



**THE IMPACT OF NURSERY EDUCATION ON  
PERFORMANCE OF PUPILS IN PRIMARY  
SCHOOLS WITH PARTICULAR REFERENCE TO  
AKOKO SOUTH EAST LOCAL GOVERNMENT  
AREA OF ONDO STATE**

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PARTICULAR REFERENCE TO AKOKO SOUTH EAST LOCAL  
GOVERNMENT AREA OF ONDO STATE**

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## APPROVAL PAGE

This dissertation has been read and approved as meeting the requirement of the department of Primary Education Studies in Federal College of Education, Okene, Nigeria for the award of National Certificate in Education (NCE)



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## DEDICATION

This project is dedicated to God Almighty, the maker of life, who make all things possible and my late father Pa. Amidu Suleiman.



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## ABSTRACT

*This study intends to find out the impact of nursery Education on the performance of pupils in the primary school in Akoko South East Local Government of Ondo State. For the motive of this study, five research questions work were formulated as guide the study is organized into five chapters. The first chapter deals with introduction which is the background of the study. It is also deal with statement of the problem as well as the Definition of terms, chapter two has to do with review of related literature the concept of nursery education on pupil's performance in primary school. Contributions of some philosophers and practitioners of education on the importance of nursery education and the importance on the nursery education in our society today. Is also deal with research methodology which shows how the research was carried out from the basic of chapter three.*

## TABLE OF CONTENT

Title: - - - - -	i
Approval: - - - - -	ii
Dedication: - - - - -	iii
Acknowledgment: - - - - -	iv
Abstract: - - - - -	v
<b>TABLE OF CONTENTS: - - - - -</b>	<b>vi</b>
<b>CHAPTER ONE: Introduction</b>	<b>1</b>
1.1 Background of the study - - - - -	1
1.2 Statement of problems - - - - -	3
1.3 Research Question- - - - -	4
1.4 Purpose of the study - - - - -	4
1.5 Significant of the study - - - - -	5
1.6 Background to the Problem - - - - -	6
1.7 Methodology - - - - -	13
<b>CHAPTER TWO: Review of Related Literature</b>	<b>30</b>
2.1 Introduction - - - - -	30



2.2	Concept of Nursery Education - - - - -	31
2.3	The impact of Nursery Education on Pupils performance in Primary School - - - - -	32
2.4	Contribution of some Philosophers and practitioners of education on the importance of Nursery Education - - - - -	34
2.5	The importance of Nursery Education in our society today- - - - -	36
2.6	Summary - - - - -	37
	<b>CHAPTER THREE: - RESEARCH METHODOLOGY</b>	50
3.1	Research Design - - - - -	50
3.2	Population sample - - - - -	51
3.3	Sampling Techniques - - - - -	51
3.4	Instrument for data Collection - - - - -	53
3.5	Method of Data Collection - - - - -	55
3.6	Method of Data Analysis - - - - -	56

<b>CHAPTER FOUR:</b>	- Presentation and Analysis of Data	57
4.1	Introduction	57
<b>CHAPTER FIVE:</b>	- Summary, Discussion, Conclusion and Recommendation.	
5.1	Introduction	70
5.2	Summary	70
5.3	Discussion of Result	70
5.4	Conclusion	73
5.5	Suggestion	74
5.5	Recommendation	75
	Reference	77
	Appendices	80

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 BACKGROUND OF THE STUDY**

Nursery education is the education given in an educational institution to pre-school children before the age of formal entry to primary school.

It is the education given in an educational institution to children between 3-5 years of age, prior to the age of formal entry to primary school. Nursery education is conducted in a place called nursery school. It is a place of learning where children of pre-school age 3-5 years old stay usually for half of the day and being guided by a teacher. Here, children are provided with supervised activities away from home where they can begin to learn how to cope with their feelings and enjoy interaction between adults and children outside their own families before entering the primary school. The children are provided with a stimulating environment which enriches their cognitive domains and skills.

Similarly, the pupils are also provided with opportunities of using varies of equipment and materials not usually found at home. The nursery schools periods is looked upon as a period of careful preparation for happy and fruit social integration into the primary school. The school seeks to examine learning experience along the usual modern lines to form a sound basis for a more formal education.

According to Rousseau (1963) ushered in a new era states that early education must not impose its own value on the child but must let the child learn through discovery and exercise of his own body and senses. Maria Montessori continued the trend of educating the young child by regulating his sensory motor interaction with selected objects in the environment.

A central set of suggestion about this approach was that the child is an active inquisitive organism who can discover knowledge through guided exercise carried out to improve his senses and his body.

It is generally taken as true nowadays for parents to give their children some form of pre-primary education between the ages of 3-5 usually in an institution designated for that purpose.

It is after such a pre-primary education that the child proceeds to primary one.

## **1.2 STATEMENT OF THE PROBLEMS**

The research intends to outline the impact of nursery education on the academic performance of pupils in Akoko South East Local Government of Ondo State.

Some people are confused about the essence of education and the motives for the much importance attached to this type of education by parents and all the energy expended in depositing and picking up their children every day at nursery school compound. It is essential to look at what nursery education is all about.

This study is therefore carried out to find out whether nursery education laid solid foundation for a child's performance in primary

school and to compare the performance of nursery school pupils in primary schools with those without nursery education.

### **1.3 RESEARCH QUESTIONS**

The researcher has for purpose of this study formulated the following research question:

1. Is nursery education necessary?
2. In what age should child have nursery education?
3. What group of parent sent their children to nursery school?
4. Do nursery school pupils have any advantage over-non nursery school pupils in intellectual development.

### **1.4 PURPOSE OF THE STUDY**

The purpose of the study is to find out the impact of nursery education on pupils performance in the primary school in Akoko South East Local Government Area of Ondo State.

To find out whether nursery education lay solid foundation for a child's performances in the primary schools.

To find out the class of parents that send their children to nursery school and if their social studies affect the pupils performance.

To find out whether nursery schools pupils have advantage over non nursery school pupils. To find out if pupils who have nursery education perform better then.

Those without nursery education in most subjects at the primary school level.

### **1.5 SIGNIFICANCE OF THE STUDY**

This study is of great importance to some people as it will enable them to know the essence of nursery education and the reason for the much importance attached to it, thereby raising the standard of education of the children.

It will also help people to examine and identify whether nursery education laid foundation for child's performance in primary school.

It will also help people to examine and identify whether nursery education laid foundation for child's performance in primary school.

## 1.6 BACKGROUND TO THE PROBLEM

According to .B. Singh (2007) Nursery Education is also referred to any systematic programme in which young children participate before they do enter into primary schools that is designed to promote children's social-emotional, academic, linguistic, and literacy skills, and health and above all well being.

L.M. justice and C. Vukelich (2008) the first five years of life are highly significant. What children learn and feel during this time, particularly about themselves will be foundational to the rest of their life. At this stage a child develops good relationship with the people around him.

According to J.E Hightower (1999) Nursery Education is the first step in child's educational journey.

