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INFLUENCE OF HOME-SCHOOL FACTORS ON STUDENTS' ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN KANO STATE

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Abstract

This study was conducted on Influence of Home-School Factors on Students' Academic Performance in Public Secondary Schools in Kano State. The study has two objectives among which are; examine the influence of teachers' qualifications on students' academic performance in public secondary schools in Kano State, Nigeria and assess the influence of parents' socio-economic status on students' academic performance in public secondary schools in Kano State, Nigeria. In line with these objectives, two research questions, two null hypotheses were formulated. Related literatures were reviewed. Descriptive research design was adopted for the study, a total of 378 respondents were sampled from the total population of 23340, [redacted] through the use of research advisor (2006). A structured questionnaire was used to collect data from the respondents. The data collected were presented in table and were analyzed using weighted mean to analyze the responses of the respondents to the research questions. The

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two hypotheses were tested using One Way Analysis of Variance (ANOVA) for the null hypotheses at 0.05 alpha levels of significance. Descriptive statistic was used to analyze the bio-data of the respondents. Major findings of the study were; the quality of teachers engaged in teaching significantly determine the quality of learning and learning outcome of students in public secondary schools in Kano state and Parents socioeconomic status to a large extent reflex the type of school a student enroll in, types of educational resource provided and the learning outcome in public secondary schools in Kano State.The following recommendations were made: despite the challenges faced by parents from rural background they should give more priority to their children education and make provision for their learning materials and support them psychologically and , teachers with requisite qualification should be engaged and continue to update them through regular workshops and conferences. The study concluded that Home factors such parents socioeconomic status affect many aspects of family life. Feeding, provision of learning materials, school fees are obvious challenges that affect the child's readiness to learn which direct affect their performance. In addition, school factor such teachers qualification strongly influence effective instructional delivery which directly affect learning outcome.

Introduction

The primary objective of education is to build knowledge, skills and attributes of students in order to improve their personalities. Students' performance play important role in order to produce the best quality graduates who will become great leaders and functional manpower for the country, thus responsible for country's economic and social development. There are numerous factors affecting students' academic performance. These factors may be home, school and peers oriented.

The quality of education is determined by the quality of its teachers. The most important factor in improving student's performance is employing seasoned qualified teachers in both academic qualification and attitude in all schools (Abe and Adu, in Gemechu 2018). Investing in the quality of teachers is related to improvement in students' performance. It is important to note that teachers' characteristics, such as certification status, degree in an area of specialization, as

well as attitude, are very significant and positively linked to students' learning outcome in the school. Teaching qualification of a teacher is one of the professional qualities that enables a person to become a registered teacher. Such qualification includes the Postgraduate Certificate in Education (PGDE), Professional Diploma in Education (PDE) and Bachelor of Education (B. Ed.) among others (Juma, in Farooq et al 2019).

The influence of home based factors on student's performance is a crucial aspect of education. Research has shown that various factors, including home environment, parental involvement and parental socioeconomic status significantly impact on student's academic achievement (Aggarwal, in Brown & Iyenger 2018). Specifically therefore, Socioeconomic status of parents affect children's academic achievement. The earliest years of development seem to be the most crucial. Children are hardest hit by family economic conditions during their early years. Unlike children from high-income families, children who come from poor families have little access to educational materials and resources. A child's capability to succeed in school depends on how successfully the child is managed by his /her parents in the home environment (Mukama, 2010; Muola, 2010). It is an environment where the child learns the skills, attitudes and behaviour which could mould them into productive and successful students. However, not every child comes from a home that could provide them with the requisite educational resources necessary for their academic success. Parent's socioeconomic status therefore, plays important role in providing these educational resources, and it appears to impose the greatest impact on the child's educational outcomes. Socioeconomic status has a relatively strong impact on parental involvement compared to other factors (Muola in Adesoji, 2022)

Several reviewed literatures show a strong link between school factors such as teacher qualification, classroom environment, staff training, library books, instructional materials, external curricular activities and instructional strategies, school climate and culture among others and student academic performance. It was observed that the results of students vary very much from student to student even though the students draw from similar subject with similar teaching context. In which some students' performance were good while other students' performance were not satisfactory.

