

Sociological and Philosophical Analysis of the Influence of Educated Mothers on the performance and wellbeing of Pupils in Nigerian Schools

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ABSTRACT

This study investigated the influence of educated mothers on the academic performance and well-being of primary school pupils in Ajeromi-Ifelodun Local Government area of Lagos, Nigeria. Four research questions were raised and four hypotheses were tested. The descriptive research design was adopted for the study. A total of 200 participants were selected from 10 public primary schools and 10 private primary schools within Ajeromi-Ifelodun Local Government area of Lagos, Nigeria using simple random sampling technique. The research instrument used was a four point Likert Rating Scale Questionnaire type. Data analysis were done using descriptive

statistics of frequency counts and percentage to answer the research questions, while the hypotheses formulated were tested using Chi-square and independent t-test statistical tool at 0.05 level of significance. All the hypotheses tested were rejected. Based on the result from the findings of this study, it was concluded that there is significant influence of educated mother on their children academic performance and well-being and that there is significant difference between academic performance, well-being of pupils from educated and uneducated mothers. Children living with mothers who have low educational attainment experience less academic guidance, support and success. Hence, mothers' level of education is a *sin qua non* to their children well-being and academic pursuit. It was recommended that parents who are not educated or have low educational qualifications should endeavour to allow their children to attend summer coaching provided or secure services of home tutor for their children to complement the regular school programmes and that government and corporate institutions should increase salaries of parents in line with economic situations, to enable parents meet the educational needs of their children.

KEYWORDS

Educated Mothers, Academic, Performance, Well Being, Primary, Nigeria

INTRODUCTION

In this era of globalization and technological revolution, education is considered as a first step for every human activity. It plays a vital role in the development of human capital and is linked with an individual's well-being and opportunities for better living (Battle & Lewis, 2002). It ensures the acquisition of knowledge and skills that enable individuals to increase their productivity and improve their quality of life (Saxton 2000). Education is the best legacy parents can give to their children.

The development of the nation starts from the family, when the family succeeds in teaching and impacting good values in their children, the country becomes a better place to live. It is generally believed that the basis for any true development must commence with the development of human resource. Much then is said that formal education remains the vehicle for socio-economic development and social mobilization in any society (Shittu, 2004).

The role of a parent to a child at any given time cannot be over emphasized. The home is very germane and crucial to a child's well-being and development. From womb to adolescent stage and adulthood, mothers play a crucial role and impact in their children upbringing and development.

If the parents are more educated, the more elevated is the socio- economic status and more satisfaction stems from it, along with attendant privileges, facilities and behavioral stances (Khan, Anila & Pervez, 2011). Sudhir & Lalhirimi (2009), posits

that parental education is an index of class status and personality characteristics in the shape of satisfactions and problems associated with, and children of less educated parents or totally uneducated parents have low emotional stability and they have high anxiety level.

The educational attainment seems to have a heritable quality. There is considerable evidence pointing to the level of parental education as a strong predictor of children's success in the educational system (Battin-Pearson; 2000; Blok & Saris, 2000; Erickson & Jonson 2006 & Maas, 2015).

Children living in poor families with mothers who have low educational attainments experience less success, both in school and later as adults in the workforce, than children living in more advantaged circumstances (Donald, 2014). Mother's educational attainments have important consequences for children, as those whose mothers have limited education tend to experience lower levels of cognitive functioning, lower levels of socio-emotional functioning, and lower levels of academic achievement than children with higher levels of mother's education.

Mothers are the most immediate relation of a child. Her financial status and education do have an important influence on the personality of a child. Educated Mother can better understand the educational needs and their children's aptitude. They can help their children in their early education, which affects their proficiency in their relative area of knowledge.

Mother's education and socio-economic factors are of vital importance in effecting students' educational achievements also. They are like backbone in providing financial and mental confidence to students. Explicit difference can be observed between those students who belong to different financial status and different parental educational level. According to Bell (2012), educated mother devote a lot of resources to their children's education because they believe that good academic performance will provide a stable future for them.

