after games and plays and after going to toilet and how to report bruises and cuts for first aid treatment.

Many studies have shown that there is significant relationship between health habits, cognitive development, social, and psychological being of an individual. A study of Uba (1989) has explained that the child who has health problems may hinder his intellectual work. He further explained that physical defects such as retardation or incomplete maturation of brain cells may result to subnormal intelligence. He added that

blindness, glandular imbalance, diseases, tonsils, fear and lack of self –confidence may cause the child to retreat from a new situation that offer challenges and feel inferior to his classmates. The studies have confirmed the importance of health on the children's intellectual, psychological and social development and the parents are in better position to teach and inculate health habits in children.

During the earlier years the egocentric child regards his experiences in the form of his own satisfaction. He enjoys engaging in behaviour that will earn for his expression of adult approval such phrases as; 'good boy' and 'bad boy' he learns to repeat or describe his way of eating, toilet routine and the like and between the ages of three and six years, the child makes considerable progress in his appreciation of himself as a social entity. He is still a moral but recognize the fact that there are certain rules that should govern his behaviour. If he obeys these rules he is good and when he disobeys them he is naughty.

Various theories and beliefs have been held concerning the nature of the child at birth. One of the theories indicated that the new born with conscience that enables him, from birth onward, to distinguish between right and wrong, the child is believed to inherit a sense of moral values.

Many studies have shown that moral values are related to religion and it is the role of the home to lay the foundation of moral values to enable the child to get proper and positive social and psychological integration in peer group and in the society. In a study of Grace (1980) we saw that besides integrating the child into the family, the parents or caregivers should integrate the child to the outside society and culture. She further explained that religion, ethnic tradition and moral values are conveyed to children at an early age. In a similar study of Uba (1989) it was stated that the child's moral behaviour depends upon the type of environment they are expose. If a child experienced

positive moral values he will exhibit strong feeling about honesty, justice, and the child condemns lying , stealing,cheating, beating (small) animals or young children, telling lies and should fear the consequences of engaging in disapproved behaviour activities.

Knowledge and ideals, establishment of volitional control, formation of good habits, emotional stability must all be co-ordinated in order that moral and social integration is achieved. It is possible to guide the process of character formation without a basis of moral responsibility. Uba (1989) has observed that developing physical skills and mental efficiency through education without attaining moral and social integrity is necessarily fatal both to the individual psychological being and the society.

Morality involves something more than externals code for the orderly conduct of life. It provides the principles attending to which life is to be conducted. Morality in any effective sense cannot be divorced from religion. Uba (1989) has explained that there is no satisfactory substitute for religious sanction in morality. Therefore characters cannot be formed adequately and effectively from any course of study which consist merely of poems, pledges, proverbs, stories and the like, the basis of character formation must be a systematic training in religion.

Character training must consist of something higher than mere conditioning process. It must consist of training and guidance of the human being to make him change his attitudes. The supreme aim of character training is spiritual. This means that character formation is a vital process of developing the child in his entirely. And the only method to achieve these results is to adhere to such principles which socialization and religion teach. The study of Uba (1989) has also confirmed that the cultivation of the intellectual habits to act positively is through religious explanation or doctrine. These and many other studies have confirmed the importance of parents, religious teachers and preachers

in the children's moral and social development. It is essential therefore to develop in them a sound mind in a healthy body by building up ideals , habits, attitudes that result in good social and moral conduct of the children.

2.6 Psychomotor experience

Children of the pre-school level like being engage in one form of activities or the other. They are seen doing one thing or the other, sweating over something or the other. The average child's home may not always satisfy the physical need of the children in engaging them in activities as much as they would like to do. The home should provide excellent environment to children in order to find expression in various ways to their urge and drives to do things . This will expose children to various activities and help them to exercise themselves physically and enable them to retain good shape and maintain good health. The home should engage children in playing, singing , climbing ropes and manipulating old tyres, these will help children to develop necessary physical ability very much needed for adult. Many studies have confirmed these views and observed the role of movement and play in relation to the child's social and intellectual development. A study conducted by Onibukun et al (1987) has observed that children learn by movement and one of the characteristics of an exploring child is movement. They further explained that pre-school children learn through movement. Since movement is associated with exploration and discovery. At home and pre-school institution the child should be given freedom in the choice of playing materials and items or else the whole idea of developing confidence in self through play will be destroyed. Children like to dramatize while playing and to mimic adults. Durojaiye (1984) has given the meaning of children dramatizing play and stated that dramatic play is the children's way of learning informally about life and about what is ultimately expected from them.

A pre-school child mostly likes to play with water, sand and clay. Children should therefore be allowed to play with water, sand, and clay. Onibukun at el. (1987) emphasized that the home should prepare a programme that includes measuring water, washing toys, floating pieces of wood and papers in a dish of water, provision of sand trays and the like. They further explained that the children should be allowed to play freely, trace freely and draw freely. They should be encouraged to practice clay modeling and should be directed towards an imposed object of modelling.

A great deal of the child's research surveyed so far, suggests that the basic pattern of learning experience, motivation and self image are laid down in the early period. Onibukun at el. (1987) has explained that a responsive environment is a crucial part of the picture, an environment that changes in response to the child's action is the type of environment needed by each child, because children learn by observing the consequences of their acts, by putting objects into new forms and by getting feed back from those around them. Whether at home or school children's environment or surrounding are powerful means that contribute in the enhancement of their physical, and mental health. The parents should allow the children to manipulate, carry, handle, push and fill any things they see.. They should be allow to put things into and take things out of a large number of containers. They should also be allowed to pour water, mould clay, stretch the stretchable and bend the bendable . Children should also be allowed to freely transport items in carts, wagons, carriages and tracks. They should be allowed to explore, test, and prove. All these explorations provide learning experiences about the nature and possibilities of their physical world.

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2.7 literacy level of parents and the child's educational development

Some children come to school with more firmly trained perceptual skills than others. Thus a child from a home where both parents are literate may be better and able to cope with some classroom tasks than a child from a home where both parents are perhaps illiterates or too busy to talk to him. A good number of studies have observed that there is a significant relationship between parents literacy status or level and the child's home and pre-school experiences, motivation and academic achievement , Lloyd (1966), Mbilinyi (1979), Ogunlade (1978), Prewitt (1974), Weiss (1979), Gerda and Dennis (1980), Durajaiye (1984) have observed that children from homes that are termed 'Elite' not only enter school at an advantage, but are likely to retain that advantage right through their academic careers. A study of Gerda and Dennis (1980) has explained that elite families are well placed to provide the few advantages, that is good and stimulating physical environment for learning . They further explained that such children have more constructive parental attitude to school, more child-centred, child-rearing practices preparation for the kind of abstract thoughts demanded by the school. Lloyd (1966) made a research on children rearing practices in Nigeria and found that the elite class places a major emphasis on their interaction with their children in the areas that bear on school performances .In another research conducted by Mbilinyi (1979) in Tanzania it was explained that there are subtle ways in which home can affect school performance, he explained that the attitude of parents towards the utility of what has been learnt at school must colour the way children approach school. He further explained, in respect of the education of girls, and stated that girls, attendance to school is very poor and the parental attitude towards school are not favourable. Ogundele (1978) found that children from

illiterate parents did worst and performed poorer than children from literate parents attending the same school . Prewitt (1974) also observed that the educational level of parents is very important in the child's educational development. He stated that parental attitude to school clearly influenced school performance. He gave an example that if parents think that school is important they make arrangement for their children to have an extra- coaching for an important examinations as parents do in large cities and towns of Nigeria, Ghana, and in Kenya. He stated that such parents make sure that their children go to the best schools available in their areas. In his contribution on this aspect, Durajaiye (1984) conducted an experiment in Ibadan on the child's learning experience between literate and illiterate mothers and when their children were compared according to the mother child-relationship, interaction, communication and questions and answers, the researcher found some significant difference between the two groups. These and many other studies may perhaps persuade us that the elite home does prepare children more adequately for school performance than the illiterate homes. Weiss (1979) also proved this in his study in Nigeria, Ghana and Kenya where he found that most students in the universities and secondary schools are more likely coming from urban and well educated homes.

Parents' socio-economic background and the child's educational development

The obligation of the parents to the child start from birth and stretches up till the age of twenty-one. It becomes less important as the child grows up, but it is particularly important during days at home and school. Some people think the best things a parent can do to his child at this age or time, is to help him with his home work, but it should be

stretched to activities and provision of basic needs that could encourage and motivate him to work hard. In order to reinforces the work of the child the teacher and parents should provide him with all the needs for the work at home and in school.

Many studies have confirmed the significant relationship of socio-economic background to home and pre-school experiences, motivation and academic achievement. The study of Bruner (1960), Bell and Bogot (1970), Lake (1979), Uba (1989) have explained the roles played by socio-economic background on children's academic achievement. Bruner (1960) showed that early home and pre-school experiences can motivate the intellectual and social development of the child especially if the home provides essential educational material such as television, toys, radio,/recorder, childrens library, crayons, puzzles, charts and the like. These can obviously motivate children's intellectual and social development. He further explained that through careful presentation of programmes from television millions of children can be taught to recognize numbers, letters, words, and plays, and radio programme can provide oral languages training to children. Another related research made by Ball and Bogot (1970) cited in Robert and Herry (1979) showed a similar relationship between socio-economic background and school achievement. The study explained that the programmes produced on television workshop develop verbal and qualitative concepts and skills in children but unfortunately children living in deprived surrounding are less inclined to watch the programme than are the middle class children . They concluded that in any evert middled class children are benefiting more from programme like Seasame street than children from poor family. Lake (1979) also confirmed that children from middle-income homes do worse in school performance than children from richer homes. Uba (1989) also explained that the socio-economic background of the child is judged by the status and financial state of the child

and the ability of such parents to provide a better intellectual and stimulating learning environment. The study of Gerda and Dennis (1980) also explained that in the western world the four areas that include physical environment in the home, parental attitude to school, child care practices and preparation of embedded thought are often interpreted in terms of socio-econmic class. They further explained that researches in Scandinavia, U.S.A., and Great Britain, had shown that middle class homes tended to prepare their children better for school. They explained that in Great Britain a far higher proportion of students are likely to have come from middle class homes. In the U.S.A. the same trend had always been shown for white students and very recently the same effect had been shown for black students as well. These studies have obviously confirmed the role of socio-econmic background on children's motivation and school achievement world wide.