The above assertion could be attributed to fact that the provision, utilization and maintenance of these factors are far from reality in most of the public secondary

schools in Kano State. Teachers' qualification in most secondary schools has been challenging; many teachers find their way into the teaching job without the requisite knowledge or qualification. This has affected effective teaching and learning activities over the years. Most schools and teachers are battling with issues of classroom discipline which is central on poor classroom management occasioned by poor teacher quality and has direct impact on the level of effective teaching.

Socioeconomic status of parents affects children's academic achievement.. Low income families often face financial difficulties which prevent them from investing more in the education of their children. Income inequalities in parents' level of income translate into educational outcome inequalities which later affect the students' life chances.

Influence of Teachers' Qualification on Students' Academic Performance in Public Secondary Schools

Teacher qualification is a pre-requisite requirement for meeting the objectives of the education curriculum. It is the most important factor in improving students' achievement in education. Teacher qualification refers to academic and professional qualifications that enables a person to become a registered teacher at all levels of education. It also relates to the acquisition of relevant knowledge, skills and competence and creativity needed for quality productive engagement in the teaching profession. Teachers' certification status and degree in area of specialization are very significant and positively correlated with students learning outcomes in education (Dovrat Committee, in Usman 2021). Qualified teacher is one who is fully certified and holds the equivalent of a major in the field being taught. Teachers, therefore, are those who are trained and equipped to respond to growing changing societal challenges.

The Education and training commission of Europe in Aikens & Barbarin (2018) posited that teacher qualification is an essential factor that provides learners with personal fulfillment, better social skills and more diverse employment opportunities. Afangideh (2011) observed that professional preparation is needed by science teachers and education teachers in particular, through adequate and informed exposure to courses for teaching effectiveness as it influences students' performance.

What the teacher does, influences, the whole process of learning. Effective teacher produces better performing students. Van den Bergh and Roos in Aikens & Barbarin (2018) maintained that professional development of teachers can be effective and sustainable, if certain conditions are met. The implementation of educational reforms, including reforms associated with technology integration and literacy education, is often dependent upon teachers' skills, values, and cultural models (Curwood 2014). While hiring of qualified teachers is encouraged for improvement of academic performance. Among school related factors, teachers matter most. When it comes to student performance on reading and math tests, a teacher is estimated to have two or three times the impact of any other school factor, including services, facilities and even leadership (Mohammed & Yusuf, in Usman 2021)

Influence of Parent Socio-economic Status on Students' Academic Performance in Public Secondary Schools

Socio-economic status (SES) is often measured as a combination of education, income and occupation. It is commonly conceptualized as the social status or class of an individual or group. Low socio-economic status and its correlates, such as lower education, poverty and poor health, ultimately affect our societies as a whole. Research indicates that children from low social economic status (SES) households and communities develop academic skills more slowly compare to children from higher socio-economic status group.

It is important to note that, the school system in low social economic status communities are often under resourced and have negatively affected student's academic progress. Families from low social economic status communities are less likely to have the financial resource or time available to provide children with academic support. (Agulana and Nwachuku in Akachukwu, Adimonyemma & Igboabuchi, 2018)

Many rural and sub-urban dwellers can no longer pay the school fees of their children. Children are made to engage in hawking, subsistence farming, become housemaids or engage in other menial jobs to support their academic pursuit. The health status of the children which could also be traceable to parental socio-economic background can be another factor that can affect the academic achievement of the students. Adewole in Akachukwu, Adimonyemma & Igboabuchi (2018) reported that in a rural community where nutritional status is relatively low and heath problem are prevalent, children academic performance is

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greatly hindered. This assertion is again hinged on nature of parental socio-economic background. Similarly, good parenting supported by strong economic home background could enhance strong academic achievement of the child. Learning environment that is not free of barrier or obstacle or distraction such as noise, gas/smoke pollutions and so on can constitute health hazards, which in turn affect or reduce student's concentration or perceptual focus to learning.

American Psychological Association, APA in Usman (2021) describe the relationship of family socio-economic status to children's readiness for school, Across all socio-economic groups; parents face major challenges when it comes to providing optimal care and education for their children. For families in poverty these challenges can be formidable. Sometimes, when basic necessities are lacking, parents must place top priority on housing, food, clothing, and health care. Educational toys, games, and books may appear to be luxuries, and parents may not have the time, energy, or knowledge to find innovative and less-expensive ways to foster young children's development.