Students academic performance was the extent to which students achieve the academic goals set by the teacher, school or the education authorities as a whole. There are so many factors that influence and affect student's academic performance. Akinsanya, Ajayi, & Salomi (2011) posited that variables such as teachers' variables (teacher's age, experience, education, gender, etc), school variables (i.e. environment, buildings, location, etc), students' variables (attitude, self-esteem, study habit, interest, etc), and parents' support (achievement motivation of wards, parental attitudes towards education, the aspiration of parents, etc) could be identified.

The term well – being on the other hand is used interchangeably with mental health because, well – being is a holistic concept that is multidimensional. For example, the World Health Organisation (WHO, 2007), defined well - being as a healthy state of complete physical, mental and social well - being and not merely the absence of disease or infirmity. Taking responsibility for ones health therefore means making a conscious commitment to one's well - being. It involves recognition of choosing a positive existence

for the pursuit of excellence affecting all four aspects of a being - physical, mental, emotional and spiritual realm (Ardell, 2012).

Similarly, Awartani (2007), defined well-being as the realization of one's physical, emotional, mental, social and spiritual potential. According to them, "Mental refers to that part of life which is primarily related to cognition and the processes of the rational mind (e.g., thinking, planning, creating, reflecting, evaluating) while "Emotional/social", links the emotional and social aspects referring to inner feelings, aspects of life, relationship to one's self and to others, communication, creative imagination, and self-expression. The "Physical" refers to those parts of life, which are related to the physical senses and to sensory experience, to our bodies, and to the material and natural environments (e.g., doing, building, and taking apart, detailing, producing). And "Spiritual" refers to the indivisible life energy that is reflected in the diversity (e.g., the expression of meaning and life purpose, inspiration, peaceful presence, empathy).

Previous available studies like Episten; (2001);Gadsden, (2003); Okuniyi, (2004); Okpala, (2004); Nwagu, (2005); Ojo, (2010) & Ardell, (2012) showed that parental factors, characteristic and involvement have both negative and positive influence on students' academic achievement. However, there were no specific records of mother's education on academic performance and well being of primary school pupils in Lagos State particular. Therefore, it is this gap that this study is out to fill.

FRAMEWORK

Statement of the Problem

The gap in academic performance of students is of a major concern to teachers, school authorities/administrators and other education stakeholders. These stakeholders have delved into various factors as mentioned earlier in order to moderate the discrepancies in the academic performance of students. Despite all efforts to improve student's academic performance, these efforts have yielded negligible effects.

Several factors have been identified by researchers that may be responsible for the poor performance of students over the years. Prominent among these factors are: poor attitude of students (Ifamuyiwa and Akinsola (2008), the use of traditional or conventional teaching method (Alio 2000 and Ayanniyi, 2005), non-utilisation of available resources (Akinsola, 2000), population explosion of students enrolments without commensurate teachers to handle them (Amoo, 2002) and lack of professional training of teachers (Iheanacho, 2007).

Furthermore, Betiku (2002), Akinsola and Ifamuyiwa (2008) ascribes dismal performance of students to the cluster of variables, which include: government related variables; curriculum related variables; examination bodies related variables; teacher related variables; students related variables; home related and finally text book related variables.

Aside from these variables some specific variables have been identified by Amazigo (2000) such as poor primary school background, lack of parental care (Akinsola, 2010) and parental financial status. This poor and unimpressive teaching and learning is an indication that there are underlying problems and needs to be tackled so as to help students improve on their academic performance. It is against this backdrop that this study seeks to investigate the influence of educated mothers' on the academic performance and well being of primary school pupils in Ajeromi-Ifelodun Local Government Area of Lagos State.

Research Questions

The following questions were raised to guide the study.

1. What are the influences of educated mothers' on their children academic achievement?
2. To what extent does educated mothers' influence the well being of their children?
3. Will there be any differences in the academic performance of pupils from educated mother and pupils from uneducated mother?
4. Will there be any difference in the well- being of pupils from educated mother and pupils from uneducated mother?

Hypotheses

The following hypotheses were tested at 0.05 level of significance .

1. There is no significant influence of educated mothers' on their children academic achievement.
2. There is no significant influence of educated mothers' on the well being of their children.
3. There is no significant difference between academic performance of pupils from educated mothers and pupils from uneducated mother.
4. There is no significant difference between the well- being of pupils from educated mother and pupils from uneducated mother?