Early childhood experts have the opinion that attending high quality pre-school programmer helps to promote children's social and emotional development and prepare them for kindergarten and beyond studies have shown that children who attended quality early



education programmes are more likely to have better test scores and grades.

D.B. Gardner (1964) said Nursery share with parents the responsibility for promoting sound growth in a period when growth is rapid and important. Children come to nursery serve endowed with inherent potentials. These potentials serve children in their progress from sensory experience to perceptual experience and to the acquisition of concepts.

The protected environment of nursery schools allows children to orient themselves gradually to the realities of their world, by encouraging their expression of fantasy through day. A well planned environment can direct children into acceptable behaviour, emotional equilibrium, integrated development and progressive learning. Gardner summarized that children between 3 and 6 need a school experience that contributes to all aspects of their total development in effective programmes for young children's whether they are called day care, or qualified personal which contributed to that total

development. Education which is given group settings to the age of round about three up to five years old children is called pre-school education.

Pre-school education is designed to investigate and assist the mental, physical, emotional, linguistic and also social upbringing.

Different psychologists, educationists and policy makers have given different names to this type of education namely; nursery school education, kindergarten education and pre-primary education etc.

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The first five years of life are highly significant what children learn and feel during this time, particularly about themselves, will be

foundational to rest of their life. At this stage a child develops good relationship with the people around him.

Pre-school education is the first step in child's educational journey. Early childhood experts have the opinion that attending high quality school program helps to promote children's social and emotional development and prepare them for kindergarten and beyond. Studies have shown that children who attended early education programs are more likely to have better test scores and grades.

A great number of educators and researches are of the view that early children educations is highly beneficial for the children's cognitive and educational development and well being of young children in terms of their individual needs and characteristics. H .F. page stated that during the normal pre-school year, the child undergoes a distinct, although very gradual change. He seems to leave his boyhood completely behind, and if he is developing along

suitable lines, he emerges as a natural likeable child whom it is a real joy to meet.

Gabriel is of the view that "by three children have turned the corner away from boyhood and are 'on the straight' with the kindergarten and the infant school ahead of them.

Before the year is out they begin to talk about going to school and to look forward to it.

Socially while children are happy to have two or three others around, each individual activity.

Children learn many essential facts about the universe people and object simply by playing. Play may be seen therefore as one of the miracles of childhood by means of which children discover things essential to their well being and thoroughly enjoy the process of discovery. Play provides children with a variety of essential experiences;

- i Sensory
- ii. Exploratory

- iii. Emotional, and social experience as well as experiences of mastery or achievement.

Joanne Hendricks holds that "for more than a decade, research on approaches to early childhood education has sought to investigate the effectiveness of various kind of programs in changing the behaviour and enhancing the development of young children. All good pre-school programs are built on the foundations of sound human relationships. Warmth and empathic understanding have been shown to be effective means of influencing young children's positive adjustment to nursery school, and it is apparent that genuine caring about the children and about other adult's in the program is fundamental to success"

At this stage of development, children learn and absorb information very rapidly, and do take lean interesting every types of new discovery.

It is a well known fact that the most important years of learning are started at birth. At this stage, the brain of a child develops such

imprints which will last for the rest of his life. The environment also has a great influence on the rapid development on the ideas grasping power and emotional skills of the young children.

The extensive studies which have been carried out on the high quality pre-school share with parents the responsibility for promoting sound growth in a period when growth is rapid and important. Children come to pre-school endowed with inherent potentials.

These potentials serve children in their progress from sensory experience to perceptual experience and to the acquisition of concepts. The protected environment of nursery schools allows children to orient themselves gradually to the realities of their world, by encouraging their expression of fantasy through play. A well planned environment can direct children into acceptable behavior, emotional equilibrium, integrated development and progressive learning. Gardner summarized that children between 3 and 6 need a school experience that contributes to all aspect of their total development in effective program for young children, whether they be

called day care, laboratory-nursery school's private or corporative nursery there are provisions in the form of plant, materials and new, which contribute to that total development.

### **1.7 METHODOLOGY**

The research design for this study was descriptive survey type, designed to look into the effect of pre-school education on the academic performance of primary school pupils.

The pollution for this study comprised all primary school pupils of semi-government and private schools of district Peshawar. The sample study comprised of 100 pupils drawn from three semi-governments and two private schools of district Peshawar, Pakistan. The selection was based on purposive sampling techniques. The data for this study were mainly generated from school result records.

The annual of top four pupils from class one to fifth were analyzed.

Mindless and Kelieher (1976) reviewed 47 studies on the value of kindergarten. These studies were concerned with the rate of

growth during the pre-school year. The effect of pre-school experience on I.Q (Intelligence Quotient) and other test scores, new concepts intelligences and the development and the relationship between age at time of entrance into kindergarten and behavioral problems.

The analysis made by Mindless and Keliher strongly supported by the play for kindergarten as a part of the public school system.

Rousseau ushered in a new era for early children education by proposing that adult society must not impose its own values on the child but must let the child learn through discovery and through exercise of his own body and senses.

The impacts of Nursery education on the pupil's achievement in the primary school. There is a considerable of belief among the various segment of the Nigeria society, finding, have shown pupils who have pre-primary education perform better in their cognitive skills, motor-skills, and social skills than pupils who did not attend pre-



primary education. Esther Bakare writes on importance of early childhood education in raising the standard of education.

The role of early childhood education in the life of a child cannot be over emphasized as it represents the transitional ground that prepares the child care; nutrition and stimulation need for healthy growth and development”.

Prof. Florence Osanyin, who is a professor of early childhood education, said in the light of possibility of a soon extinction of the mother tongue occasioned by apathy displayed by most school, it becomes incumbent on the inspectors, proprietors, teachers and parents to ensure that the language of the immediate community is appropriately used as medium of instruction at this level as advocated in the national policy on education.

She also suggested that for professional development, there should be regular workshops and seminars for early childhood teacher to update their knowledge.

In view of the ever increasing challenges in the relatively growing feed of early childhood education there is need for functional collaboration and partnership between and among educators, practitioners and the governments of all levels of achieve better status for the Nigeria” she said.

According to her strategies of African Early Childhood Education include teaching by example which is one of the surest ways that lessons are taught to help children turn their moral reasoning into positive moral behaviour, teaching by telling because children need words as well as actions to see adults leading good lives and to known why they do things.

Another strategy is to help children learn to think saying traditional educators are known to help children to learn to think for themselves as well as helping them to make responsibilities.

Her words “Although, the early years are the most important year for growth and development the year also the most valuable period of a child’s life brain development during the critical years may

be influenced by negative environmental conditions including lack of stimulation, child abuse, or violence within the family.

The quality of life for, as well as the contributions child makes to the society as an adult can be trace back to the first few years of her life.

From birth until about five years, a child undergoes tremendous growth and change.