Objectives of the Study

1. Examine the influence of teachers' qualifications on students' academic performance in public secondary schools in Kano State, Nigeria
2. Assess the influence of parents' socio-economic status on students' academic performance in public secondary schools in Kano State, Nigeria

Research Questions

1. How does teachers' qualification influence students' academic performance in public secondary schools in Kano State, Nigeria?
2. In what way is students' academic performance influenced by parents' socio-economic status in public secondary schools in Kano State, Nigeria?

Research Hypotheses

1. There is no significant difference in the opinion of respondents (principals, teachers and supervisors) on the influence of teachers' qualification on students' academic performance in public secondary schools in Kano State, Nigeria.
2. There is no significant difference in the opinion of respondents on the influence of parents' socio-economic status on students' academic performance in public secondary schools in Kano State, Nigeria

Research Methodology

This study is a descriptive survey research. It is a descriptive survey research because it is based principally on the views of the respondents of study. The research design permits the gathering of information through the use of questionnaire and/or interview from a population based on appropriate sampling techniques. This agreed with the opinion of Mustapha in Usman 2021

Population of the Study

The population of the study comprise of all the principals, teachers and supervisors in all the public secondary schools in Kano State. However, the Kano State is made up of 44 local government areas. The total population of the study is therefore 23,340. Details is shown on table 1

Table1: Population of the Study

S/No	LGA	Principals	Teachers	Supervisors	Total
1	Ajingi	3	351	12	366
2	Albasu	4	422	14	440
3	Bagwai	6	480	18	504
4	Bebeji	11	577	26	614
5	Bichi	6	480	18	504
6	Bunkure	7	518	18	548
7	Dala	10	575	25	610
8	dambatta	9	562	22	593
9	Dawakin kudu	10	637	25	672
10	Dawakin tofa	3	351	12	366
11	Doguwa	8	537	20	565
12	Fagge	10	573	25	608
13	Gabasawa	5	464	16	485
14	Garko	6	480	18	504
15	Garum mallam	6	480	18	504
16	Gaya	7	518	18	543
17	Gezawa	6	480	18	504
18	Gwale	18	778	34	830
19	Gwarzo	13	620	28	661

S/No	LGA	Principals	Teachers	Supervisors	Total
20	Kabo	6	480	18	504
21	Kano Municipal	20	905	38	963
22	Karaye	6	480	18	504
23	Kibiya	5	464	16	485
24	Kiru	11	577	26	614
25	Kumboso	11	577	26	614
26	Kunchi	4	422	14	440
27	Kura	7	518	18	543
28	Madobi	6	480	18	504
29	Makoda	8	537	20	565
30	Munjibir	7	518	18	543
31	Nasarawa	17	757	30	804
32	Rano	4	422	14	440
33	Rimin Gado	3	351	12	366
34	Rogo	9	562	22	593
35	Shanono	5	464	16	485
36	Sumaila	19	805	35	859
37	Takai	2	183	8	193
38	Tarauni	9	562	22	593
39	Tofa	2	241	10	253
40	Tsanyawa	7	518	18	543
41	Tudun wada	9	562	22	593
42	Ungogo	8	537	20	565
43	Warawa	3	351	`12	366
44	Wudil	8	537	20	565
	Total	**344**	**22,120**	**876**	**23,340**

Source: Ministry of Education Kano State (MOE, 2023)

Sample and Sampling Technique

Since the population is based on the forty four (44) local governments, the researcher selected sample from the population of teachers, principals and supervisorss. Simple random sampling technique was used to select the number

of the local government areas to represent the entire population. Therefore, thirteen (13) local government areas were sampled out of 44 local government areas. This is by using 30% of the 44 local government areas of Kano State. This is by relying on Olayiwola (2007) that 10-30% of a population can be used as sample to represent the entire population. In distributing the sample size according to respondents, proportionate sampling technique was deployed for teachers and supervisors, while purposive sampling technique was used for principals. Details in on table 2