2.9 The influence of urban and rural environment on the child's educational development

In the society of today, there are numerous opportunities for interaction. Mass transportation and communication have provided the avenues to reach out, and communication has provided the ability to reach out and communicate beyond the immediate community. By widening his environment an individual perceives and learn many differences in customs and mores. Society also provides certain rules which govern its people, some of which have been written into law and must be adhered to or punishment results. The community is the first large social structure that provides a frame work for socio-economic life. The community is involved with the individual at every level of development. In comparing one community with another vast difference in their characteristics can be recognized. A good number of studies have confirmed the significant relationship between environment and the child's intellectual and academic achievement. Durajaiye (1984) Gerda and Dennis (1980) have described this relationship.

Durajaiye (1984) explained that the role of environment is important in both the development and manifestation of intelligence. He stated that it is the environment that provides the experience and its problems to be solved. He further stated that the more meaningful, useful, and relevant environmental experiences, the more rapidly the intelligence develops and the more easily the problems of the environment can be solved. Gerda and Dennis (1980) observed that teaching alone may not be enough to develop the child for the whole life. If a child comes from a more disadvantaged home and community than this classmates or if he comes from a village and he is now in a city school he may feel socially inferior in his academic pursuit than his class mates . This can adversely affect his psychological being in the class. Gerda and Dennis (1980) explained that community values affect the child's perception of school and its function. If a child attends schools in an area where there is a general positive attitude to school and where it is thought that school serves a useful function, he will be able to integrate his school and home life relatively well. Unlike areas that do not consider school to perform such function. The child may have some problems or difficulty in integrating his perception of school and home. Gerda and Dennis (1980) also confirmed that if a community as a whole values the function of schooling, then the pupils from that community will enter school with a more positive attitude then pupils who come from a community which does not regard school as fulfilling valuable social functions. They concluded that the social climate of the school on community and cultural attitude to education can affect levels of academic achievement.

In many large cities there are communities where the population is constantly on the increase and there are few ties between the people. These studies have shown that children living in urban areas performed significantly better in school activities than those

from rural areas. Studies have shown that in urban areas there are a lot of educational infrastructures that aid children's learning and educational development, which are not in existence in rural areas.

2.9.0 Observation on the problem

Great attempt have been made to define education. We have heard expressions like education is life, education is what happened to us from birth to death, education is a way of making people fit to live and fit to live with. Ukeji (1978) has viewed education as process that influences a change in physical and mental behaviour. While Kaita (NERC 1964) cited in Ukeji (1979) viewed education as an art of training a persons intellectual, social, moral and physical well being.

Researches have shown that there will be no meaningful and useful progress and development without education .It has been observed that culture plays a significant role on children's educational development because culture shapes an individuals' consciousness and behaviour. Rozycki (1970) cited Gerda and Dennis (1980) states that culture is enormously powerful in shaping human behaviour. The world is made up of various cultures and traditions and each culture has its ways and methods of training its citizens , it is observed that some cultures are more highly developed than others.

A question may be asked why are some cultures are more developed than others? Environment, surrounding and traditions, can best answer the question. Observation have shown that there is great advancement and development in Sciences and Technology in this century, but these development are rapidly deteriorating because of numerous problems and conflict that prevent parents from devoting much time in educating their children for the challenges. In most countries especially the under developed countries in South America, Asia and Africa, these suffer severely from political, ethnic, religious,

and socio-economic problems and seriously affect their technological and educational development.

Every day the mass media release information from all parts of the world concerning these problems. Reports on political, ethnic and religious conflicts come from all parts of the world in an alarming rates. Many countries in the far East, Asia, Europe, and Africa fall into brutal political, ethnic and religious conflicts and wars which result to loss of millions of lives and refugees problems that affect pregnant women and children . Apart from high rate of death, the refugee children and women fall victims of hunger and diseases and many young girls are sexually assaulted while the under aged boys are forced to carry guns and obviously all these end in child abuse. This confirmed that millions of children in many parts of the world lose their educational advantages and all sources of motivation, instead the parents concentrate in training the children how to escape from and to learn war strategies. In the end children end up in looting properties and all sorts of vices. It also confirmed that any society that has no peace find it difficult to advance educationally. Peace and harmony are two important aspect of development. A peaceful mind is the mind that thinks and progresses. In a society that is full of crises both the parents and Government would find it difficult to provide the basic needs of the children and its citizens.

In Africa the problems is worse than any other parts of the world . It has been observed that many countries in Africa fall into such brutal political, ethnic or religious conflicts that result to wars where millions of people are killed or maimed while others are caught in the web of diseases, malnutrition, draught, and starvation. The Sudan's fifteen million dollars debts was incurred as a result of the nine years civil war. The Burundi and Rwanda ethnic conflict caused the death of five hundred thousand people and another five

hundred thousand were sent away as refugees. These are good examples of such brutal killings in Africa. This clearly shows that in most African countries children and their parents are not in peace that will allow them to fulfil the educational responsibilities of their children.

Nigeria is not an exception to such political, ethnic, and religious problems, only that such conflicts do not reach the level of war. In some part of the country these minor conflicts claim many lives, but do take the attention of the parents away from their children, the greatest problems that disturbed most Nigerians is the economic hardship, poverty, increase and severe drought due to rapid desert encroachment. The economic bites and drought forced people to hunger, illness and malnutrition where most parents can not afford to fulfill their obligatory responsibilities for total development of their children especially their educational responsibilities.

Katsina State is among the few States in Nigeria that have less ethnic and religious conflict but the State is among the few states in Nigeria that suffer most economic hardship and illiteracy. Most of the people in the State are farmers and depends largely on farming but the rapid desert encroachment causes inadequate production of food and cash crops . Also the lack of viable industries and companies cause very serious crises to the State Government. The State's monthly Federal Government grants can hardly support the various activities including the provision of education adequately well. This contributes immensely to the deteriorating state or level of education in the State.

Katsina and Kusada Local Government Areas are among the Local Government Areas in the State that suffer from draught, and economic hardship. It was also observed that the level of illiteracy in these Local Governments is very high especially in the rural areas. And the attitude of most parents towards western education in the State in general

is most unbearable, the type of environment the children are born and brought up greatly undermine their educational development plus, indeed, the parental negative attitude to western education .

Education is the root of all development, there could hardly be any meaningful and useful progress in any society that neglects its educational sector due to conflicts or wars.

It is the responsibility of both parents, political leaders and religious bodies to create conducive atmosphere where peace would reign for the children to undergo all their educational and socialization process without hinderance or denial as a result of poverty and insecurity. Both the children and the type of education adopted in any society serve the basis for such societal progress and development. Any society that neglects its youths or children destroys the cream with which it should be built. So also the neglect of its educational development amounts to destroying the basis of its economic and social back bones.

2.9.1 Summary

This chapter is essentially concerned with the review of related literature on the influence of home and pre-school experiences on children's motivation and academic achievement

During the course of writing all the three variables were described and explained with the full support of researches from psychologists and educationists of other countries and Nigeria.

Views and opinions of writers and authors in different literature, journals and unpublished works in relation to motivation, academic achievement and home and pre-school experiences, literacy and socio economic status of the parents and urbanization have been sought and discussed at length.

Research works such as theses and seminars, conference papers on these variables with the researchers views and opinions were also highlighted and discussed in the literature review.

CHAPTER 3

METHODOLOGY

3.0 Preamble

This research examined the influence of home and pre-school experiences on childrens motivations and academic achievement. In this chapter, methodology of the study is presented including the research design, population, sample, instrumentation, pilot study, data collection plan, data analysis and the summary.

3.1 The research design

This research is designed to look into the "Influence of Home and Pre-school Experience in cognition, social and psychomotor domains on children's motivation and Academic achievement". The research seeks to find out the relationship that exist between home and pre-school experiences on motivation and academic achievement of primary 1 children from public and private schools: Urban and Rural areas in Katsina and Kusada Local Government Areas of Katsina State.

The survey method was used to collect data, with questionnaires designed to find out the impact of home background and pre-school experiences on children motivation and academic achievement. T-test was used to determine the differences in performances between children who attended nursery schools and those who did not, those from high and low socio-economic backgrounds, children from urban and rural areas, and those from literate and illiterate backgrounds.

3.2 Population

The population of this research comprises pupils of class one within Katsina and Kusada Local Government Areas of Katsina State. A total of five thousand four hundred and twenty (5420) class one pupils from seventy-two (72) public, and private schools in the two Local Government Areas constituted the population of this study. This is shown in the table below.

Table I Research Population

LOCAL GOVERNMENT	TYPE OF SCHOOL	NO OF SCHOOL	BOYS	GIRLS	TOTAL
KATSINA	PUBLIC	33	2260	1635	3895
	PRIVATE	10	427	186	613
KUSADA	PUBLIC	29	697	233	912
TOTAL		**72**	**3366**	**2054**	**5420**

The total number of schools and number of pupils were from the Education secretaries of the two Local Government Areas.