If this period of life includes support for growth in cognitive, language motor-skills, adaptive-skills and social-emotional functioning, the child is more likely to succeed school and later contribute to society. It becomes imperative, therefore to give young children quality mentally and psychological for the expectation and sustainability into model primary education.

Professor Florence Ajike Osanyi of department of Arts and social science education, faculty of education has emphasized the importance of proper nurturing during the early years of a child.

They stated this while delivering the 12<sup>th</sup> inaugural lecture of the university in the 2011/2012 Academic Session. The lecturer entitled, once upon a child held in the main Auditorium, main campus, Akoka, recently, using her own life-story. As the introduction to the lecture the erudite scholar explained that proper nurturing during early childhood will provide the appropriate foundation to develop a well-rounded adult who would not be a burden to the society.

“One of the greatest virtues of traditional early childhood education is to help a child to take reel responsibilities unlike what obtains today when parents are the hewers of wood and drawers of water for their children.

Allowing children to take responsibility for their homework or take care of younger siblings that are ill.

There is also need for balance independence and control which implies setting limits for children, hereby maintaining balance, independence and control” she said the lecturer suggested that too much parental control can level children to rebel and make poor

choices just to get freedom while too much freedom can lead to children feeling overwhelmed by much power before they are ready for it.

With an over-abundance of freedom, children may get the idea that parents don't really care what they do or what kind of person they become.

Some educationalist and psychologist also tend to assert that children who have be exposed to nursery education have talent and academic capabilities and perform better than those children not opportune to go through nursery school, Brunner (2007), Adekola (2009) and Omolayo (2003) have contributed tremendous intellectual and social development among pre-primary school children through a stimulating and unique environment for the purpose of better learning.

They concluded that the period from birth to about six years is crucial to the child's cognitive development because they form the most part of the creative and intellectual productive years.

(Morgan) 2010 contribute that such education help a child to build a positive image of himself as a person whether or not a child grow into desired personality will depend on his upbringing during the critical period of his life.

According to Adenoko (2012) during these early years a human-being capable of absorbing more information at a time than they will ever be able to gain. The environment of the young child influence the development of cognitive skills and emotional skill due to the rapid brain that occur in the early year.

Studies have shown that high quality or any high related to pre-schools have a long term effect in improving the outcome of a child, a disadvantage child.

Webber (1995) in his own studies on human intellectual development across cultures has shown the role of early stimulation through toys and other learning and play device in the process of early education.

The pre-school child is 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.

According to Finfield (1964) early age is the best age for learning second and third language hence in the Nursery school. Children have the greatest opportunity such acquisition of their ethnics language will promote interpersonal understanding between one child and other widen their chances of marking friends and inter-ethnic relationship.

Hold (1975) referring to the learning of the child. It is before they get to school that children are likely to do their best learning. Many experts agree that this is no although they differ about the reason concluding his arguments.

Fafunwa (1967) take nursery education in term of the tremendous social changes that have become a part of our

contribution it is surely an important starting point in the new education process.

In the work of the great philosopher and psychologists. John Dewey. He emphasized the age long theory of learning by doing particularly valuable in teaching children. Through sociological and anthropological studies culture background and socio-economic environment play an important part in his growth and development.

Encyclopedia of Education (1971) Vol.3. Arnold case II began to study the learning habits of your children in early 1920s. He suggests that early childhood education may be as important as any that follows.

He noted that the brain practically reaches its mature bulk before the age of six and that the mind.

Character spirit advance more rapidly during the formative pre-school period than during any other period of growth for one thing the pre-school institution environment is formally full of combined effect of genetic inheritance and early environment influences determines to



a very great extent the limits of a child's educational potential children entering school from home which have failed to provide the necessary stimulation and interest in learning may find it difficult at first to form an easy relationship with their teacher.

They will require a certain amount of individual attention pre-school institution provides an excellent opportunity for the moral education of children. This is because bringing the children together and watching them at play and work will help the nursery staff detect early the onset of deviant, antisocial and anti-moral behaviour and check them at grassroots level ever before such behaviour set firmly.

Children at the pre-school age need of cognitive exposure. This exposure involves what they see and what do leadings to what they eventually known through experience.

This means that the pre-school child has to stimulate his cognitive all very.

According to Pestalozzi constructed a curriculum for developing the three elementary divisions of knowledge form number and words

while preserving the importance of sensory experience and activity is early education. He believes that nature must be organized for the child so that he can benefit from his sensory impressions. Most of the children who attend nursery school perform very well in subject at primary school level because almost every nursery school teacher are committed to the idea of readiness for learning by the nursery child.

They all started teaching from the level of the child that means they begin with the assessment of entry point before the instruction would take off.

The teacher's belief that children from whether poor or rich background would learn adequately if the right conditions for learning are established

The researcher was able to confirm that nursery school pupils perform better generally but particularly in the subjects taught in the primary school especially in junior classes.

Nursery school teacher require special training on early childhood education 100%.

This goes again to substantiate and justify the idea of the nursery school practitioners and great theorist like Piagets, Proebel, Rousseau, and Pestalozzi who said that teachers of nursery schools should have a special training or early hood education.

It is now therefore deduced that nursery school teacher require special training to qualify them teach well in the nursery schools. On the basis is employment, it was discovered that nursery teachers are employed on both qualification and experience because with the professional qualification in early childhood education and professional competence that is basic knowledge about child development skills and appreciation the teacher will have nothing lacking in holding the children parent need to be made aware of the intellectual needs of the ground child.

From the long term point of view, this implies the education of senior pupils regarding the demand of parenthood and from the short term point of view it implies, the necessity of giving immediate help to these parent and children most in need.

Such might have taken the form of adult education directed at certain groups of parent. Practical help and support given to parent in the home and the provision of part-time nursery education for those children most in need.

It is therefore, important to look at what nursery school programme are all about.

Nursery school programmer in many developed countries, evidence or research and investigation have show that the first five year of life are most crucial in human development.

The foundation of learning are laid before children entre schools. Educationist should therefore be concerned about the upbringing of pre-school age children.

A child pre-school environment has permanent effect on his subsequent physical, emotional and mental development.

Early environmental factor that aid future learning are; A happy parent child, adult interests and attention, an environment that stimulates a child's sensory exploration and his natural curiosity and

early environmental influences determines to a very great extent the limit of a child's educational potential. The importance of nursery education in our society today.

The time has changed and along with that the education system has also changed. Now every parent wants to offer their kids the best education.

Father and mother both devote their major just in raising their children. They nurture their child just to make them productive individuals of the society.

It is true that the child's entire future depends on the nurturing of the parents. Once the child becomes a good citizen of India then the Government also gets the benefits of it as one day they will become the taxpayer.

The first few years are very crucial for children to make them learn the basic things, morality, self discipline and social integration.

A child's formative years are the prime time to form an attitude which last for a life time.

Education plays an important role in improving favourable attitude. Nursery education is like a building block for the child. Nursery school teachers help child's mind to develop while they are under their care.