Table 2: Sample of the study

S/N	LGA	Principals	Teachers	Supervisor	Total
1.	Gwale	4	22	9	35
2.	Dawakin kudu	4	19	7	30
3.	Kano Municipal	4	25	9	29
4.	Bagwai	4	16	6	26
5.	Sumaila	4	22	9	35
6.	Gwarzo	4	18	8	30
7	Albasu	4	16	6	26
8	Tsanyawa	4	17	5	26
9	Wudil	4	16	4	24
10	Bichi	4	15	6	25
11	Makoda	4	16	7	27
12	Tudun wada	4	17	7	28
13	Kumboso	4	17	7	28
	Total	**52**	**236**	**90**	**378**

Instrumentation

The instrument for data collection was primarily questionnaire developed by the researchers. The questionnaire, entitled Influence of Home-School Factors on Students' Academic Performance in Public Secondary Schools in Kano State questionnaire (IHSFSAPQ) was meant to elicit information from principal, teachers and supervisors. The questionnaire consists of three sections, A, B and C with 20 item statement was used for this study. The likert scale rating of strongly agree (SA), disagree (D), and undecided (U) were used to obtain raw data from the respondents.

Procedure for Data Analysis

The data collected through the questionnaire was analyzed using the Statistical Package for Social Sciences (SPSS). Descriptive statistics frequency and simple percentage was used to analyze the bio-data of the respondents, while weighted mean of 3.0 was used to analyse responses of the respondents to the research questions. However, inferential statistics of the F-test One –Way Analysis of Variance (ANOVA) at 0.05 levels of significant was used to test the two (2) postulated hypotheses of the study in order to determine whether or not to retain the respective null hypotheses.

Research Question One: How does teachers' qualification influence students' academic performance in public secondary schools in Kano State, Nigeria?

The research question relates to Items 1-10 on the questionnaire. The responses of all the respondents were collected, analysed and presented on a table. Thus, table 3 gives the details

Table 3: Mean score of respondents on influence of teachers' qualification on students' academic performance in public secondary schools in Kano State, Nigeria

S/N	Item Statement	Respondents	SA	A	UD	D	SD	N	MEAN
1	The quality of training the teachers received determines students' performance.	Principals Teachers Supervisor	50 87 64	3 57 13	3 8 -	4 25 10	- 59 3	52 236 90	3.9 3.9 4.3
2	There is positive relationship between teachers' qualifications and student performance.	Principals Teachers Supervisor	42 72 68	7 89 16	2 12 -	6 54 4	3 9 2	52 236 90	3.6 4.7 4.1
3	Teachers' qualification influence students' average achievement.	Principals Teachers Supervisor	16 75 12	20 97 66	1 - 2	14 54 7	9 10 3	52 236 90	3.2 3.9 4.0
4	Students taught by qualified teachers perform extremely well in examination.	Principals Teachers Supervisor	36 102 63	14 60 10	- 5 1	8 63 10	2 6 6	52 236 90	3.6 3.6 4.1

S/N	Item Statement	Respondents	SA	A	UD	D	SD	N	MEAN
5	Teachers with first degree teaches better than those with NCE.	Principals Teachers Supervisor	20 65 64	30 66 10	3 - -	6 29 10	1 76 6	52 236 90	3.1 3.7 3.8
6.	Teachers with post-graduate qualification influence student better than those with lesser qualification.	Principals Teachers Supervisor	24 115 65	22 18 2	- 5 6	14 51 16	- 40 1	52 236 90	3.9 3.6 3.0
7	Student's performance is a reflection the quality of teachers engages in teaching and learning.	Principals Teachers Supervisor	11 120 15	36 53 67	- 5 -	12 55 6	1 3 2	52 236 90	3.8 3.9 3.8
8	Qualified teachers prepare students much better than less qualified ones.	Principals Teachers Supervisor	15 121 15	24 62 62	- 5 -	17 30 7	4 18 6	52 236 90	3.5 4.0 3.5
9	Students perform better when taught by qualified teachers	Principals Teachers Supervisor	20 115 12	6 33 2	5 - -	16 32 10	13 56 -	52 236 90	3.4 3.5 2.9
10	Students' performance is subject to teachers' qualification	Principals Teachers Supervisor	28 100 67	6 70 12	- - -	22 60 5	4 6 6	52 236 90	3.4 3.9 3.9