3.3 Sample

It has been asserted that the size of sample and method of selection often affect the validity of a research. It is further argued that the large the sample, the more likely it is to be representative of the population. In-view of this assertion, the research sample was made up of class one pupils in Katsina and Kusada Local Government Areas. Fourteen (14) private and public primary schools were chosen out of the total of seventy-two (72) schools in both Katsina and Kusada Local Government Areas through random sampling . According to Boll and Gall (1971) in Afolabi (1993) to ensure representativeness, 20% up to 1000 people, 10% up to 5000 people and 5% up to 10,000 people , since the data is large 20% was used to get the required sample schools as shown in the table below.

Table II Sample Schools

LOCAL GOVERNMENT	TYPE OF SCHOOL	NUMBER OF SCHOOL	20% OF NO. OF SCHOOL (SAMPLE SCHOOLS)
KATSINA	PUBLIC	53	6
	PRIVATE	10	2
KUSADA	PUBLIC	29	6
	TOTAL	72	14

For the purpose of this research, random sampling was used to determine the fourteen (14) schools in all the categories in the two local government-areas. The draw –hat method was used where in each category the name of each school was written on a set of uniform sheets of paper which were then shuffled in a container as suggested by Burns and Dobson (1981). There after the representative samples were drawn, that is the number of six (6) two (2) and six (6) schools were selected from the two Local Government Areas.

Using Krecie and Morgans (1970) principle the sample of three hundred and nine (309) pupils were determined from the total of four hundred and thirty two (432) of the sample schools in the two Local Government areas. This is shown in the table below:

Table iii break down of schools and pupils sample used

LOCAL GOVERNMENT	TYPE OF SCHOOLS	SAMPLE SCHOOLS	NO OF PUPILS	NO IN SAMPLE	TOTAL
KATSINA	PUBLIC	WAZIRI Zayyana Science Model Primary school	49	34	
		Dan Marna Primary school	28	20	
		Sabon Gari Primary school	28	20	103
		Shinkafi primary school	23	16	
		Makera Primary School	18	13	
		Sabuwar Unguwa Primary School	0	0	
	PRIVATE	Katsina Capital H.U.K. Poly staff School	74	53	103
			70	50	
KUSADA	PUBLIC	Kusada Primary School	45	33	
		Kafarda Primary School	30	22	
		KatKai Primary School	20	15	103
		Radi Primary School	20	15	
		Sabarawa Primary School	15	10	
		Sabon Ruwa Primary School	12	8	
TOTAL			432	309	309

The researcher collected the list of pupils of each school in each category and made a comprehensive list. One thousand number digits in Afolabi (1993) was used to select the pupils used in the study. This allowed every member of the population have an equal chance of being selected.

3.4 Instrumentation:

In educational research observation, interview, questionnaire and tests can be used in collecting data. Based on the objectives of this research the following instruments were used.

a. Oral Test and Scoring for:

i- Home and pre-school experience in cognitive social and psychomotor.

ii- Motivation in areas of achievement, affiliation, and moral orientations

iii- Academic achievement in (mathematics, social studies and P.E)

b. Pupils Questionnaire.

Oral test and scoring:

This was designed to test each child orally in:.

i. Home and pre-school experience in cognition, social, and psychomotor experience.

ii. Motivation in areas of achievement, affiliation, and moral orientations

iii. Academic achievement in (Arithmetic Social studies and physical education).

The three dimension in pre-school experience were tested and were scored over twenty percent (20%) each. In motivation test, the achievement orientation has 50%, affiliation has 30% while moral orientation has 20% to make up a total of 100%. The variation was

due to the number of questions in each part. The three subjects in academic achievement test were scored over twenty percent (20%) each.

3.5 Pupils questionnaire

The pupils questionnaire was designed to find out information in relation to parents ability or inability to provide pre-school experiences and home motivation. It was designed to find out information in relation to parents socio-economic background and literacy level.

3.6 Pilot Study

To ascertain the validity of the instrument used a pilot study was conducted to provide the researcher with some relevant information regarding the final research design, and to determine reliability of the instruments. Therefore, the purpose of the pilot study was to establish the reliability of the instruments and the best mode to administer the tests.

The researcher tested the pupils in various experiences in home and pre-school experiences motivation, and academic achievement with the assistance of their class-masters. This enabled the researcher to know the real pupils' abilities and performances. The results of the pilot study on pre-test and post-test were recorded and analysed accordingly.

To ascertain the validity of the instruments used, they were presented to the Senior Lecturers in Psychology who went through them and made corrections.

On reliability, the researcher used sixty (60) class one pupils in public primary schools in Katsina Local Government area. To obtain test –retest reliability estimate, the tests were re-administered after an interval of four weeks.

The results are as follows:

SUB-SCALE	INTERNAL CONSISTENCY	RE-TEST RELIABILITY AFTER 4 WEEKS
Pre-school Experiences	0.92	0.99
Motivation	0.90	0.99
Academic Achievement	0.83	0.81

These reliability measures indicate that the instruments are suitable for the purpose of the study.

3.7 Data Collection Plan

The researcher administered oral tests on home and pre-school experience, motivation, academic achievement and pupils questionnaires, score and record the performances for data analysis.

3.8 Data Analysis

The data collected was tabulated on a simple frequency table. The researcher specifically used inferential statistics of t-test to compute and analyzed the data.

All the hypotheses were tested with the use of t-test which is the most appropriate method in handling significant difference between two variables.

The researcher is to find significant difference between the following groups:

i. Those who attended nursery and those who did not.

ii. Those from urban areas and those from rural areas.

iii. Those from high socio-economic background and those from low socio-economic backgrounds

iv. Those from literate background and those from illiterate background.

Using the following variables:

i. Home and pre-school experience in cognitive, social and psychomotor experiences.

ii. Motivation in areas of achievement, affiliation and moral orientations.

iii. Academic achievement in arithmetic, social studies and physical education.

3.9 Summary

This chapter has highlighted the description of research design, research population, sample, and the sample technique used in the research.

Explanation was also offered on the instruments used which include oral test, questionnaire and a t-test. Attempt has also been made to describe the sources of data and its collection and the application of the most appropriate statistical method of (t-test) for resolution of the hypotheses.

CHAPTER 4

DATA ANALYSES

4.0 preamble

The essence of the analyses of the data collected is to test the null hypotheses of the study. The t-test statistical technique was used to test the twelve hypotheses of the difference between children in private (nursery) and public primary schools in Katsina and Kusada local Government Areas of Katsina State. Retention or rejection of each hypothesis was based on 0.0001 level of significance.

4.1 Hypotheses testing

The null hypothesis 1

There are no significant differences in home and pre-school experiences between children who attended nursery schools and those who did not. Children who attended nursery schools (private) and those who did not (public) schools in Katsina and Kusada local government areas were tested and the result were analysed using t-test at 0.0001 level of significance as shown in the following tables:

Table 4.1 Showing t-test analysis of children's scores in cognitive skills for those who attended nursery education and those who did not.

PUPILS	N	MEAN	SD	T-VALUE	DF	P<
Children who attended nursery education	103	16.368	3.19	13.866	204	0.0001
Children who did not attend nursery education	103	9.213	2.858			

The t-value of 13.866 shows a significant difference at 0.0001 level of significance as shown in the table above. The null hypothesis was rejected, because the t-calculated value is greater than t-critical value which means that there is significant difference between those-who attended nursery primary schools and those who did not in the measures of cognitive skills.

Table 4.2 Showing t-test analysis of children scores in social skills on those who attended nursery primary schools and those who did not.

PUPILS	N	MEAN	SD	T-VALUE	DF	P<
Pupils who attended nursery primary schools.	103	15.776	2.351			
Pupils who did not attend nursery primary schools.	103	10.870	1.86	1.773	204	0.0001

The t-value of 1.773 shows a significant difference at 0.0001 level of significance as shown on the table above. The null hypothesis was rejected because the t-calculated value is greater than t-critical value which means that there is significant difference between the two groups in the measures of social skills.

Table 4.3 Showing t-test analysis of children scores in psychomotor skills of children who attended nursery primary school and those who did not.

PUPILS	N	MEAN	SD	T-VALUE	DF	P<
Pupils who attended nursery primary schools.	103	14.582	3.485			
Pupils who did not attend nursery primary schools.	103	9.271	1.401	1.750	204	0.0001

The t-value of 11.750 shows a significant difference at 0.0001 level of significance as shown on the table above. The null hypothesis was rejected because the t-calculated value is greater than t- critical value. Which means that there is significant difference between those who attended nursery primary schools and those who did not in the measures of psychomotor skills.

The null hypothesis 2

There are no significant differences in motivation between children who attended nursery primary schools and those who did not.

The two groups were tested in motivation and the results were analysed using t-test at 0.0001 level of significance as shown on the table below:

Table 4.4 Showing t-test analysis of children's scores in motivation on those children who attended nursery primary schools and those who did not.

PUPILS	N	MEAN	SD	T-VALUE	DF	P<
Pupils who attended nursery primary schools	103	63.718	9.543	13.012	204	0.0001
Pupils who did not attend nursery primary schools	103	44.941	6.908			

The t-value of 13.012 shows a significant difference at 0.0001 level of significance as shown on the table above. The null hypothesis was rejected because the t-calculated value is greater t-critical value, which means that there is significant difference between those who attended nursery primary schools and those who did not in the measures of motivation.

The null hypothesis 3

There are no significant differences in academic achievement between children who attended nursery primary schools and those who did not.

The two groups were tested in academic achievement in areas of mathematics, social studies, and physical education and the result were analysed using t-test at 0.0001 level of significance as shown on the following tables:

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Table 4.5 Showing t-test analysis of children scores in mathematics on those pupils who attended nursery primary schools and those who did not.