In play school children are also made to learn many activities that help them to develop social skills with other students. Nursery schools are the initial step for the child in the education world. They study how to calculate how to write sentence and how to draw, paint, how nature works and other basic things. The primary goal of nursery school is to instill the incomparable learning by providing out siding ambience to that the children realize their own potential and make their skills the strength of life. Education is an essential part of everybody's life.

It makes great impact on everyone's life and the educational background of a person decides the career of the person. It is one of the most important things that one should acquire in life, as whole career depends upon the education.

The nursery education makes the students more responsible and sensible for their studies. They learn the discipline and various other studies. They learn the discipline and various other learning activities at a very small age, which are of great use for them in the future.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### 2.1 INTRODUCTION:

This chapter essentially deals with the review of literature related to this write-up.

The report is presented in the following order:

#### *What is Nursery Education?*

The view of some writers and school are concerning positive impact of nursery education on pupil's academic performance. Contribution of some philosophers and practitioners have found inspirations and examples in the writings of great theorists and teachers of early childhood, especially Rousseau, Pestalozzi, Froebel and Montessori.

These great teachers have common belief that children have natural endowment to learn and therefore should have a pleasant learning environment where teaching materials and facilities are varied, adequate and that there is sufficient space. They have to be led



to discover for themselves and encouraged in their own play and activities under the guidance of experienced teachers. (Woohead Martian 1979).

## **THE IMPORTANCE OF NURSERY EDUCATION.**

### **2.2 CONCEPT OF NURSERY EDUCATION**

The need to provide adequately for the childhood year lies in the recognition and the acceptance of the fact that the educational qualities of the early year of life is too great to waste.

Nursery education is an early childhood education. It is the education given in an educational institution to children aged between three to five year before the age of formal entry to primary school.

Nursery education is looked upon as a period of careful/preparation for social integration into the primary school.

### **2.3 IMPACT OF NURSERY ON PUPILS PERFORMANCE IN PRIMARY SCHOOL.**

There is considerable amount of belief across the various strata of the society that children who undergone nursery education. As a matter of fact, some educationist and psychologists also tend to assent that children who have been exposed to nursery education have more talents and academic capabilities and perform better than their counter parts without nursery education.

According to Jil and Kent (1970), Oyebayo (1978), Britner (1960), Bicher (1976), children entering primary school directly from homes failed to provide the necessary stimulation and interest in learning, may find it difficult at first to form an easy relationship with others.

They will require a considerable amount of individual attention, much oral work to encourage speech and comprehension, and a stimulating sensory environment to arise their verbal and non verbal curiosity.

We as children who have gone through nursery education are already prepared to receive new children into the group due to their confidence and security. More so, their energies are also free for play, work and learning of stimulating environment for the pre-school children greatly improved their cognitive skills and abilities eventually leading to marked improvement in their intellectual development. In this cognitive enrichment the role of toys, colouring books and other learning accessories and emphasized.

In the same vein, a number of educationists like Susan Isaac (1965) Praget (1960), Stones (1966), Oron (1974) Bruner (1966), Adekola (1984) and Omolayo (1986) opined that tremendous intellectual and social development among pre-primary school children's through a stimulating and unique environment is very necessary for the purpose of better learning. They concluded that the period from birth to about six years is crucial to the child cognitive development as they form the most part of the creature and intellectual productive years.

#### **2.4 CONTRIBUTION OF SOME PHILOSOPHER AND PRACTITIONERS OF EDUCATION ON THE IMPORTANCE OF NURSERY EDUCATION.**

Evidence of research and investigation carried out in many developed countries of the world have show that the first five years of life is most crucial in human development. The pioneering works of some historical figures have worked to expand our knowledge of the importance of the child early experiences.

Rouse (1963) had identified the period of childhood as every crucial and therefore urged parents and the society to provide the best. Possible growing condition for the child during this period of life which he referred to as growth and unfolding. He posited that the care and nature received at this period is of great importance.

Arnold Gresell began to study the learning habit of young children and suggested that early childhood education be as important as any that follow. He noted that brain particularly reaches its mature bulk before the age of six and that the mind, character and spirit

vance more rapidly during the formative pre-school period than during any other period of growth (1925). Wann and his associates (1962), the potentiality of young children for learning as after being underestimated. They studied the ability of young children to understand and interpret their social and physical work and found that young children collect information which they test and use in conversation and dramatic play, that they employ the essential elements of concept formation and that they are concerned about how they can deal with ideal that remote in time and space.

Bloom (1964) from his studies on the development of human intelligence concluded that the rate of intellectual development of the child is closely linked to his social, emotional and physical development.

He stressed that the first five years of the child must be seen as a part of a much longer period of continues development because seventeen percent of growth in educational achievement take place between the ages of four and six years. He further noted that about

ty percent of development takes, place between conception and seventeen years of age. This indicates that the rate of intellectual development is at its peak of life and opportunity used at this stage can seldom be reclaimed. Tosh (1983) had asserted that the period of early childhood is one of intense learning in which various elements; physical, emotional, social and cognitive are closely inter-related. He concluded that environment, both physical and social heavily influences human development.

## **2.5 THE IMPORTANCE OF NURSERY EDUCATION IN OUR SOCIETY TODAY.**

The importance of nursery education can't be over emphasized. Apart from laying solid foundation for child's performance in the primary school, national policy on education (1981) has stressed the importance of nursery education as follows:

Preparing the child for the primary level of education, providing adequate care and supervision for children while their parent are at work (on the farms in the markets, officer etc).

Ravi Jain said it on its own opinion that the nursery education provide concrete base to the child. The nursery education makes the students more responsible and sensible for their studies. Children learn discipline and various other learning activities at a very small age, which are of great use for them in the future.

It has been discovered in UK that nursery education plays a vital role in enhancing educational over all standards of the students.

Now the need is to offer free nursery education so that the poor section of the country can also take advantage of it.

Indeed, nursery education provides a stimulating environment which enriches the child's cognitive abilities and skills.

It brings children from different families together and learn to live together like brothers and sisters.

## **2.6 SUMMARY**

The preview of this chapter take about what nursery education is the positive views of some writers on the impact of nursery education on the performance of pupils in the primary school and the difference

between their academic performance and the importance of nursery education in our society today.

From the foregoing, it is clear that early education of children is an aspect the parents must not toy with because of its great impact on the total future development of the children.

According to Onibokun (1981) Jounel Isaac (1870) share the same view with Plaget Jil (1960) that nursery school child in the pre-operations period. That is the period from 3-5 years.

This is characterized by development of symbolic functions. Children at this stage begin to manipulate symbols or representation of work in which they live.

There is also the use of symbolic language and intuitive problem solving. The child intellectual development is structured one stage leading to another. A child intellectual moves from stage to another by interacting with the environment.



Piaget began his study with a careful and systematic observation of his three children. And from his humble beginning he extended the study to another child.

He took care of observe the sequence and rate of growth in cognitive process of children.

