

## **Would Science Background be a Factor in Parents Helping Students Establish a Match between School Science and Home Activities?**

**Kunle Oke Oloruntegbe\* and Ikpe Adakole\*\***

*\*Department of Science and Technical Education, Adekunle Ajasin University, Akungba-Akoko, PMB 001, Ondo State, Nigeria*

*E-mail: ko\_oloruntegbe@yahoo.com*

*\*\*School of Science and Technology, National Open University of Nigeria, Victoria Island, Lagos, Nigeria*

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**ABSTRACT** This study was designed to investigate parental influence as a factor in helping students establish a match between science concepts learnt in schools and the activities they carry out daily at home. Studies have revealed that tension that exists between these two experiences is one of the major factors of poor performance of students in science. One hundred and ten male and female (48 and 62) parents, 67 with science background and 43 without, constituted the sample. A self-constructed, validated questionnaire, consisting of four parts that sought parents' responses on what home activities they engaged their children in, what science concepts they taught through them, readiness and barriers to their involvement, was used to generate data. The results show that both categories of parents saw science as very important for science and technological advancement. They wanted their children to learn the subject. They did not see the engagement of the children in household chores as a hindrance rather an opportunity to learn through them and for the parents to get involved in their children's learning; such is a vital ingredient to children's success. However, there are limitations to their involvement. Lack of proficiency in science is a major one. It is recommended that every school child should be exposed to ample science courses, even when such child has other options, since he or she will grow to become a parent in future.