PUPILS	N	MEAN	SD	T-VALUE	DF	P<
Pupils who attended nursery primary schools	103	16.165	2.814			
Pupils who did not attend nursery primary schools.	103	9.902	9.436	12.476	204	0.0001

The t-value of 12.476 shows a significant difference at 0.0001 level of significance as shown on the table above. The null hypothesis was rejected because the t-calculated value is greater than t-critical value which means that there is significant difference between the two groups in the measures of mathematics.

Table 4.6 Showing t-test analysis of children's scores in social studies on those children who attended nursery primary schools and those who did not.

PUPILS	N	MEAN	SD	T-VALUE	DF	P<
Pupils who attended nursery primary schools	103	14.242	3.367			
Pupils who did not attend nursery primary schools	103	8.689	2.441s	11.08	204	0.0001

The t- value of 11.08 shows a significant difference at 0.0001 level of significance as shown on the table above. The null hypothesis was rejected because the t-

calculated value is greater than t- critical value, which means that there is significant difference between the two groups in the measures of social studies.

Table 4.7 Showing t-test analysis of children's scores in physical education for those children who attended nursery primary schools and those who did not.

PUPILS	N	MEAN	SD	T-VALUE	DF	P<
Children who attended nursery primary schools	103	14.029	2.587			
Children who did not attend nursery primary schools	103	8.912	2.429s	14.373	204	0.0001

The t-value of 14.373 shows a significant difference at 0.0001 level of significance as shown on the table above. The null hypothesis was rejected because the t-calculated value is greater than t-critical value which means that there is significant difference between the two groups in the measure of physical education.

The null hypothesis 4

There are no significant differences in home and pre-school experiences between children in urban primary schools and those in rural primary schools.

Children who attended primary schools in urban areas and those who attended rural primary schools from Katsina and Kusada local government areas were tested and the results were analysed using t-test at 0.0001 level of significance as shown on the following tables:

Table4.8 Showing t-test analysis of children's scores in cognitive skills on those children who attended primary schools in urban areas and those who attended primary schools in rural areas.

PUPILS	N	MEAN	SD	T-VALUE	DF	P<
Children who attended primary schools in urban areas	103	11.271	4.816			
Children who attended primary schools in rural areas	103	9.213	2.858	3.053	204	0.0001

The t-value of 3.053 shows a significant difference at 0.0001 level of significance as shown on the table above. The null hypothesis was rejected because t-calculated value is greater than t-critical value, which means that there is significant difference between those who attended schools in urban areas and those from rural areas attending the same type of schools in the measures of cognitive skills.

Table 4.9 Showing t-test analysis of children scores in social skills of children who attended urban primary schools and those who attended rural primary schools.

PUPILS	N	MEAN	SD	T-VALUE	DF	P<
Children who attended primary schools in urban areas	103	12.135	2.903	3.048	204	0.0001
Children who attended primary schools in rural areas	103	10.870	1.86			

The t-value of 3.048 shows a significant difference at 0.0001 level of significance as shown on the table above. The null hypothesis was rejected because the t-calculated value is greater than t-critical value which means that there is significant difference between children who attended school in urban areas and those from rural areas attending the same type of school in the measures of social skills.

Table 4.1.0 Showing t-test analysis of children's scores in psychomotor skills on children who attend urban primary schools and those who attended rural primary schools.

PUPILS	N	MEAN	SD	T-VALUE	DF	P<
Children who attended primary schools in urban areas	103	10.077	3.015			
Children who attended primary schools in rural areas	103	9.271	1.401	2.015	204	0.0001

The t-value of 2.015 shows a significant difference at 0.0001 level of significance as shown on the table above. The null hypothesis was rejected because the t-calculated value is greater than the t-critical value, which means that there is significant difference between those schooling in urban areas and those in rural areas attending the same type of school in the measures of psychomotor skills.

The null hypothesis 5

There are no significance differences in motivation between children in urban primary schools and those in rural primary schools.

Children who attended urban primary schools and those who attended rural primary schools were tested and the result were analysed using t-test at 0.0001 level of significance as shown on the table below:

Table 4. 1.1 Showing t-test analysis of children scores in motivation on children who attended urban primary schools and those who attended rural primary schools.

PUPILS	N	MEAN	SD	T-VALUE	DF	P<
Children who attended primary schools in urban areas	103	48.320	7.364			
Children who attended primary schools in rural areas.	103	44.941	6.908s	2.716	204	0.0001

The t-value of 2.716 shows a significant difference at 0.0001 level of significance as shown on the table above. The null hypothesis was rejected because the t-calculated value is greater than t-critical value which means that there is significant difference between children who are schooling in urban areas and those in rural areas attending the same type of school in the measures of motivation.

The null hypothesis 6.

There are no significant differences in academic achievement between children in urban primary schools and those in rural primary schools.

Children who attended urban primary schools and those who attended rural primary schools were tested in academic achievement (mathematics, social

studies, physical education) and the results were analysed using t-test at 0.0001 level of significant as shown on the following tables.

Table 4.1.2 Showing t-test analysis of children's scores in Mathematics on those who are attending schools in urban areas and those from rural areas (Katsina and Kusada public schools).

PUPILS	N	MEAN	SD	T-VALUE	DF	P<
Children who attended primary schools in urban areas	103	12.932	4.415			
Children who attended primary schools in rural area	103	9.902	9.436	2.146	204	0.0001

The t-value of 2.146 shows a significant difference at 0.0001 level of significance as shown on the table above. The null hypothesis was rejected because the t-calculated value is greater than t-critical value which means that there is significant difference between those who attended schools in urban areas and those from rural areas attending the same type of school in the measures of mathematics.

Table 4.1.3 Showing t-test analysis of children scores in social studies on those who attended urban primary schools and those who attended rural primary schools.

PUPILS	N	MEAN	SD	T-VALUE	DF	P<
Children who attended primary schools in urban areas	103	9.789	3.182	2.266	204	0.0001
Children who attended primary schools in rural area	103	8.686	2.441			

The t-value of 2.266 shows a significant difference at 0.0001 level of significance as shown on the table above. The null hypothesis was rejected because the t-calculated value is greater than t-critical value which means that there is significant difference between children who attended schools in urban areas and those from rural areas attending the same type of school in the measures of social studies.

Table 4.1.4 Showing t-test analysis of children scores in physical education of those children who attend schools in urban areas and those from rural areas.

PUPILS	N	MEAN	SD	T-VALUE	DF	P<
Children who attended primary schools in urban areas	103	9.582	2.587			
Children who attended primary schools in rural areas.	103	8.912	2.429s	3.918	204	0.0001

The t-value of 3.918 show s a significant difference at 0.0001 level significance as shown on the table above . The null hypothesis was rejected because the t-calculated value is greater than t-critical value which means that there is significant difference between children who attended schools in urban areas and those from rural areas attending the same type of school in the measures of physical education.

The null hypothesis 7

There are no significant differences in home and pre- school experiences between children of high and low socio-economic backgrounds.

Children from high and low socio-economic backgrounds from Katsina and Kusada local government areas were tested and the resultswere analysed using t-test at 0.0001 level of significance as shown on the following tables:

Table 4.1.5 Showing t-test analysis of children's scores in cognitive skills of children from high and low scocio-economic backgrounds.

PUPILS	N	MEAN	SD	T-VALUE	DF	P<
Children from high socio economic background	60	15.816	3.959			
Children from low socio-economic background	60	10.083	2.53	9.491	118	0.0001

The t-value of 9.491 shows a significant difference at 0.0001 level of significance as shown on the table above. The null hypothesis was rejected because the t-calculated value is greater than t-critical value, which means that there is

significant difference between children of high socio-economic background and those from low socio-economic background in the measures of cognitive skills.

Table 4.1.6 Showing t-test analysis of children's scores in social skills for those children from high and low socio-economic backgrounds.

PUPILS	N	MEAN	SD	T-VALUE	DF	P<
Children from high socio economic background	60	14.866	2.514	9.20	118	0.0001
Children from low socio-economic background	60	11.066	2.007s			

The t-value of 9.20 shows a significant difference at 0.0001 level of significance as shown on the table above. The null hypothesis was rejected because the t-calculated value is greater than t-critical value, which means that there is significant difference between those children from high socio-economic background and those from low socio economic background in the measures of social skills.

Table 4.1.7 Showing t-test analysis of children scores in psychomotor skills on children from high and low socio—economic backgrounds.

PUPILS	N	MEAN	SD	T-VALUE	DF	P<
Children from high socio economic background	60	16.033	2.583			
Children from low socio-economic background	60	9.366	1.551	17.227	118	0.0001

The t-value of 17.227 shows a significant difference at 0.0001 level of significant as shown on the table above. The null hypothesis was rejected because the t-calculated value is greater than t-critical value, which means that there is significant difference between those children from high socio-economic background and those from low socio-economic background in the measures of psychomotor skills.

The null hypothesis 8

There are no significance differences in motivation between children of high and low socio-economic backgrounds.

Children from high and low socio- economic backgrounds in Katsina and Kusada local government areas were tested in motivation and the result were analysed using t-test at 0.0001 level of significance as shown on the following table:

Table 4.1.8 Showing t-test analysis of children's scores in motivation on those children from high socio-economic background and those from low socio-economic background.

PUPILS	N	MEAN	SD	T-VALUE	DF	P<
Children from high socio economic background	60	59.866	10.106			
Children from low socio-economic background	60	47.066	7.659	7.875	118	0.0001

The t-value of 7.875 shows a significant difference at 0.0001 level of significance as shown on the table above. The null hypothesis was rejected because the t-calculated value is greater than t-critical value which means that there is significant difference between those children from high socio-economic background and those from low socio-economic background in the measures of motivation.

The null hypothesis 9

There are no significance differences in academic achievement, between children of high and low socio- economic backgrounds.

Children from high and low socio-economic backgrounds from Katsina and Kusada local government areas were tested in academic achievement (mathematics, social studies, and physical education). And the result were analysed using t-test at 0.0001 level of significance as shown on the following tables.