Piaget gives four stages of sequence of cognitive development; he said there are four stages a human child must pass in the process of intellectual growth these are:

- ❖ Sensory motor stages –birth-two years.
- ❖ The pre-operation though stages 2-7 years
- ❖ The concrete operational stages 7-11 years
- ❖ The formal operational stages 11 years above.

Locke emphasized the need for individualizing educational programme by adopting them to early or constitutional programme by adopting them to early or constitutional mental inclination of each child and inquisitiveness in his intellect development.

According to Pinfield (1964) early age is the best age for learning second and third language hence in the nursery school. Children have the greatest opportunity such acquisition of their ethnics language will promote inter-personal understanding between one child and other widen their chances of making friends and inter-ethnic relationship.

According to Pestalozzi constructed a curriculum for developing the three elementary division of knowledge form number and words while preserving the importance of sensory experience and activity is early education, he believe that nature must be organized for the child so that he can benefit from his sensory impressions.

Most of the children who attend nursery school perform very well in subject at primary school level because almost every nursery school teacher are committed to the idea of readiness for learning by the nursery child.

They all started teaching from the level of the child that means they begin with the assessment of entry point before instruction would

ake off. The teacher's belief that children from whether poor or rich background would learn adequately if the right conditions for learning are established. The researcher was able to confirm that nursery school pupils perform better generally but particularly in the subjects taught in primary school. This is because most of the schools are also taught in primary school.

This is because most of the subjects taught them in the nursery school are also taught in the primary school especially in Junior classes. Nursery school teacher require special training on early childhood education 100%.

This goes again to substantiate and justify the idea of the nursery school practitioners and great theorists like Piagets, Proebel, Rousseau, and Pestalozzi who said that teachers of nursery schools should have a special training of early childhood education. It is now therefore deduced that nursery school teacher require special training to qualify them teach well in the Nursery schools.

This chapter deals with review of literature method to the study. In order to establish a firm work of this study therefore, an examination of some available literature relevant to this study such as textbook, journals, unpublished was carried out.

Most parents are aware that day-care centres, nursery schools and kindergartens are not just different name for the same services they tend to think of them as "school", some are confused about the much importance attracted to it by parent desire, the heavy sum paid by these parents and all the energy expended in depositing and picking up the children every school day it is therefore necessary to look at what nursery school programs are all about. Nursery schools education lays the foundation of a child's knowledge, skills and rules of behaviour that create prerequisites for successful progress in their daily life and school.

Nursery education provides a stimulating play environment for physical, intellectual, languages, social and emotional development to the child. It prepares children for the primary and it focuses on the

development of the child. The importance of early childhood education is now a well recognized fact that children need enriched environment, intellectual stimulation and plenty opportunity for socialization of the same age. It inculcates permanent literacy, numeracy and ability to communicate effectively, lay a sound Basis for scientific and reflection thinking.

It gives the children citizenship education as a basis for effective participation in contributing to the life of the society.

It moulds the character and develops sound attitude and morals in the child, by developing in the child the ability to adopt to his changing environment and give the child opportunities for developing manipulative skills that will enable the child to function effectively in the society within the limits of his capacity.

Nursery school programmes have been described as those activities organized for children before the age of formal entry into school. (Wood head, 1990) sees nursery school as "the expression suggests, take the age of compulsory schooling as it reference point

but it varies from country to country. Nursery school practitioners have found inspirations and examples in the writing of great theories and teachers of nursery education, especially Rousseau, Froebel and Montessori. These great teachers have common belief that children have natural endowment to learn and therefore should have a pleasant learning environment where teaching materials and facilities are varied, adequate and that there is sufficient space.

They have to be led to discover for themselves and encouraged in their own play and activities under the guidance of experienced teachers. (Wood head Martian, 1999)

In many developed countries, evidence of research and investigation has shown that first five years of life are most crucial in human development.

(Bloom, 1995) after doing some work in the development is at the highest point of acceleration during the early year. That the intellectual development of the child is closely linked to this social, emotional and physical development.

The first five year must be seen as a part of much longer period of continuous development because these early years are of vital importance, they are also the foundation of all intellectual progress and opportunities missed at this stage can seldom be relearned. Onibokun, M.O. (1997) and (Isaac 1996) share the same with Piaget, J. (1999) that nursery school child is in the pre-operation periods that is the period from 3-5 years.

This is characterized by the development of symbolic function. Children at this stage began to manipulate symbolic or representation of the world in which they give. There is also the use of symbolic language and intensive problem solving.

The child intellectual development is structured, one stage leading to another.

A child moves from one stage to the other by interacting with the environment.

"Luke (2006) emphasized the need for individualization "constitutional" mental indication of each activity curiously and inquisitiveness in his intellect development.

Rousseau, (1998) ushered in a new era for early childhood education by proposing that adult society must be not imposed its won value on the child but let the child learn through discovery and through exercise of his own body and senses.

The study of Dennis, (2001) have clearly shown how the provision of stimulating environment for the pre-school children greatly improved their cognitive skill and abilities eventually leading to marked improvement in their intellectual colouring books and other learning accessories and emphasized.

Webbor, (2001) in his own studies on human intellectual development across culture has shown the role of early stimulation though toys and other learning and play devices. In the process of early education, the pre-school child is made to engage freely in



various activities in the process of exploration, discovery and experimentation.

In doing these they enrich cognitive abilities and skills and come to know more about the world around them.

According to Penfield, (2008) early age is the best age for learning second and third language. Hence, in the nursery school children have the greatest opportunity of learning languages other than their mother's tongue. Such acquisition of other ethnic languages will promote interpersonal understanding between one child and the other, with their chance of making friends and lay good foundation for health, inter-tribal and inter-ethnic relationships.

According to Hold (2000) referring to the learning of the child, it is before they got to school that children are likely to do their best in learning. Many expect agree that is so, through they differ about the reason. Concluding his argument, Hold (2003) maintained that "young children tend to learn better than grownups (and better than

themselves will, when they are older) because they use their minds in special way ”.

Tosh, (2003) asserted that “the period of early childhood is one of intense learning in which various elements, physical, emotional, social and cognitive are closely interrelated”, that environment both physical and social influence human development. Morgan (2007) emphasized that such education helps a child to build in a positive image of himself as a person whether or not a child grows into the desired personality will depend on his upbringing during the critical period of his life.

Fafunwa (2005) showed that African education which starts from birth is all embracing.

#### **DEFINITION OF TERMS**

For the purpose of the study, the researcher has used certain terms and abbreviations which the reader will be constantly come across.

**Nursery Education:** This can be expressed as an educational institution to pre-school children before the age of formal entry to primary school given in a place called nursery school.

**Effect:** A change produced by an act or causes an impression brings about:

**Performance:** Notable action, achievement

**Pupils:** Young person who are learning in school or from private teacher aged between 3-5 years.

**Primary School:** A school or place for junior pupils aged at 6-11 years where teaching and learning takes place.

**L.G.A:** Local Government Area of Ondo-State.

## CHAPTER THREE

### 3.0 RESEARCH METHODOLOGY

This research is to find out the impacts of Nursery Education on the academic performance of pupils in primary school. A case studies of Akoko South East Local Government Area of Ondo State.