OBJECTIVES OF THE STUDY

The main objective of this study is to investigate the influence of educated mothers on the performance and wellbeing of Pupils in Nigerian Schools.

Specifically the study seeks to:

1. Examine the influence of educated mothers on their children academic achievement
2. Determine whether educated mothers influence the wellbeing of their children

3. Access differences in the academic performance of pupils from educated mother and pupils from uneducated mothers
4. Determine whether there is any difference in the wellbeing of pupils from educated mothers and pupils from uneducated mothers.

METHODOLOGY

The descriptive survey research method was used in carrying out this study. This method is considered appropriate because of its power to determine the interrelationship among the variables. The population of the study comprises of pupils and teachers in public and private primary schools in Ajeromi-Ifelodun Local Government Area of Lagos State. The sample size is 200 participants, which include 100 hundred pupils and 100 teachers. Ten (10) public primary schools and ten (10) private schools were selected. In each of the schools five (5) pupils and five (5) teachers was selected using simple random sampling technique to represent the sample size for the study. This technique was adopted to ensure that every participant has equal chance of being involved in the study.

A self-developed questionnaire and students achievement test were used as research instruments to collect the needed information from the participants regarding the influence of educated mothers' on students academic achievement and well - being. The questionnaire is divided into sections A, B and C. Section A presents information relating to demographic data of the participants. Section B presents items that seek to answer the research questions raised and the participants was instructed to tick the item that is most appropriate. Four Likert scale types of rating, which are Strongly Agreed (SA), Agreed (A), Strongly Disagreed (SD) and Disagreed (D) is the format of the questionnaire while section C presents questions to test the pupils achievement in English language and general knowledge.

The research instrument (questionnaire) that was distributed was submitted to the research supervisor for vetting, assessment and correction to ensure content validity. In order to ascertain the reliability of the research instrument, the instrument was administered on ten (10) pupils who did not form the main part of the study. Cronbach Alpha reliability test was used to ascertain size of the coefficient of reliability. Reliability coefficient of 0.77 was achieved and this was considered high enough for the study. The data collected was used to develop a frequency distribution table for analysis. The percentage method is used in presenting the data collected. While inferential statistics of chi-square (X^2) and independents t-test statistical tools was used in testing all stated hypotheses. Chi-square was used to test hypotheses 1 & 2 because it is a statistical analyses which determine the relationship between two variables (the observed and the expected frequencies) while t-test was used to test hypothesis 3 & 4 because t-test statistical tool is the best instrument to test for the difference between two variables.

RESULTS AND DISCUSSION

Data Presentation

Table 1: Analysis of demographic data of the student participants

Variable	Frequency	Percent
Gender		
Male	34	34%
Female	66	66%
Total	100	100%
Age		
6-8 Years	2	2%
9-10 Years	50	50%
11-13 Years	48	48%
Total	100	100%
Class		
Pry 4	2	2%
Pry 5	41	41%
Pry 6	57	57%
Total	100	100%
School Type		
Public	75	75%
Private	25	25%
Total	100	100%
Mother Level of Education		
PRY6/SSCE	38	68%
NCE/OND	46	16%
HND/BSC	12	12%
None	4	4%
Total	100	100

Information on table 1 shows that 34% of the participants were male while 66% of them were female. This implies that majority of the participants were female. The table also reveals that 2% of the participants were students between the ages of 6-8 years, 50% of them were students between the ages of 9-10 years while 48% of them were students between the ages of 11-13. This implies that majority of the participants were students between the age of 9-10 years. The table further reveals that, 2% of the participants were primary 4 pupils, 41% of them were primary 5 pupils while 47% of them were primary 6 pupils. This implies that majority of the participants were primary 6 pupils. The table

also reveals that 75% of the participants were public school pupils while 25% of them were pupils from private primary schools. Lastly, the information on table 1 shows that 38% of the participants mothers were holders of primary 6/SSCE certificates, 46% of the pupils mother were holder of NCE/OND certificates, 12% of the pupils mother were holder of HND/B.Sc certificates while 4% of the pupils' mothers did not attended any formal education. This implies that majority of the participants mothers were holders of NCE/OND qualification.