Table 4.1.9 Showing t-test analysis of children's scores in mathematics of those children from high socio-economic background and those from low socio-economic background.

PUPILS	N	MEAN	SD	T-VALUE	DF	P<
Children from high socio economic background	20	17.00	2.991			
Children from low socio-economic background	20	9.05	2.91	8.52	118	0.0001

The t-value of 8.52 shows a significant difference at 0.0001 level of significance as shown in the table above. The null hypothesis was rejected because the t-calculated value is greater than t-critical value which means that there is significant difference between children of high socio-economic and low socio-economic backgrounds in the measures of mathematics.

Table 4 2.0 Showing t-test analysis of children's scores in social studies from children of high socio-economic background and those from low socio-economic background.

PUPILS	N	MEAN	S	T-VALUE	DF	P<
Children from high socio economic background	20	14.9	4.204			
Children from low socio-economic background	20	8.0	3.402	5.707	38	0.0001

The t-value of 5 707 shows a significant difference at 0.0001 level of significance as shown on the table above. The null hypothesis was rejected because the t-calculated value is greater than the t-critical value which means that there is significant difference between children from high socio-economic background and those from low socio-economic background in the measures of social studies.

Table 4.2.1 Showing t-test analysis of children's scores in physical education on children from high socio-economic background and those from low socio-economic background.

PUPILS	N	MEAN	SD	T-VALUE	DF	P<
Children from high socio economic background	20	14.4	1.313			
Children from low socio-economic background	20	7.85	2.68	9.805	38	0.0001

The t-value of 9.805 shows a significant difference at 0.0001 level of significance as shown on the table above. The null hypothesis was rejected because the t-calculated value is greater than t-critical value which means that there is significant difference between those children from high socio-economic background and those from low socio-economic background in the measures of Physical Education.

The null hypothesis 10

There are no significant difference in home and pre-school experiences between children of Educated and illiterate parents.

Children from Educated and illiterate parents from Katsina and Kusada local government areas were tested in pre- school experiences (cognitive, social, and psychomotor skills) and the results were analysed using t-test at 0.0001 level of significance as shown in the following tables.

Table 4.2.2: Showing t-test analysis of children's scores in cognitive skills on children from educated families and those from illiterate families (parent).

PUPILS	N	MEAN	SD	T-VALUE	DF	P<
Children from educated parents	50	17.18	1.662			
Children from illiterate parents	50	9.32	2.86	16.83	98	0.0001

The t-value of 16.83 shows a significant difference at 0.0001 level of significance as shown on the table above. The null hypothesis was rejected because the t-calculated value is greater than t-critical value which means that there is

significant difference between children of Educated families and those from illiterate families in the measures of cognitive skills.

Table 4.2.3 Showing t-test analysis of children's scores in social skills on children from educated parents and those from illiterate parents.

PUPILS	N	MEAN	SD	T-VALUE	DF	P<
Children from educated parents	50	16.88	1.379			
Children from illiterate parents	50	10.74	1,998	17.90	98	0.0001

The t-value of 17.90 shows a significant difference at 0.0001 level of significance a shown on the table above. The null hypothesis was rejected because the t-calculated value is greater than t-critical value, which means that there is significant difference between children of educated parents and those from illiterate parents in the measures of social skills.

Table 4.2.4 Showing t-test analysis of children's scores in psychomotor skills on children from educated parents and those from illiterate parents.

PUPILS	N	MEAN	SD	T-VALUE	DF	P<
Children from educated parents	50	16.46	1.445			
Children from Illiterate parents	50	9.16	1.489	24.829	98	0.0001

The t-value of 24.829 shows a significant difference at 0.0001 level of significance as shown on the table above. The null hypothesis was rejected because the t-calculated value is greater than t-critical value which means that there is significant difference between children of educated families and those from illiterate parents in the measures of psychomotor skills.

The null hypothesis 11

There are no significant differences in motivation between children of educated and illiterate parent.

Children from educated and illiterate parents from Katsina and Kusada local government areas were tested in motivation and the results were analysed using t-test at 0.0001 level of significance as shown on the table below.

Table 4.2.5 Showing t-test analysis of children's scores in motivation on children from educated parents and those from illiterate parents

PUPILS	N	MEAN	SD	T-VALUE	DF	P<
Children from educated parents	50	68.92	7.003			
Children from illiterate parents	50	45.24	5.095	19.331	98	0.0001

The t-value of 19.331 shows a significant difference at 0.0001 level of significance as shown on the table above. The null hypothesis was rejected because the t-calculated value is greater than t-critical value which means that

there is significant difference between children of educated parents and those from illiterate parents in the measures of motivation.

The null hypothesis 12

There are no significant differences in academic achievement between children of educated and illiterate parents.

Children from educated and illiterate parents from Katsina and Kusada local government areas were tested in academic achievement (mathematics, social studies and physical education) and the results were analysed using t-test at 0.0001 level of significance as shown on the following tables.

Table 4.2.6 Showing t-test analysis of children's scores in mathematics on children from educated parents and those from illiterate parents.

PUPILS	N	MEAN	SD	T-VALUE	DF	P<
Children from educated parents	20	16.6	1.429			
Children from illiterate parents	20	9.25	2.863	10.265	38	0.0001

The t-value of 10.265 shows a significant difference at 0.0001 level of significance as shown on the table above. The null hypothesis was rejected because t-calculated value is greater than t-critical value which means that there is significant difference between children from educated parents and those from illiterate parents in the measures of mathematics.

Table 4.2.7 Showing t-test analysis of children's scores in social studies on children from educated parents and those from illiterate parents

PUPILS	N	MEAN	SD	T-VALUE	DF	P<
Children from educated parents	20	15.55	1.503			
Children from illiterate parents	20	8.25	2.935	10.096	38	0.0001

The *t-value of 10.096 shows a significant difference at 0.0001* level of significance as shown on the table above. The null hypothesis was rejected because the t-calculated value is greater than t-critical value which means that there is significant difference between children from educated parents and those from illiterate parents in the measures of social studies.

Table 4.2.8 Showing t-test analysis of children's scores in physical education on children from educated parents and those from illiterate parents.

PUPILS	N	MEAN	SD	T-VALUE	DF	P<
Children from educated parents	20	14.75	1.271			
Children from illiterate parents	20	8.45	2.665	9.402	38	0.0001

The t-value of 9.402 shows a significant difference at 0.0001 level of significance as shown on the table above. The null hypothesis was rejected because the t-calculated value is greater than t-critical value which means that there is significant

difference between children of educated Parents and those from illiterate parents in the measures of physical education .

CHAPTER 5

DISCUSSION, RECOMMENDATION, AND CONCLUSION

5.0 Preamble

This chapter explains and discusses the analyses in chapter four. Suggestions are offered for parents, teachers, care givers and Government on how to improve on the provision of home and pre-school experiences that include cognitive , social, and psychomotor skills, motivation in areas of achievement, affiliation and moral orientation and academic achievement in mathematics, social studies, and physical education of the children's pre-school age. It suggest how best to confront and tackle the problems associated with poor or lack of provision of such experiences for the improvement of our children's educational development .

5.1 DISCUSSION

The findings in this study support some researches made in some parts of the country and in other parts of the world.

Null hypothesis 1

The first hypothesis states that there are no significant differences in home and pre-school experiences between children who attended nursery primary schools and those who did not.

The results show significant differences in all the variables tested. It was found that nursery schools attendance has great enhancing influence in the children's performances In cognitive skills ($t=13.866, p<0.0001$) social skills ($t=1.773, p<0.0001$) and in psychomotor skills ($t=11.750, p<0.0001$). This means that home and pre-school experiences have great enhancing influence in children learning.

The results agree with many findings such as Domovan and leavitt (1978), Maccoby (1972), Onibukm (1987) and so many others. In the study of Domovan and leavit (1978)for example, it was discoverered that parents and siblings who have shown sensitive responses to their children's expression were found to be more advanced in cognitive skills. Moccoby and fieldman (1972) have confirm that the origin of child's social development, are believed to be from parents and siblings. While Onibukum (1987) observed that children learn by movement and one of the characteristics of an exploring child is movement.

The research has therefore confirmed that children who adequately obtain home and pre-school experiences perform significantly better than those who did not obtain such experiences as contain in other researches conducted in other environment. This confirms the partial or absence of home and pre-school experiences in most children in public schools in the state.

Null hypothesis 2

The second hypothesis statesthat there are no significant differences in motivation between children who attended nursery primary schools and those who did not.

The result showed significant difference in the variable tested. It was found that nursery school attendance has great enhancing influence in the children's performances because they were found to be more motivated to learn ($t=13.012, p<0.0001$). The result has agreed with the finding of Rutter and Her Associate (1979) which explain that the direct feed back in terms of praises or approval are strongly associated with the construction of pupils' behaviours. Thus home and school are important plac es for the child to start

building up a realistic and constructive learning behaviours. This study has confirm that children who attended nursery schools are more motivated to learn than those who did not, and this children perform significantly better in school activities.

Null hypothesis 3

The third hypothesis states that there are no significant differences in academic achievement between children who attended nursery schools and those who did not.

The result showed significant differences in all the variables tested. It was found that nursery school attendance has great enhancing influence in the children performances. In mathematics (t= 12 . 476, p= 0.0001), social studies (t = 11. 08,p=0.0001) and in physical Education (t=14.373, p=0.0001). The results have agreed with the finding of Gerda and Dennis (1980) which explain that the child 's performance (good or poor)does not depend on any attributes he happens to be born with but is a complex response to his peergroups, his social contacts , his teachers,and the overall climates of his school and its assessment procedures.

The study has confirm that children who did not attend nursery schools performed poorer than those who attended nursery schools. This confirm the partial or absence of home experiences and motivation in most children in public schools in the state.