Aggregate Mean= 3.7

Table 3 revealed the views of principals, teachers and Supervisors on influence of teachers' qualification on students' academic performance in public secondary schools in Kano State, Nigeria. Item 1 showed the responses of respondents the item statement. From the responses of the respondents, the item statement was accepted by all the respondents with the mean score of 3.9, 3.9 and 4.3 respectively. Item 2 shows the responses of respondents,the mean scores of the respondent show that the item statement was accepted by the respondents with the mean scores of 3.6, 4.7and 4.1 for principals, teachers, and Supervisors respectively. Item 3 was similarly accepted by the respondents with the means scores, principals 3.2, teachers 2.9 and Supervisors4.0. Item 4 had mean scores of

3.6, 3.6, and 4.1 for principals, teachers and supervisors respectively and was accepted. Item 5 was accepted by the respondents with the mean scores of 3.1, 2.7 and 3.8 for principals, teachers, and Supervisors.

From the responses of the respondents on item 6, the item statement was accepted by the respondents with the mean score of 3.9, 2.6 and 2.0 respectively. Item 7 shows the responses of respondents which indicated acceptance by all the respondents with the mean scores of 3.8, 3.9 and 3.8 respectively. Item 8 showed the responses of the respondents to the item statement with the following mean scores principals 3.5, teachers 4.0 and Supervisors 3.5. Item 9 has the mean scores of 3.4, 3.5, and 2.9 for principals, teachers and supervisors respectively. Item 10 statement was accepted by the respondents with the mean scores of 3.4, 3.9 and 3.9 for principals, teachers, and Supervisors accordingly.

Research Question Two: In what way is students' academic performance influenced by parents' socio-economic status in public secondary schools in Kano State, Nigeria?

The research question relates to Items11-20 in the questionnaire. The responses of all the respondents were collected, analyzed and presented in a table. Thus, table 4 gives the details

Table4: Mean score of Respondents on influence of parents' socio-economic status on students' academic performance in public secondary schools in Kano State, Nigeria

S/N	Item statement	Respondent	SA	A	UD	D	SD	N	MEAN
11	Parents' inability to buy textbooks affects student academic performance	Principals Teachers Supervisors	20 150 10	33 9 68	- 5 -	6 50 8	1 72 4	52 236 90	3.9 3.6 3.4
12	Inadequate provision of exercise books affects students' academic performance	Principals Teachers Supervisors	20 123 20	27 31 60	- 7 -	10 25 4	3 50 6	52 236 90	3.4 4.4 3.2
13	Most students could not access education due to their parents' socio-economic status	Principals Teachers Supervisors	24 100 60	10 34 8	1 - 6	14 62 12	5 40 2	52 236 90	3.8 3.1 3.1

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14	Parents ethnicity affects students' academic performance	Principals Teachers Supervisors	21 179 60	23 24 15	- 5 -	16 22 5	- 6 4	52 236 90	3.6 3.5 3.9
15	The size of the family affects student academic performance	Principals Teachers Supervisors	15 108 49	34 65 11	- 2 -	11 36 22	- 25 8	52 236 90	3.3 3.4 3.7
16	The environment of parents has influence on students' academic performance	Principals Teachers Supervisors	16 109 64	12 44 10	2 - -	28 18 10	2 65 6	52 236 90	3.3 3.4 3.5
17	Parental involvement has influence on students' academic performance	Principals Teachers Supervisors	36 117 5	21 64 68	2 5 -	1 50 7	- - 10	52 236 90	3.8 3.4 3.5
18	The educational level of parents affects the academic performance of students	Principals Teachers Supervisors	38 131 14	10 60 64	- - -	22 50 2	- 2 8	52 236 90	3.7 3.7 3.2
19	Parental lack of time for their children affects their academic performance	Principals Teachers Supervisors	10 120 62	14 20 12	- - -	32 40 10	4 56 6	52 236 90	3.1 3.7 3.3
20	Parental social class has an influence on the academic performance of students	Principals Teachers Supervisors	13 89 65	16 96 9	- 5 10	23 40 1	8 6 6	52 236 90	3.2 3.8 3.8