Table 2: Analysis of the demographic data of teachers' participants

Variable	Frequency	Percent
Gender		
Male	19	34%
Female	81	66%
Total	100	100%
Age		
20-30 Years	12	12%
31-40 Years	34	34%
31-50 Years	36	36%
51 years and above	18	18%
Total	100	100%
Class		
Single	32	32%
Married	62	62%
Widow	6	6%
Total	100	100%
School Type		
Public	59	59%
Private	41	41%
Total	100	100%
Qualification		
SSCE	8	8%
NCE/OND	40	40%
HND/BSC	50	50%
Other	2	2%
Total	100	100

Information on table 2 shows that 19% of the participants were male teachers while 81% of them female. This implies that majority of the participants were female teachers. The table also shows that 12% of the participants were teachers between age of 20-

30 years, 34% of them teachers between the age of 31-40 years, 36% of them were between 41-50 years while 18% of them were teachers that were 51 years and above. This implies that majority of the teachers were between the age 41-50 years. Also, 32% of the participants were single teachers, 62% of them were married while 6% of them were widow. This implies that majority of the teachers were married. The table equally shows that 59% of the participants were public school teachers while 41% of them are private school teachers. This implies that there were more public school teachers than private school teachers. Finally, the table shows that 8% of the participants were holders of SSCE qualification, 40% of them were holder of either NCE or OND qualification, 50% of them were holder of either HND or B.Sc. qualification while 2% of them hold qualification different from those mentioned above. This implies that majority of the participants are holders of HND/B.Sc. degree.

Research Question 1

What are the influences of educated mothers’ on their children’s academic achievement?

Table 3: Mother Education and Academic Achievement of their Children

S/N	Statement	SA	A	SD	D	Total
1	My mother is educated and I want to be like her.	47 47%	30 30%	4 4%	19 19%	100 100%
2	My mother guides me in doing my home work	38 38%	43 43%	5 5%	14 14%	100 100%
3	I get high score when my mother supports me in doing my home work	30 30%	59 59%	3 3%	8 8%	100 100%
4	I get low score when my mother did not assist me in doing my home work	13 13%	39 39%	17 17%	31 31%	100 100%
5	I want to be the best pupil in my class because my mother told me she was the best pupil in her class when she was in primary school	56 56%	38 38%	4 4%	2 2%	100 100%

Information on table 4 shows the participants opinion on the extent to which educated mothers influence the well – being of their children. From the above table it was revealed that 98% of the participants agreed, while only 2% of them disagreed that their mother ensures that they dress neatly to school. Likewise, 78% of them agreed while 22% of them disagreed that their mothers ensures that they have all the required textbook for their schooling. However, only 37% of them agreed while 63% of them disagreed that their mother takes them to school in the morning and bring them back in the evening. On the contrary, 90% of them agreed while 10% of them disagreed that their mother always cook good food for them to eat. Finally, only 8% of the participants agreed, while 92% of them disagreed that their mother do not take care of them when

they fall sick.

With this result, it is clear that mothers play important role in children well being. Educated mother with good education qualification will be able to play better role in children well-being by providing them with good nutrition, health, shelter and study resources.

Research Question 3

Will there be any difference in the academic performance of pupils from educated mothers and pupils from uneducated mother?

Table 5: Academic performance of pupils from educated mother and pupils from uneducated mother

S/N	Statement	SA	A	SD	D	Total
1	Children that their mothers help in doing home work score high marks	54 54%	34 34%	8 8%	4 4%	100 100%
2	Children that their mothers do not help in doing home works score low marks	11 11%	42 42%	13 13%	34 34%	100 100%
3	Educated mothers send their children to elite school in town and their children performed better	44 44%	34 34%	12 12%	10 10%	100 100%
4	Uneducated mothers send their children to local school and their children performed poorly	14 14%	17 17%	42 42%	27 27%	100 100%
5	Children that attended elite schools performed better than those that attended local school	33 33%	17 17%	22 22%	28 28%	100 100%