Null hypothesis 4

The fourth hypothesis states that there are no significant differences in home and pre-school experiences between children in urban primary schools and those in rural primary schools. The results showed significant differences between those who attended schools in urban areas and those who attended schools in rural areas in all the variables rested . The study showed that urban children performed significantly better in cognitive skills

with (t=3.053, p< 0.0001) social skills (t= 3.048, p< .0001) and in psychomotor skills (t= 2.015, p< 0.001).

The results have shown that urbanisation has great enhancing influence in the child's academic achievement and educational development. These results have agreed with the findings of Durajaiye (1984) which explain that environment has an important role to play in both the development and manifestation of intelligence. This confirms the partial or absence of home pre-school experience and motivation to children schooling in rural areas due to poor environment.

Null hyportethesis 5

The fifth hypothesis states that there are no significant differences in motivation between children in urban primary schools and those in rural primary schools. The result showed significant difference between those who attended primary schools in urban areas and those from rural areas in the variable tested. The study showed that urban children performed significantly better in motivation (t = 2.716, p< .0001). The study has also proved that urban children are more motivated to learn than rural children.

The research has agreed with the findings of Gerda and Dennis (1980) which explained how community values affect the child's perception in school and its functions, he explained that if a child attends school in an area where there is a general positive attitude to school and where it is thought that school serves useful purpose he will be able to integrate his school and home life relatively well.

Null hypothesis 6

The sixth hypothesis states that there are no significant differences in academic achievement between children in urban primary schools and those in rural primary schools. The results showed significant differences between those who attended schools in urban areas and those who attended schools in rural areas in all the variables tested . The study has proved that this group of children who attended urban primary schools were found performing significantly better in academic achievement. In mathematics for example (t=2.146, p< 0.0001), social studies (t=2.266, p<0.0001) and in physical Education (t=3.918,p<.0001). This study has as well confirm the partial or absence of home experiences and motivation of children schooling in rural areas due to poor environment.

Null hypothesis 7

The seventh hypothesis states that there are no significant differences in home and pre-school experiences between children of high and low socio-economic backgrounds. The hypothesis was rejected as there are significant differences between the two groups in all the variables tested. The study has confirm that children from high socio- economic backgrounds performed significantly better than those from low socio-economic backgrounds. In cognitive skills for instance those from high social class performed better with (t=9.491,p< 0.0001) social skills (t= 9.20,p< .0001)and in psychomotor skills (t=17.227,p< 0.0001) This study has proved that socio-economic backgrounds has an enhancing influence in the child's academic achievement and educational development. The results of this study has agreed with the finding of Lake (1979) who explained that children from poor income homes do worse in school performances than children from rich homes.

Null hypothesis 8

The hypothesis states that there are no significant differences in motivation between children of high and low socio- economic backgrounds. The hypothesis was rejected due to the fact that there are significant differences between the two groups in the variables tested . The study has confirmed that children from high socio-economic background performed significantly better than those from low socio-economic backgrounds in motivation with (t=7.875, p= 0.0001). It was also confirmed that this group of children from high socio- economic backgrounds are found to be more motivated to learn. This study has agreed with the findings of Uba (1989) which explain that the socio- economic background of the child is judged by the status and financial state of the child and the ability of his parents to provide a better intellectual and stimulating learning environment.

Null hypothesis 9

This hypothesis states that there is no significant differences in academic achievement between children of high and low socio- economic backgrounds.

The hypothesis was rejected because it was discovered that there are significant differences between the two groups in the variable tested. The study has confirmed that children from high socio -economic backgrounds performed significantly better in academic achievement than those from low socio- economic backgrounds. In mathematics for instance (t= 8.52, P= 0.001), social studies (t= 5.707, P= 0.0001) and in physical education (t= 9.805, P= 0.0001). This study has proved that socio-economic background has an enhancing influence in the child's academic achievement. This study has agreed with the finding. Of Lake (1979) which explain that children from poor income homes do worse in school performance than children from rich homes.

This and other researches have confirmed that children from poor homes perform poorer than those children from rich homes. Because poor homes cannot afford to properly cater for the education of their children such as providing them with adequate learning materials or enroll them into private schools for pre-school education. This confirmed the partial or total absence of home motivation to most of our public primary schools children in the state.

Null hypothesis10

The tenth hypothesis states that, there are no significant differences in home and pre-school experiences between children of educated and illiterate parent.

The t-test analysis of the scores in the variable tested for children from educated and illiterate parent showed significant differences between the two groups because the null hypothesis was rejected based on the fact that all the t-calculated valuesare greater than t-critical value.

The study has found that parental literacy status has great enhancing influence in the children's performance. In cognitive skills($t = 16.83$, $P < 0.0001$) social skills($t=17.90$, $P < 0.0001$) and in psychomotor skills($t = 24.829$, $P < 0.0001$). The result of this study agrees with the findings of Lloyd(1966) who made a research on children rearing practices in Nigeria and found that the literate class parent plays a major emphasis on their interaction with their children in the areas that bear on school performances.

Null hypothesis 11

This hypothesis states that, there are no significant differences in motivation between children of educated and illiterate parent.

The hypothesis was rejected because it was discovered that there are significant differences between the two groups in the variables tested. The study has confirmed that

children from educated parent perform significantly better than those from illiterate parent with (t=19.331, P<0.0001). This shows that children from educated parent are more motivated to learn. This study has agreed with the findings of Durajaiye (1984) conducted in Ibadan on the child rearing practices between literate and illiterate mothers and when the children compared according to the mother child relationship, interaction, communication, and questions and the answers, the researcher found some significant differences between the two groups.

Null hypothesis 12

The null hypothesis states that there are no significant differences in academic achievement between children of educated and illiterate parents.

The results show significant differences between those children from educated and illiterate parents in the variable tested. The study shows that children from educated parents performed significantly better in mathematics (t = 10.265,P< 0.0001), social studies (t=10.096, P< 0.0001) and in physical education (t=9.402, P<0.0001). This study has proved that children from educational backgrounds performed significantly better than children from illiterate parents.This study agreed with the findings of Weiss (1979) which explained that in Nigeria, Ghana, and Kenya most students in the universities and secondary schools are more likely coming from urban and well educated homes.

This and other researche s have confirmed that children from literate parent perform significantly better in school activities than children from illiterate parents, because literate parents tend to put more care to the educational development of their children than the illiterate parents.This study has confirm that literate parents regard western education as important and beneficial so, they enroll their children in to nursery primary schools for pre-school education and provide learning accessories to enhance home and

pre-school experiences and home motivation, while illiterate homes tend to denied such provision because of ignorance.

These and other findings have proved that parental socio-economic status , literacy level, and the environment (urban or rural) have great enhancing influence in the child's academic achievement and educational development, especially in facilitating and providing adequate pre-school experiences and home motivation for improving children's academic standard at the grass – root level thereby creating a good foundation for future learning.

These findings have also proved that children who obtain adequate pre-school experiences in areas of cognitive, social, and psychomotor skills are stimulated to work harder, that leads them to excel in academic achievement in areas of mathematics, social studies, and physical Education, respectively.

5.2 recommendation

The following recommendations are made based on the findings of this study.

1- The three tiers of Government (Federal, State, Local Governments) should organize and embark on National, States and Local Government literacy campaign through the mass media (Radio, Television, News-papers) teachers Mass literacy organisors, Ministry of Education, Local Education Authority, Districts and village Heads and the like on the importance of western education in the society, and the provision of adequate pre-school experienees and home motivation in order to prepare their children for future educational and life challenges in the interest of family, community and national reconstruction.

2- The three tiers of government (Federal, States and Local Governments) should provide adequate teaching materials, manpower, conducive environment for

learning in our primary schools especially those in the rural areas. They should also improve on and extend the mass literacy education by opening adult literacy education classes in all corners of the nation for those parents who were not able to obtain western education. This will encourage and make them to understand the importance of western education to them and to their children. This may lead them to provide adequate home experiences and motivation to their children in preparation for future educational and life challenges.

3- The three tiers of Governments (Federal, States and Local Governments) should as a matter of urgency implement their decisions in the revised National Policy of education (1981) that primary education should begin with Nursery education in the Country.

4- The three tiers of Government (Federal, States and Local Governments) should as a matter of urgency revitalise the National, State and Local Governments economy. They should eschew selfish interest rife in most Government Executive officers and pay much attention to the economic hardship affecting most Nigerians with the aim of alleviating the suffering of the masses brought by this economic hardship in order to raise the socio-economic status of the parents to enable them cater for the education of their children and to provide adequate and stimulating learning situations in their homes.

5- The Government should as much as possible extend its developmental activities to all nooks and corners of Nigeria especially the neglected rural areas of the North in the provision of social infrastructures such as goods roads, water, electricity, schools, Television viewing centres and the like in order to raise the

living standard of the masses and to enhance educational development of both the parents, youths and our younger children.

6- Literate parents, teachers , village heads scribes and Government workers who are staying with most illiterate parents should assist in enlightening the illiterate parents on the importance of western education and encourage them to provide learning facilities, motivation and encouragement to their children for a better future learning experience.

7- Similarly, the rich and well to do parents living together with most poor parents in the communities should assist in the education of both the parents and the children by providing learning materials in the primary schools, payment of school fees at all levels of education, and the sponsoring of professional educational courses of children of the poor homes . They should also assists in the establishment of pre-school institutions and make them free of charge or charge low school fees to accommodate the poor in the communities.

8- National and International organizations should increase the aid given to educational sector for the improvement of both the parents and children's educational development. The Federal, State and Local Governments should encourage new national and International organizations to come to the aid of educational sector before it collapse totally.