Aggregate mean= 3.8

Table 4 revealed the views of principals, teachers and Supervisors on influence of teachers' qualification on students' academic performance in public secondary schools in Kano State, Nigeria. Item 11 showed the responses of respondents the item statement. From the responses of the respondents, the item statement was accepted by all the respondents with the mean score of 3.9, 3.6 and 3.4 respectively. Item 12 shows the responses of respondents, the mean scores of the respondent show that the item statement was accepted by the respondents with the mean scores of 3.4, 4.4and 3.2 for principals, teachers, and Supervisors respectively. Item13 was similarly accepted by the respondents with the means scores, principals 3.8, teachers 3.1 and Supervisors 3.0. Item 14 had mean scores

of 3.6, 3.5, and 3.9 for principals, teachers and supervisors respectively and was accepted. Item 15 was accepted by the respondents with the mean scores of 3.3, 3.4 and 3.7 for principals, teachers, and Supervisors.

From the responses of the respondents on item 16, the item statement was accepted by the respondents with the mean score of 3.3, 3.4 and 3.5 respectively. Item 17 shows the responses of respondents which indicated acceptance by all the respondents with the mean scores of 3.8, 3.2 and 3.5 respectively. Item 18 showed the responses of the respondents to the item statement with the following mean scores principals 3.7, teachers 3.6 and Supervisors 3.2. Item 19 has the mean scores of 3.1, 3.7, and 3.3 for principals, teachers and supervisors respectively. Item 20 statement was accepted by the respondents with the mean scores of 3.2, 3.8 and 3.7 for principals, teachers, and Supervisors accordingly.

Results

Hypothesis I (HO_1): There is no significant difference in the opinion of respondents on the influence of teachers' qualification on students' academic performance in public secondary schools in Kano State, Nigeria.

Table 5: Summary of hypothesis test on influence of teachers' qualification on students' academic performance in public secondary schools in Kano State, Nigeria

Status	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.983	2	0.661	0.422	0.053
Within Groups	583.873	376	1.613		
Total	585.856	378			

From table 5, the F-value is 0.422 and the P-value is 0.053 at 0.05 levels of significance. Since the P-value is greater than the level of significance set for the study, the hypothesis was therefore retained, thus, there is no significant difference in the opinion of respondents on the influence of teachers' qualification on students' academic performance in public secondary schools in Kano State, Nigeria

Hypothesis II (HO_2): 2.There is no significant difference in the opinion of respondents on the influence of parents' socio-economic status on students' academic performance in public secondary schools in Kano State, Nigeria

Table 6: Summary of hypothesis test on the influence of parents' socio-economic status on students' academic performance in public secondary schools in Kano State

Water supply	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	8.808	2	2.936	2.027	0.062
Within Groups	522.136	376	1.442		
Total	530.944	378			

From table 6, the F-value is 2.027 and the P-value is 0.062 at 0.05 levels of significance. Since the P-value is greater than the level of significance set for the study, the hypothesis was therefore retained, thus, there is no significant difference in the opinion of respondents on the influence of parents' socio-economic status on students' academic performance in public secondary schools in Kano State, Nigeria

Findings

1. The quality of teachers engaged in teaching significantly determine the quality of learning and learning outcome of students in public secondary schools in Kano state. This was supported by the aggregate mean of 3.7 and p-value of 0.053 on table 3 and 5
2. Parents socioeconomic status to a large extent reflex the type of school a student enroll in, types of educational resource provided and the learning outcome in public secondary schools in Kano State. This was supported by the aggregate mean of 3.8 and p-value of 0.062 on table 4 and 6

Conclusion

Home factors such parents socioeconomic status affect many aspects of family life. Feeding, provision of learning materials, school fees are obvious challenges that affect the child's readiness to learn which direct affect their performance. In addition, school factor such teachers qualification strongly influence effective instructional delivery which directly affect learning outcome

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Recommendation

Based on the findings and conclusion of this study, it is recommended that, despite the challenges faced by parents from rural background they should give more priority to their children education and make provision for their learning materials and support them psychologically. More so, teachers with requisite qualification should be engaged and continue to update them through regular workshops and conferences on dynamics of teaching methodology and the use of modern instructional materials

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