Information on table 5 shows the participants' opinion on the perceived difference in academic achievement of pupils from educated mothers and pupils from uneducated mothers. Participants generally agreed that academic achievement of educated mothers children and non-educated mothers children are not the same. For example, 88% of the participants agreed while 12% of them disagreed that children that their mothers help in doing homework score high marks. Likewise, 53% of the participants agreed while 47% of them disagreed that children that their mothers do not help in doing home works score low marks. Also, 78% of the participants agreed while 22% of them disagreed that educated mothers send their children to elite school in town and their children performed better. However, 31% of the participants agreed while 69% of them disagreed that uneducated mothers send their children to local school and their children performed poorly. Finally, 50% of the participants agreed while 50% of them disagreed that children that attended elite schools performed better than those that attended local school.

With this result, one can deduce that children of educated mothers stand to benefit a lot from their mother a lot of things that help them excel in their school performance than children of uneducated mother. Educated mothers will buy recommended good

reading materials for their children, send them to best school in town, monitor their school progress and guide them in doing their home works while uneducated may fail to do so. Most uneducated mother did not know the best reading material to buy for their children, they send them to local schools and cannot help or guide them in doing their homework because they do not know how to go about the homework.

Research Question 4

Will there be any difference between the well- being of pupils from educated mothers and pupils from uneducated mother?

Table 6: Well-being of pupils from educated mother and pupils from uneducated mothers

S/N	Statement	SA	A	SD	D	Total
6	Children of uneducated mothers get less care at home than those from educated mothers	27 27%	39 39%	21 21%	13 13%	100 100%
7	Children of educated mothers received best medical care than the children of uneducated mothers	45 45%	38 38%	11 11%	6 6%	100 100%
8	Educated mothers have knowledge of balance diet than uneducated mother	56 56%	31 31%	7 7%	6 6%	100 100%
9	Educated mothers and their children live in good and homes better than uneducated mother	28 28%	38 38%	13 13%	21 21%	100 100%
10	Children that live in good home are always happy.	58 58%	30 30%	7 7%	5 5%	100 100%

Information on table 6 reveals the participant’s opinion on whether there is any differences between the well -being of pupils from educated mothers and pupils from uneducated mother. The majority of the participants agreed that there were differences in the well -being of pupils from educated mothers and uneducated mothers. For instance, 66% of the participants agreed while 34% of them disagreed that children of uneducated mothers get less care at home than those from educated mothers. In the same vein, 83% of the participants agreed while 17 % of them disagreed that children of educated mothers received best medical care than the children of uneducated mothers. Likewise, 87% of them agreed while 13% of them disagreed that educated mothers have knowledge of balance diet than uneducated mother. Also, 66% of the participants agreed while 34% of them disagreed that educated mothers and their children live in good homes better than uneducated mother. Lastly, 88% of the participants agreed while 12% of them disagreed that children that live in good homes are always happy.

With this result one can rightly conclude that there are differences in the knowledge of good medical care, nutrition, balance diet and home environment between educated mothers and uneducated mothers. Educated mothers have better knowledge of these factors that affect the well - being and development of their children. Therefore, the

well - being of pupils from educated mothers is different from that of pupils from uneducated mothers.

Testing of Hypotheses

In testing the four stated hypotheses, the researcher used Chi-square and t-test statistical tools. All stated hypotheses were tested at 0.05 level of significance. If the calculated value is higher than the table value the test is statistically significant. The null hypothesis will be rejected while the alternate hypothesis will be accepted. However, if the calculated value is lower than table value the test is statistically non-significant. The null hypothesis will be accepted while the alternate hypothesis will be rejected.

Hypothesis 1

There is no significant influence of educated mothers on their children academic achievement.

Table 7: Chi-square (χ^2) analysis result of influence of educated mothers on qualification on their children academic achievement.

Mothers Education & Children's Academic Achievement		12	0.05	39.13	21.03	H ₀ ₁ Rejected
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(Calc. $c_2 = 39.13 > \text{Crit. } c_2 = 21.03, df = 12, P > 0.05$)

Information on table 7 shows that the calculated Chi-Square (c_2) value of 39.13 is greater than critical Chi-Square (c_2) value of 21.03, with degrees of freedom of 12 at 0.05 level of significance. This implies that the null hypothesis which stipulated that there is no significant influence of educated mothers on their children academic achievement is hereby rejected. Therefore, there was significant influence of educated mothers on their children's academic achievement.