9- Children as parents and leaders of tomorrow most of them come from poor environments, there is obvious need to provide them with adequate pre-school experiences, learning accessories, and home motivation for their future learning and career. Some factors such as poor socio-economic status and illiteracy forced most parents to leave their children to room about, and some take them to

traditional schools far away from the home with less parental care. This in most cases leads to total destruction of such children because most of them fall into evil hands and gradually degenerate into hoodlums in the society. To solve or minimize these problems effective educational programmes should be planned and be taught in these traditional schools with the help of teachers (i.e. Mallam) and community leaders . This assists in the eradication of mass illiteracy in the communities and the entire society.

5.3 Summary and Conclusion

The poor or lack of provision of pre-school experiences that include cognitive , social, and psychomotor experiences and home motivation in areas of achievement, affiliation and moral orientation on the children at the tender age has been affecting the educational development for a long time especially in this part of the Country. This inadequate home motivation has been affecting the school performances and future career of many children .This results to truancy and mass drop-out in the schools which end in many cases of street beggars, thieves and hoodlums in the society.

This problem has obviously led to the falling standard of education especially in this part of the Country. It is really a great threat to the future life of the children, the national unity, peace and security of the communities and the entire society. Action has to be taken to arrest the situation for a future free and democratic society.

This research work, was carried out to find out how poor or lack of pre-school experiences that include cognitive, social and psychomotor experiences, home motivation in areas of achievement , affiliation and moral orientation and other factors such as socio-economic and literacy status and the environment affect children's schools activities and the educational development.

To do this three hundred and nine (309) children from both Katsina and Kusada Local Government Areas were tested on three variables namely home and pre-school experiences (i.e. cognitive, social and psychomotor) motivation in areas of achievement, affiliation and moral orientation and academic achievement in (Mathematics social studies and physical education). T-test statistical technique was used to test the hypotheses.

Twelve hypotheses were formulated. After the statistical analyses, the Twelve null hypotheses were rejected because the t-calculated values of all the variables tested were greater than the t-critical values, meaning that there are significant differences between all the groups in the variables tested. The study has shown that Nursery school attendance has great enhancing influence on children's performance. In cognitive skills ($t=13.866, p<0.0001$) social skills ($t=1.773, p<0.0001$) and psychomotor skills ($t=11.750, p<0.0001$). They were also found to be more motivated to learn ($t=13.012$, $p<0.0001$). Such children with nursery education were found to achieve significantly more in academic tasks. In Mathematics ($t=12.476, p<0.0001$), Social studies ($t=11.08$, $p<0.0001$) and in physical education ($t=14.373$, $p<0.0001$).

The study has also shown that urban children performed significantly better than those from rural areas in all the variables tested. Significant difference were found between the two groups. In cognitive skills ($t=3.053, p<0.0001$) social skills ($t=3.048$, $p<0.0001$) and in psychomotor skill ($t=2.015, p<0.0001$). It was also found that urban children are more motivated to learn ($t=2.716$, $p<0.0001$) while in academic achievement , urban children achieve significantly better than rural children. In mathematics for example ($t=2.146$, $p<0.0001$) social studies ($t=2.266$, $p<0.0001$) and in physical education ($t=3.918, p<0.0001$). The study has also shown that socio-economic

background influences children's school performances. In cognitive skills for example, those from high social class performed better (t=9.491,p<0.0001) in social skills (t=9.20, p<0.0001) and in psychomotor skills (t=17.227,p,0.0001). Also the pupils from high socio-economic background were found to be more motivated to learn (t=7.875,p<0.0001) In academic achievement they were also found significantly high . In Mathematics (t=8.52, p<0.0001) Social Studies (t=5.707,p<0.0001) and in Physical Education (t=9.805,p<0.0001).

The study has also shown that parental literacy status has a great influence on children's school performance. Significant differences were found in all the variables tested among the children of literate and illiterate parents. In cognitive skills (t=16.83,p<0.0001) social skills (t=17.90,p<0.0001) and in psychomotor skills (t=24.829,p<0.0001). Such children from literate homes were also found to be more motivated to learn (t=19.331,p<0.0001). They were also found to achieve academic excellence in their performance some example include:- Mathematics (t=10.265,p<0.0001) Social Studies (t=10.096,p<0.0001) and in Physical Education (t=9.402,p,0.0001). These results have proved that home and pre-school experiences that include cognitive, social and psychomotor Experiences have great enhancing influence on children's school achievements.

Nine recommendations were made some of which include a call to the three tiers of Government to embark on National, State, and Local Government literacy campaign through the mass media, teachers, mass literacy coordinators, District and Village Heads, and the like on the importance of western education in the society, since literacy level affects children's motivation and school achievement. It is also necessary to provide social infrastructure such as good roads, water supply, electricity, schools,

health centres, and the like to enhance educational development to both the parents and the children. It is also important for educated parents, teachers, village Heads and Government workers stay in rural areas to assists in enlightening the illiterate parents on the importance of western education in the development of the society.

A call has also been made on the three tiers of government, as a matter of urgency, to make provision for Nursery education for children within their jurisdiction.

These and other recommendations will be useful in improving children's academic standard at the grass root level thereby creating a good foundation for future learning.

5.5 Conclusion

This and other findings made in Nigeria and other parts of the world have proved that pre-school experiences and home motivation have great enhancing influence on the child's school achievement and indeed improves his academic standard and his future learning activities.

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APPENDIX I
AHMADU BELLO UNIVERSITY ZARIA
DEPARTMENT OF EDUCATION
(PSYCHOLOGY SECTION)

CHILDREN PRE-SCHOOL EXPERIENCE SCALE (CPES)

This inventory is designed in conjunction with primary I syllabus to asses children level of pre-school experiences in cognitive, social and psychomotor. The first five question in each domain will be answered by the class-master and the last five questions will be tested directly by the researcher. The researcher will test each child and record the performance based on three points scale as follows:-

Yes - 2

Partly - 1

No - 0

Cognitive Experience (CE)

		Yes	Partly	No
1.	Does he/she easily recognize numbers from 0 – 10 ?	2	1	0
2.	Is he/she capable of counting numbers from 1 – 10 ?	2	1	0
3.	Is he/she capable of reading numbers from 1 – 10 ?	2	1	0
4.	Does he/she pay attention when numbers and other tasks are being taught to him?	2	1	0
5.	Does he/she worry when he/she fails to recognize numbers or any other tasks being taught to him ?	2	1	0

6.	Pick and show to me the following numbers 7, 5, 8, 9 6	a) Pick all correct 2 b) Pick some correct 1 c) Pick non correct 0
7.	Read to me the following numbers 9 3 4 8 5 ?	a) Read all correct 2 b) Read some correct 0 c) Read non correct 2
8.	Count to me the figures of your right hand?	a) Count all correct 2 b) Count some correct 1 c) Count none correct 0
9.	Write the following numbers on the board? 8 2 3 4 5	A) Write all correct-2 b) Write some correct- c) Write none of them –0
10.	The researcher will present four different colour chalks- white, red, green and blue and ask the children to tell the colour	a) Ability to tell all correct-2 b) Ability to tell some of ~~ther~~ correct –1 c) Inability to tell none correct –0

SOCIAL EXPERIENCES (SE)

		Yes	Partly	N0
1.	Does he/she interact freely with other children in the class	2	1	.0
2.	Does he/she quarrel with other children frequently ? 2	1	0	
3.	Does he/she participate very well in playing in class ?	2	1	0
4.	Does he/she participate in group activities ?	2	1	0
6.0	Does he/she sympathize with his /her classmates when they Have problems?	2	1	0
7.0	Do your Parent allow you to play with your friends outside Home?	2	1	0
7.	Do your parents allow you to invite your friends to eat?.	2	1	0
8.	Do your parents allow to attend religious services?.	2	1	0
9.	Do your parents allow you to attend parties or any Ceremonial invitations?.	2	1	0
10.	Do your parents ask you to serve your seniors at home?.	2	1	0

PSYCHOMOTOR EXPERIENCES (CE)

		Yes	Partly	No
1.	Is he/she happy when ask to play in the field?	2	1	0
2.	Does he/she perform very well during physical activities?	2	1	0
3	Is he/she capable of leading his classmate during physical Activities?	2	1	0
4	Does he/she behaves well during physical activities?	2	1	0
5	Is he/she capable of taking responsibility during physical Activities?	2	1	0

6.	Tell me 3 materials that you play with your brothers and sisters at home	a) Ability to tell the materials 2 b) Ability to tell some of the materials 1 c) Ability to tell none 0
7.	Tell me 3 games that you play at home?	a) Ability to tell the games 2 b) Ability to tell some of the games 1 c) Ability to tell none 0
8.	Tell me 3 games that you play at School?	a) Ability to tell the games 2 b) Ability to tell some of the games 1 c) Ability to tell none of the games 0
9.	Tell me 3 games that you play in school that You like most?	a) Ability to tell all the games 2 b) Ability to tell some of the games 1 c) Ability to tell none of the games 0
10.	Tell me 3 games that you play with your friends outside home	a) Tell 3 games 2 b) Tell some games 1 c) Tell none 0

APPENDIX II
AHMADU BELLO UNIVERSITY ZARIA
DEPARTMENT OF EDUCATION
(PSYCHOLOGY SECTION)

JUNIOR ACADEMIC MOTIVATION INVENTORY (JAMI)

This inventory is designed to assess children level of academic motivation at the primary school stage. The Researcher/Teacher is expected to complete one inventory for each child in his/her class. The mode or response is based on five point scale: -

Always	A)	=	5
Frequently	F)	=	4
Sometimes	S)	=	3
Occasionally	O)	=	2
Rarely	R)	=	1

From which the researcher circle or thick the child's performance

Name:..... school..... Katsina Local Government

( ) Kusada Local Government ( )