Therefore, this chapter deals with the methodology employed in the research, the research method or procedure is explained in this chapter, under the following sub-heading.

1. Research Design
2. Population Sample
3. Sampling Technique
4. Instrument for Data Collection
5. Method of Data Collection
6. Data Analysis

### 3.1 RESEARCH DESIGN

In finding out the impact of nursery education on pupils in the primary school in Akoko South East Local Government Area of Ondo State.

Survey method of research can be considered suitable because of the nature of the topic.

The impact of Nursery Education in the academic performance of the pupils in the primary school in Akoko South East Local Government Area is a correct issue and survey the better chance to the study.

### **3.2 POPULATION SAMPLE.**

The study is concern with the entire number of Nursery/Primary School in Akoko South East Local Government Area, hence four (4) schools were randomly selected from various locations, the selected schools 2010/2011 are:

1. Auntie Toyin Nursery and Primary School
2. Everlasting Nursery and Primary School
3. Community Primary School (Isua Akoko South East Ondo State)
4. Success Nursery and Primary School.

### **3.3 SAMPLING TECHNIQUE**

The technique adopted is simple random sampling. Four schools were randomly chosen as the representative of the school in the area

of the study.

These are chosen because the four schools is well know with large population of pupils and we standardized than other school in the area and most of these school are newly established that is just developing gradually.

So, with the population of the four school, it is considered enough representative of the pupils in the school and it is more manageable and conveniently for the research.

Three (3) teachers of nursery one and three classes, one from each class of the five schools were to be used. Thus, makes the total number of ten (10) nursery teacher. And one teacher each from primary 1 to 5 classes, each from the five schools. Thus, makes a total number of 25 primary and nursery teachers from each school to make a total number of 125 respondents respectively.

Questionnaires were prepared distributed to the Headmaster, teachers of the five schools.

### 3.4 INSTRUMENT FOR DATA COLLECTION

For the purpose of this research work, the instrument used is the comparative study of the academic performance of nursery and non-nursery school pupils in the primary school with special reference to Akoko South East Local Government Area of Ondo State. The instruments used for collection of data in this study were questionnaires designed to obtain information or data from headmaster/headmistress of nursery schools.

The parents of the pupils that is, both nursery school and non-nursery schools were not left out to make the research work adequate and accurate.

The questionnaires were administered in 4 sets, one set for the headmasters/headmistress of nursery schools, another for teachers in primary schools and for parents of pupils in both nursery schools and primary schools.

In the 4 sets, respondents were implored to mark (✓) against the correct option which represents their view on the matter and also

spaces were made available for any other comments from the respondents.

The questions were to find out the academic performance of nursery and non-nursery pupils in the primary schools.

To avoid delay and to ensure a very high percentages of return, the questionnaire were given out personally and the instructions properly explained to the respondents before the filling exercise. The respondents co-operated and researcher collected them immediately, but this does not prevent some mistakes.

Some questionnaire were incorrectly completed or in consistently filled. The after words gave a very high percentage or return, out of the 100 questionnaires distributed; a reasonable number of 80 were recovered.

The researcher used percentage (%) in all the calculations and also for analyzing the data collected, to facilitate interpretation.



### 3.5 THE RESEARCH WILL USE IN COLLECTING THE DATA FOR THIS STUDY

The questionnaire is made up of two parts, which are to be filled and returned to the research, and 25 questionnaires are send to each school in the area of study.

On questionnaires is for the headmasters in the nursery/primary school.

In the two part, respondents are to write the correct answer which represent their view on the matter, especially, in part one to five, while in part six and seven, respondents are improved to mark (✓) against the correct option which represents the view on the matters.

The questions were to find out the effect of nursery education on the academic performance of pupils in primary school.

The questionnaires will be distributed among various school selected and will be collected after three days interval by the

researchers assistance from each school to enable the researcher complete the analysis of the data.

### **3.6 METHOD OF DATA ANALYSIS**

The data collected from the respondents will be analyzed by using percentages method.

That is the numbers of respondents divided by the total number and multiply by 100 to give the percentage.

## CHAPTER FOUR

### 4.0 DATA ANALYSIS

This chapter shows the result of the findings and analysis of the data collected.

The data were analyzed in tabular form.

The response to each question were calculated and converted to percentages.

#### QUESTIONNAIRE FOR HEADMASTERS/MISTRESSES

##### Question 1:

At what age is a child admitted into nursery school?

**Table 1**

Age at which child is admitted into nursery school.

NO OF RESPONDENT	RESPONSES	FREQUENCY	%
	2 - 3	2	50
4	3 - 4	2	50
	4 - 5	-	-
	<b>TOTAL</b>	<b>4</b>	<b>100</b>

## CHAPTER FOUR

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#### QUESTIONNAIRE FOR HEADMASTERS/MISTRESSES

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4	3 - 4	2	50
	4 - 5	-	-
	<b>TOTAL</b>	<b>4</b>	<b>100</b>

Table 1, above shows that 50% of headmaster/mistresses agreed that children between 2 – 3 years were admitted into nursery schools while 5% of them agreed that 3 – 4 years is the age of admission.

This statement confirms that 2 – 4 years is the age of admission into nursery school.

**Question 2:**

At what age does a child leave school?

**Table 2**

The age at which a child leave nursery school?

NO OF RESPONDENT	RESPONSES	FREQUENCY	%
	3 – 4	-	-
4	4 – 5	3	75%
	5 – 6	1	25%
	<b>TOTAL</b>	<b>4</b>	<b>100%</b>

**Table 2:** The table shows that 75% of the respondent agreed that 4 – 5 years is the age of graduation. While only 25% of the respondents agreed that 5 – 6 is the age of graduation.

The evidence has confirmed that 4 – 5 years is the age of children's graduation from nursery school.

**Question 3:**

Do nursery school teacher require special training?

**Table 3**

Do they requires special training?

NO OF RESPONDENT	RESPONSES	FREQUENCY	%
	Agreed	4	100%
4	Disagreed	-	-
	<b>TOTAL</b>	<b>4</b>	<b>100</b>

**Table 3:** The table shows that 100% of the respondents through their response agreed that teacher's in nursery school require special training.

**Question 4:**

On what basis are the teacher employed.

**Table 4:**

Basis of the employment

NO OF RESPONDENT	RESPONSES	FREQUENCY	%
4	Qualification	-	-
	Experience	-	-
	Both	4	100%
	<b>TOTAL</b>	<b>4</b>	<b>100%</b>

Table 4 above shows that 100% of the respondents are of the opinion that qualification and experience are the basis of the teacher employment. This evidence has convincingly confirmed that the teacher employment is base on both their qualification and experience

**Question 5:**

What classes of payment send their children to nursery school?

**Table 5:**

Classes of parent whose children attend nursery school.