Hypothesis 2

There is no significant influence of educated mothers on the well - being of their children.

Table 8: Chi-square (χ^2) analysis result of influence of educated mothers on the well - being of their children.

Variables	N	Df	L.S	Calc χ^2 value	Crit χ^2 value	Remarks
Mother Education & Well being of their children	100	12	0.05	62.18	21.03	H ₀ ₂ Rejected

(Calc. $c_2 = 62.18 > \text{Crit. } c_2 = 21.03, df = 12, P > 0.05$)

Information on table 8 shows that the calculated Chi-Square (c2) value of 62.18 is greater than critical Chi-Square (c2) value of 21.03, with degrees of freedom of 12 at 0.05 level of significance. This implies that the null hypothesis which stipulated that there is no significant influence of educated mothers on the well - being of their children is hereby rejected. Therefore, there was significant influence of educated mother on the well - being of their children.

Hypothesis 3

There is no significant difference between academic performance of pupils from educated mothers and pupils from uneducated mother.

Table 9: t-test result showing the differences in academic performance of pupils from educated mother and pupil from uneducated mother

Variables	N	Mean	Sd	df	t-calc.	t-crit.	Decision
Educated Mother	52	3.13	0.35				
				98	2.78	1.96	H0 ₃ Rejected
Uneducated Mother	48	3.21	0.36				

(t-calc.= 2.78 > t-crit.= 1.96, df = 98, P > 0.05)

Table 9 shows t-test result of the differences in academic performance of pupils from educated mothers and pupil from uneducated mother. The table indicates that the means score of educated mothers is 3.13 while the mean score of uneducated mothers is 3.21. The calculated t-value of 2.78 is greater than t-critical (98) = 1.96 at 0.05 significant level. Hence, the null hypothesis that states that there is no significant difference between the academic performance of pupils from educated mothers and pupils from uneducated mothers is accepted. It is therefore concluded that there was significant difference between the academic performance of pupils from educated mothers and pupils from uneducated mothers.

Hypothesis 4

There is no significant difference between the well- being of pupils from educated mothers and pupils from uneducated mothers.

Table 10: t-test result showing difference in well-being of pupils from educated mothers and pupil from uneducated mothers.

Variables	N	Mean	Sd	df	t-calc.	t-crit.	Decision
Educated Mother	52	5.06	0.67				
				98	2.13	1.96	H ₀ Rejected
Uneducated Mother	48	4.88	0.78				

(t-calc.= 2.13 > t-crit.= 1.96, df = 98, P > 0.05)

Table 10 shows t-test result of the difference in well-being of pupils from educated mothers and pupil from uneducated mothers. The table indicates that the means score of educated mothers is 5.06 while the mean score of uneducated mothers is 4.88. The calculated t-value of 2.13 is greater than t-critical (98)= 1.96 at 0.05 significant level. Hence, the null hypothesis that states that there is no significant difference between well-being of pupils from educated mothers and pupils from uneducated mothers is accepted. It is therefore concluded that there was significant difference between the well-being of pupils from educated mothers and pupils from uneducated mother.

Discussion of Findings

Hypothesis one stated that there is no significant influence of educated mothers on their children's academic achievements. The result shows that there was significant influence of educated mothers on their children's academic achievements. The c2-value of 39.13 is greater than c2-critical of 21.03 at 0.05 level of significance. Thus agreeing with Eccles and Jacobs (1986) who concluded that mother exert a more powerful and more direct effect than teachers on their children's education and that educated mothers are more supportive of learning, they provide their children with greater learning opportunities, assistance, and pressure for learning. The result was also in conformity with Dave and Dave, (2001) who investigated the relationship between mothers education and the academic achievements of their children and concluded that mothers education accounted for about seventy-four percent of the variance in students test scores. Bridge (2009) also concluded that the achievement level of a student is directly proportional to the level of his mother's education. However, result of this finding negate Burtless (2011) on the effect of mothers involvement on their children academic achievement revealed that educational level of mothers will not affect the academic achievements of their children. Though, mothers academic level is permissible but it is not a major determinant of academic achievement of children