		A	F	S	O	R
A.	Achievement Motivation Orientation (A)					
1.	Does he/she pay attention when things are explained in class ?	5	4	3	2	1
2.	Does he/she understand without much difficulty?	5	4	3	2	1
3.	Does he / she attempt to answer question in class	5	4	3	2	1
4.	Does he/she attend school regularly?	5	4	3	2	1
5.	Does he / she work neatly?	5	4	3	2	1
6.	Does he/she enthusiastic to learn?	5	4	3	2	1
7.	Is he/she worried when he/she get poor score?	5	4	3	2	1

8. Does he/she do correction promptly? 5 4 3 2 1

9. Does he/she do the work assigned to him/her quickly? 5 4 3 2 1

10. Does he/she repeat the same mistake in learning? 5 4 3 2 1

AFFLIATION ORIENTATION (A/0)

11. Does he/she interact freely with other children? 5 4 3 2 1

12. Does he / she enjoys group work 5 4 3 2 1

13. Does he/she like by classmates? 5 4 3 2 1

14. Is he /she quarrel with other children? 5 4 3 2 1

15. Does he/she feel free with teachers? 5 4 3 2 1

16. Does he/she concerned with other children's problems? 5 4 3 2 1

MORAL ORIENTATION (MO) 5 4 3 2 1

17. Does he/she break rules and regulations? 5 4 3 2 1

18. Does he/she behave well in class? 5 4 3 2 1

19. Does he/she like to please teachers? 5 4 3 2 1

20. Is he/she capable of taking responsibility? 5 4 3 2 1

APPENDIX III
AHMADU BELLO UNIVERSITY ZARIA
DEPARTMENT OF EDUCATION
(PSYCHOLOGY SECTION)

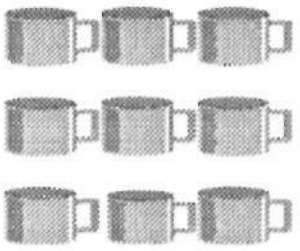
(ACADEMIC CHIEVEMENT)

ORAL TESTS IN MATHEMATICS, SOCIAL STUDIES AND PHYSICAL EDUCATION FOR CLASS I OF PRIMARY SCHOOL.

These oral tests are designed in conjunction with primary school syllabus to asses the children academic achievement in Mathematics, social studies and physical Education

ORAL TEST OF MATHEMATICS

1- Counting of objects - The researcher will ask each pupil to count the Following objects (Cups) to be drawn on cardboard paper.



a) Counting them all correctly -2

b) Counting some of them correctly -1

c) Counting none of them correctly -0

2) Counting objects- The researcher will ask the pupils to count the following

Objects (trees) to be drawn on the card board paper.



a) Counting them all correctly -2

b) Counting some of them correctly -1

c) Counting none of them correctly -0

3) The researcher will ask the pupils to show him the number that correspond with the following object which will be drawn on a cardboard paper

(i)



No

2	3	4

Correct answer 1

Wrong answer 0

(ii)



No | 6 | 5 | 4 |

Correct answer -1

Wrong answer -0

4) Addition of number objects : The researcher will write the following sums on the black board and ask the pupils to write the numbers and answers

Example -0 0 0 0 = 0000

3	+	1	=	4

i) 000 000 =000000 a) Write all correct -2

□ + □ = □ b) Write some correct -1

c) Write none correct -0

ii) 0000 000 = 0000000 a) Write all correct -2

□ + □ = □

b) Write some correct -1

c) Write none correct -0

iii) 00000 + 0000= 000000000

□ + □ = □

iii) 00000 0000 000000000

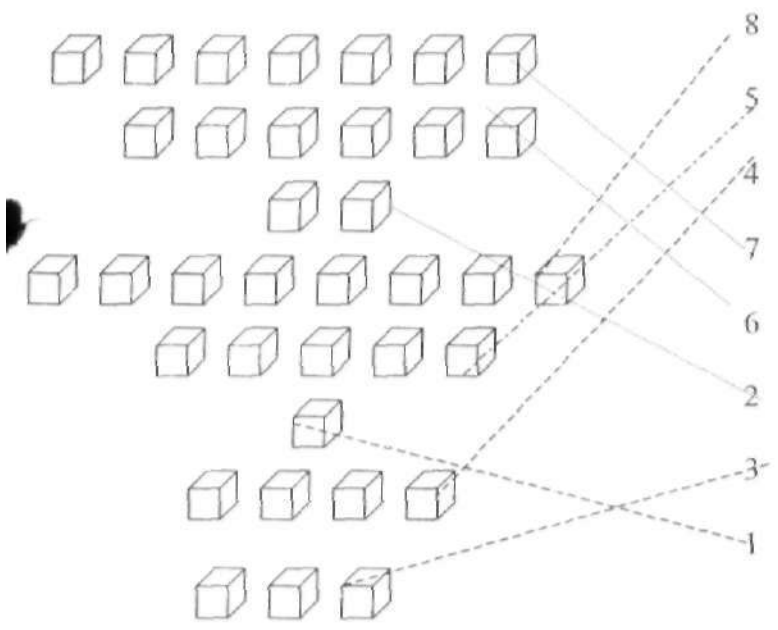
□ + □ = □

a) Write all correct -2

b) Write all correct -1

c) Write none correct -0

5. Matching test- The researchers will draw /write the following objects (boxes) and numbers on the black board and ask the pupil to match the object with the correct numbers.



Each correct corresponding will attract 1 mark

Total = 8 marks

SOCIAL STUDIES

The pupils will be tested orally under the following questions? The correct answer attract I mark and wrong answer = 0.

Class I A B C D E

1. Which class are you?. I
2. What is the name of your school?. I
3. Tell me one of the colour of Nigerian flag?. I
4. Among your mother, father, and sisters who is the head of the family?. I
5. Between hospitals, market and well, where shall I get
   - I) Medicine? I
   - ii) Sugar and rice? I
   - iii) Water? I
6. Who cooks food for you?
7. What is the first colour in Nigeria flag? I
8. Who gives Baba breakfast? I

Answer Yes Or –No Correct Answer Will Attract I Mark and Wrong Answer 0

		Yes	N0
9.	Do you wash your hands before eating?	I	0
10.	You should not wash your hand after eating?	0	I
11.	Do you wash your hand after toilet?	I	0
12.	Is it good to play with Razorblade?	0	I
13.	Should we sweep our houses everyday?	I	0
14.	Should we sweep our classroom everyday?	I	0
15.	We should wash fruits before eating?	I	0
16.	We should not wash our plates before eating?	0	I
17.	We should bath everyday.	I	0
18.	We should not wear shoes when sweeping the compound.	0	I.

PHYSICAL EDUCATION

1. The researcher will ask the pupils to do the following activities in physical Education.

S/NO	ACTIVITY	PERFORMING IT CORRECT	PERFORMING PART OF IT	WRONGLY PERFORM
1	Frog jump- do frog jump?.	2	1	0
2	Arm swinging –swing your arm?	2	1	0
3.	Leg swinging –swing your leg?.	2	1	0
4.	Catching the ball-catch the ball	2	1	0
5.	Skip with rope with 2 legs?.	2	1	0
6.	Hopping with 1 leg	2	1	0
7.	Hopping with 2 legs Hop with 2 hands at waist	2	1	0
8	Langer –Do Longa for me?	2	1	0
9	Jump with one leg?	2	1	0
10.	Catching the bean bag – catch the bean bag for me?.	2	1	0

APPENDIX IV

AHMADU BELLO UNIVERSITY, ZARIA

DEPARTMENT OF EDUCATION

PSYCHOLOGY SECTION

PUPILS QUESTIONNAIRE

This pupil's questionnaire is designed to find out the socio-economic and literacy background of the pupils. The researcher will conduct the test and indicate the facts which applied to each pupil and scores him accordingly The Researcher classified the pupils under the following levels: -

1- High socio-economic background - 70 - 100marks

2- Middle socio-economic background - 41 - 69marks

3- Low socio-economic background - 0 - 40marks

Name of the pupil:.....Katsina LGA ( ) Kusada LGA ( )

1. Socio-economic background.-

Which of the following do you have in your home ?.

SECTION A - Satellite ( ) -10marks

Car, bus, lorry ( ) -10marks

Telephone ( ) -10marks

House (s) for rent ( ) -10marks

Farm (s), Higher Domestic Animal (cattle & horse (s) Only) provision , shop, textile, grinding machine etc ( ) 10marks

50 marks

SECTION B video **7marks**

Cooker ( ) 7marks

Fridge (s) ( ) 7marks

Television (s) ( ) 7marks

Motor cycle (s) ( ) 7marks

35 marksss

SECTION C

Bicycle ( ) -5marks

Lower domestic animal (sheep, goats, donkey etc)

Provision table and similar trade ( ) -5marks

Radio ( ) -5marks

15 marks

TOTAL MARKS 100%

2. Literacy Background:-

Does your father or Mother or both attend school?

Yes( ) NO ( )

If yes which school did he/she attend ?

University ( )

C.E.O/Polytechnic ( )

Primary ( )

In addition, the Researcher will confirm the information from the pupil's school admission form or Register.

APPENDIX V

Results of the treatment of hypotheses using pupils' test scores

Hypothesis	Statistical Technique	DF	Decision
1	t-test	204	Hypothesis rejected
2	t-test	204	Hypothesis rejected
3	t-test	204	Hypothesis rejected
4	t-test	204	Hypothesis rejected
5	t-test	204	Hypothesis rejected
6	t-test	204	Hypothesis rejected
7	t-test	118	Hypothesis rejected
8	t-test	118	Hypothesis rejected
9	t-test	38	Hypothesis rejected
10	t-test	98	Hypothesis rejected
11	t-test	98	Hypothesis rejected
12	t-test	38	Hypothesis rejected