NO OF RESPONDENT	RESPONSES	FREQUENCY	%
4	Civil servants	3	75
	Traders	-	-
	Both	1	25
	<b>TOTAL</b>	<b>4</b>	<b>100</b>

The table 5 above shows that more of Civil Servant (Educated) sends their children to nursery school. The statement was confirmed from the table above by 75% respondents. Meanwhile both claimed 25% of the respondents. One of them concluded that more of civil servants send their children to nursery school.

### QUESTIONNAIRE FOR NURSERY SCHOOL TEACHERS

#### Question 6:

Do you have any special training?



Table 6

NO OF RESPONDENT	RESPONSES	FREQUENCY	%
26	Yes	-	-
	No	26	100%
	<b>TOTAL</b>	<b>26</b>	<b>100%</b>

Table 6 shows that 100% of the respondents agreed that nursery school teachers do not have special training. This statement is confirmed by the table above.

### Question 7

What is your qualification?

Table 7: Qualification of Nursery School Teachers.

NO OF RESPONDENT	RESPONSES	FREQUENCY	%
26	T.C. II	26	100
	N.C.E	-	-
	Degree	-	-
	Special		
	Qualification	-	-
	<b>TOTAL</b>	<b>26</b>	<b>100%</b>

According to table 7 the respondents indicated through their response that they are all T.C. II holders. All the respondents responded positively to this question.

### Question 8

Does your qualification help you in teaching the pupils?

Table 8

NO OF RESPONDENT	RESPONSES	FREQUENCY	%
26	(a) Always	26	92
	(b) not always	2	8
	(c) not at all	-	-
	<b>TOTAL</b>	<b>26</b>	<b>100%</b>

In the table above, the respondents that chosen "always", scored the highest score of 92% "not always" scored 8% and "not at all" scored zero.

It is known through the result above that their qualification as T.C.II teachers helped them greatly in teaching the pupils.

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### Question 9

How many years experience do you have?

Table 9

Years of experience

NO OF RESPONDENT	RESPONSES	FREQUENCY	%
	(a) 5 – 10	22	85
26	(b) 10 – 20	3	12
	(c) 20 – 30	-	3
	<b>TOTAL</b>	<b>26</b>	<b>100%</b>

85% of the respondents have 5 – 10 years of experience while 10 – 30, claim 15% with this one would therefore, conclude that 5 – 10 years has the highest responses.

### Question 10

Does the social status of parents influence the pupils performance?

Table 10

Influence of parent social status of pupils performance

NO OF RESPONDENT	RESPONSES	FREQUENCY	%
26	Agree	26	100
	Disagreed	-	-
	<b>TOTAL</b>	<b>26</b>	<b>100%</b>

According to table 10, the social status of parents has a very great influence on the pupil's performance. This statement was reported by 100% of the respondent while "No scored Zero.

### QUESTIONNAIRE FOR PRIMARY SCHOOL TEACHERS

#### Question 11

Do nursery school pupils have advantages over in non-nursery school pupils?

#### Table 11

Advantage of nursery school pupils over the non-nursery school pupils.

NO OF RESPONDENT	RESPONSES	FREQUENCY	%
70	Agreed	70	100
	Disagreed	-	-
	<b>TOTAL</b>	<b>70</b>	<b>100%</b>

According to table 11, the respondent indicates that the nursery school pupils have advantage over non-nursery school pupil. This statement was confirmed from the table above by 100% of the respondents. Therefore, all nursery school teachers responded positively to this question.

### Question 12

Do you feel that nursery school pupils perform better than non-nursery school pupils generally?

**Table 12**

Response on those who perform better

NO OF RESPONDENT	RESPONSES	FREQUENCY	%
70	Agreed	46	65
	Disagreed	24	35
	<b>TOTAL</b>	<b>70</b>	<b>100%</b>

Table 12 above shows that nursery school pupils perform better than non-nursery pupils. This was confirmed by 65% of the primary school teachers.

### Question 13

Which of the pupils do you think perform better than the other in the subject you teach/handle?

Table 13

Those better in primary school subjects.

NO OF RESPONDENT	RESPONSES	FREQUENCY	%
70	Nursery school pupils	54	77
	Non-nursery school pupils	16	23
	<b>TOTAL</b>	<b>70</b>	<b>100%</b>

Table 13 above shows that nursery school pupils perform better than non-nursery school pupils in the subject taught at the primary level.

#### QUESTION 14

admitted by 77% of the primary school teachers.  
What are the performance of those nursery pupils admitted into the primary school?

**Table 14**

The opinion of the Primary school teacher concerning the performance of the nursery pupils admitted into primary school.

<b>NO OF RESPONDENT</b>	<b>RESPONSES</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
70	Excellent	19	27
	Good	42	60
	Fair	9	13
	Poor	-	-
	<b>TOTAL</b>	<b>70</b>	<b>100%</b>

Table 14 revealed that those pupils with nursery education performed better in subjects offered in primary schools. As high as



60% of the Primary School teacher confirmed the assumption in their result.

### Question 15

Are there some dull nursery pupils?

Table 15

Does a dull nursery student exist?

NO OF RESPONDENT	RESPONSES	FREQUENCY	PERCENTAGE
70	Agreed	69	99
	Disagreed	1	1
	<b>TOTAL</b>	<b>70</b>	<b>100%</b>

Table 15 above shows that a high percentages of the respondents agreed that there were dull pupils among the nursery school pupils. Only one respondent responded negatively while 99% of the respondents responded positively.

## CHAPTER FIVE

### DISCUSSIONS AND INTERPRETATION OF RESULT

In this chapter the findings of the study will be interpreted and discussed.

Based on the data collected from the headmaster/headmistress of nursery schools, teacher of both nursery and primary school in the four selected schools in Akoko South East Local Government Education Authority. The research was able to prove that Nursery School pupils stated from the age of graduation.

The statement also agreed with the view of the great theorists and teachers of early childhood education like Rousseau, Pestalozzi, Piaget, and Montessori that first five years in the life of every child is most crucial in human development.

Nursery school teachers require special training on early childhood education, 100% of the respondents to these duties this goes again to throw more light and justify those ideas of the nursery school.

Practitioners and great theorists, who said that teachers of nursery school should have special training on early childhood. It is now deduced that nursery school teachers require special training to qualify them to handle their pupils well.

On the basis of employment, it was discovered that nursery school teachers are employed on both qualification and experience because with their professional qualification in early education and professional competence which is based on knowledge about child development skill. But if only either qualification or experience is used, the children will not have round education.

The researcher that concludes that nursery school teachers employment is based on both qualification and experience from the responses got, it was evidently prove that both civil servants and farmers/traders sent their children to school. This shows that farmers/traders now send their children to nursery school.

The evidence from the data reveals that nursery school teachers don't have any type of specialization.

This is because training facilities are inadequate for nursery teachers. From the above, research was able to conclude that nursery school teachers don't have specialization of any kind. Indication shows that only those with T.C. II Certification teach in the nursery school.

