

# Perceptions of School Administrators and Teachers on Impact of Preschool Education on the Academic Performance of Primary School Pupils in Nigeria

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## Abstract

This study aimed to examine the impact of preschool education on the academic performance of primary school pupils in Nigeria. Six research questions were asked and answered. The study population was drawn from public primary school teachers in Delta and Edo States of Nigeria. The study sample comprised of 860 primary school teachers selected through the purposive sampling technique from public primary schools in Edo and Delta States of Nigeria during the 2019/2020 academic year. Data gathering was done using interviews and structured questionnaires. The items were structured along a four-point scoring scale of Strongly Agree, Agree, Disagree and Strongly Disagree. Data were analysed using mean and standard deviation, percent and bar chart to answer the research questions. The principal results from data analysis showed that preschool education positively impacted the cognitive abilities, psychomotor abilities and social interaction abilities of pupils in many areas. There was a significant difference between the academic performance of pupils exposed to preschool (kindergarten) education and pupils not exposed to preschool education opportunities in the examined three subjects. The study concludes that preschool education positively impacted pupils' social interaction abilities, cognitive and psychomotor abilities and hence pupils exposed to it performed better in mathematics, English and General Paper than pupils not exposed to preschool education. The study contributes by establishing the usefulness and significance of preschool or kindergarten education as this could trigger Nigerian government action by establishing the law on compulsory preschool education for children.

## Article Details

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