Hypothesis two stated that there is no significant influence of educated mothers on the well - being of their children. The result shows that there was significant influence of

educated mothers on the well-being of their children. The c_2 -value of 62.18 is greater than c_2 -critical of 21.03 at 0.05 level of significance. Thus concurring with Behrmans (2012) studies using household-level data that found mothers education to be positively associated with a number of measures of infant and child health and nutritional status. The result is also in agreement with Bhargava (2006) that poor growth status among children - as measured by low birth weight, low height-for-age, and low weight-for height-is mostly associated with nutritional and health determinants rather than genetic factors. Therefore, higher mother literacy rates are a positive predictor of lower infant and child mortality, with the implication that educating women and girls in low-income countries is associated with reduced child mortality.

Hypothesis three stated that there is no significant difference between academic performance of pupils from educated mothers and pupils from uneducated mother. The result shows that there was significant difference between academic performance of pupils from educated mothers and pupils from uneducated mother. The t -value of 2.78 is greater than t -critical of 1.96 at 0.05 level of significance. This is in agreement with Bridge (2009) that higher percentage of rank holders belong to homes with higher mothers' education whereas a higher percentage of failed students belong to those who have lower parentage of failed students belong to those who have lower mothers' education. The finding is also corroborated with Farhana, Samra and Tahir (2000), who investigated the contribution of mother's educational level upon the personality makeup of 695 male subjects, between 18-35 years, with intermediate level to Masters level and Professional Qualification in various fields. They found that subjects with highly educated mothers i.e., B.A / B.Sc. and above would be relatively more confident, self-reliant, free from anxieties and other psychological problems in comparison to subjects with less educated and uneducated mothers.

Hypothesis four stated that there is no significant difference between well-being of pupils from educated mothers and pupils from uneducated mother. The result shows that there was significant difference between the well-being of pupils from educated mothers and pupils from uneducated mothers. The t -value of 2.13 is greater than t -critical of 1.96 at 0.05 level of significance. Thus agreed with Glewwe (2009), families with more-educated mothers are likely to have more income and assets than those with less-educated mothers, giving them access to more and better food, shelter, and protection from environmental hazards.

Also, with Mosley and Chen (1984), that greater education for mothers contributes to new skills, beliefs, and choices about sound health and nutritional practices that directly influence the proximate determinants of child health. For instance, knowledge obtained during a mother's education can affect choices about antenatal care and about children's nutrition, hygiene, and health care. To the extent that more-educated mothers make healthier choices for themselves during pregnancy, education will have a direct effect on the health of the child at birth. The result was also in agreement with UNESCO (2007) report on Africa that the proportion of African children who have all

their basic vaccinations is 60 percent higher among children of mothers with secondary schooling and above than among those of mothers with no education.

CONCLUSIONS

This paper has reviewed the critical role of mother education qualification on well-being, development and academic performance of children. It was concluded that there is significant influence of educated mother on their children's academic performance and well-being and that there is significant difference between academic performance, well-being of children from educate and uneducated mother's. Children living with mothers who have low educational attainment experience, less academic guidance, support and success. Hence, mother's level of education is a *sin qua non* to their children's well-being and academic pursuit.

RECOMMENDATIONS

Based on the research findings, the following recommendations are proffered:

1. Parents who are not educated or have low educational qualifications should endeavour to allow their children to attend summer coaching provided or secure services of home tutor for their children to complement the regular school programmes.
2. Parents should create a home environment that promotes learning, reinforces what is being taught at school and develops the life skills that children need to become responsible adults
3. Government and corporate institutions should increase salaries of parents in line with economic situations, to enable parents meet the educational needs of their children.
4. Parents should be actively involved in encouraging students to learn and also in supervising students academic work at home.
5. Teachers should understand that teaching is a job of conscience. Teachers should handle the pupils as their own children; try by all means to meet the students' academic social and psychological needs. They should be motivational in their teaching and use different teaching methods so as to go along with all categories of students. This will help bridge deficiencies from students from low education mother.

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