In few cases, there are N.C.E. holders but not many are employed because the Government and Proprietors cannot pay them handsomely. The data collected proved from its result that nursery school pupils have advantage over non nursery pupils. This is because children while in nursery are exposed varied experience. They are made to engage freely in various activities in the process of exploration, discovery and experimentation. The children are also brought together to interest socially, academically, physically and morally.

From the result of the data collected, the researcher was able to confirm that nursery school pupils perform better generally but particularly in the subject in the nursery are also taught in the primary schools especially in the junior classes. The results of their

performance also provide this. From the response it was evidently proved that dull pupils still exist amongst those with nursery education.

This is a result of heredity, illness and the type of teacher and his method and also home environment or background of the child.

## **CONCLUSION**

This study has been carried out with a view of finding out the impact of nursery education on the academic performance of pupils in primary schools with particular reference to Akoko South East Local Government Area of Ondo State.

From the data collected, interpreted and analyzed, the researcher came out with the following conclusions:

1. That children have nursery education between the ages of 3 – 6 years.
2. That nursery school pupils have advantage over non- nursery pupils in human development.

3. That pupils who have nursery education perform better than these in primary school level.
4. That teaching in nursery school require a special training but not all those sampled have it, rather the highest qualification is T.C. II.
5. That both Civil servants and traders/teachers send their children to nursery school those days unlike before when only Civil Servants send their Children to nursery schools.

### **SUGGESTION**

1. The researcher suggested that parents should send their children to nursery school before primary school.
2. The researcher suggested that nursery school should be established in every community.
3. The researcher also suggested that only qualified teacher need to be employed in nursery schools.

4. The researcher finally suggested that all nursery school should be provided with teaching aids.

### **RECOMMENDATIONS**

1. The nursery school teacher should go for special training on the child's education as well has their certificate to enable them handle the pupils very well.
2. Those from poor family should be made to feel at home by placing before them, learning factors like motivation, stimulation and reinforcement.
3. The dull nursery school pupils and those without nursery education should be given extra lesson and be helped at home by those that can help.
4. The Government should provide facilities for non-nursery school pupils so that they will be able to complete favourably with nursery pupils.

5. Similarly, they should endeavour to recruit teachers with background in nursery education if the desired result is to be achieved. This is necessary because my research finding shows that about 75% of teachers teaching in private nursery/primary school lack teaching qualification.

6. Parents need to be more enlightened and involve in the administration of nursery education so that they do not merely see it as the source of academic background only, rather as a source of supporting, stimulating and guiding the development of their children.

On a final note, there is every need for the teachers in nursery school to be given additional incentive so as to encourage them to discharge their duties efficiently.

More importantly, teachers in this sector should be encouraged to go for further training to enhance their operational capabilities line with the parent ay reality.



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**APPENDIX "A"**  
**QUESTIONNAIRE FOR HEADMASTERS/HEADMISTRESSES OF**  
**NURSERY SCHOOL**

Dear Sir / Madam,

This questionnaire is designed to find out impact of nursery education on the academic performance in the Primary Schools in Akoko South East Local Government Area of Ondo State as a case study.

Your sincere and prompt response questions below will be very valuable to this project work. Please, you are requested to tick [ ] good against the answer that best applies to you and complete the spaces with appropriate where provided.

1. At what age should a child start nursery education? (a) 2 – 3 years ( ) (b) 3 – 4 years ( ) (c) 4 – 5 years ( )
2. Do nursery school teacher require and have any special training.  
(a) Yes ( ) (b) No ( )

3. On what basis are teachers employed?  
(a) Qualification ( ) (b) Experience ( ) (c) Both ( )
4. What is the highest qualification for employing your teachers?  
(a) T. CII ( ) (b) N.C.E. ( ) (c) Degree ( )
5. What class of parents sends their children to nursery schools?  
(a) Trader ( ) (b) Civil servants ( )  
(c) Both ( )
6. What are the facilities that help in the performance of our pupils?
7. What ages does a child have to leave school?

## QUESTIONNAIRES FOR NURSERY SCHOOL TEACHERS

1. Do you have special training? (a) Yes (b) No
2. What is your qualification? (a) NCE (b) Degree (c) TC II (d) Special qualification child's
3. Does your qualification help you in teaching the pupils?  
(a) Always (b) Not always (c) Not at all
4. Does the parent's social status influence the child's performance? (a) Yes (b) No
5. Are there some dull nursery pupils? (a) Yes (b) No
6. What do you feel attributed to their dullness? (a) Heredity  
(b) Types of teachers (c) Child's stubbornness (d) Pupils home and environment (e) Being too playful

**QUESTIONNAIRES FOR PRIMARY SCHOOL TEACHERS**

1. Do nursery school pupils have advantages over non nursery school pupils? (a) Yes (b) No

2. Do you feel that nursery school pupils perform better than non-nursery school pupils generally?

(a) If Yes, state reasons \_\_\_\_\_  
(b) If No, state reasons \_\_\_\_\_

3. Are there some dull nursery school pupils? (a) Yes (b) No

4. What do you feel attributed to their dullness? (a) Heredity (b) illness (c) Pupil's home and environment (d) being playful

(e) Child's stubbornness

5. Which of the pupils do you think perform better than the other in the subject you teach? (a) English nursery school pupils ( ) non-nursery school pupils ( ) Mathematics nursery school pupils ( ) non-nursery school pupils ( )

(c) Science nursery school pupils ( ) non-nursery school  
pupils ( ) (d) Arts and Craft nursery school pupils ( ) non-  
nursery school pupils ( )

6. How do those you accepted perform generally?

(a) Excellent (b) Good (c) Fair (d) Poor



**QUESTIONNAIRES FOR PARENTS OF BOTH PUPIL'S IN  
NURSERY SCHOOL AND THOSE THAT DID NOT ATTEND  
NURSERY SCHOOLS**

1. Do you think children that attend nursery school perform better than those that do not attend nursery school at all?  
(a) If Yes, state reasons \_\_\_\_\_  
(b) If No, state reasons \_\_\_\_\_
2. Do you believe that enrolling your child/children in nursery school at the pre-school age have any impact on them when they get to primary school?  
(a) If Yes, state reasons \_\_\_\_\_  
(b) If No, state reasons \_\_\_\_\_
3. Do you think that pupils that do not attend nursery school can do as well as those that attended nursery school, if the attitudes of some primary school teachers improve? (a) Yes (b) No
4. Do you prefer you child/children going to nursery school rather than staying at home during the pre-school age?  
(a) If Yes, state reasons \_\_\_\_\_  
(b) If No, state reasons \_\_\_\_\_

## APPENDIX II

### THE SCHOOLS USED WERE:

1. Community Primary School, Isua Akoko, Ondo State.
2. Brighter Future Nursery and Primary School, Isua Akoko, Ondo State.
3. Lucky Star Nursery and Primary School, Isua Akoko, Ondo State.
4. Olawale Nursery and Primary School, Isua Akoko, Ondo State.

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