NJSE

NIGERIAN JOURNAL OF SOCIOLOGY OF EDUCATION

ISSN: 1118-1784

Volume XI Number 1, October, 2017

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Publisher:

Association of Sociologists of Education of Nigeria (ASEN)

Formatted & Printed by:

OG KREATIVES PUBLISHING HOUSE
LAGOS, NIGERIA
Mobile: 080 611 269-68
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RELATIONSHIP BETWEEN PARENTAL BACKGROUND AND PERFORMANCE OF CIVIC EDUCATION STUDENTS TOWARDS SUSTAINABLE DEVELOPMENT IN ILORIN SOUTH

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Abstract *is an indispensable key and a social pillar of the Nigeria vision 2020 towards achievement Education sustainable development. On this basis, the study investigated the relationship between parental background and civic education students' performance towards sustainable development in Ilorin South Local Government area. This study focused on variables such as; parental occupation, parental level of education and family size. Proportionate sampling technique was adopted for selection of 234 respondents out of 633. A researchers' designed questionnaire with psychometrics properties of content validity and 0.76 reliability index was used to elicit the needed data from the respondents. Descriptive statistical tool was used to analyze the collected data. The findings revealed that 59% respondents passed civic education in their last external examination while 41% failed the subject. The findings showed that there was a positive relationship between parental background and performance of Civic Education students' in the area. As a result of these findings, it was recommended that parents should be more passionate, and they should be ready to play significant roles in their children academic performance.*

Keywords: performance, civic education students, parental background.

Introduction

A key goal of education is to ensure that every student has a chance to excel, both in school and in life, just as the Latin saying "non scholae sed vitae" meaning we do not learn for school, but for life. Moreover the United Nations Report (2010) highlighted education as a basic right and need which is significant in the accomplishment of the second goal of the Millennium Development Goals. The various factors influencing the academic performance of learners in the classroom with the view to maximize their academic performance have been of great concern to scholars, educators and psychologists over the years. It is pertinent to note that they could be environmental factors or hereditary factors. Parental background comprises of both hereditary and environmental. This makes evaluation of the relationship that exists between secondary school students' parental background and their performance in Civic education such a vital topic.

Family is an institution and a unit of socialization where the child receives informal education. Family is a primary agent of education. Since home is regarded as the first station of a child and where he/she learns the appropriate behaviour patterns of the larger society, family is a major social organization and very vital for the development of a child (Adewuyi; 2009, Alabi, Babatunde, Olayinka & Yusuf, 2012). Each member of the family has various roles to play in order to maximize the child's academic performance most especially in civic education, this is a subject that helps to transform them to active member of the family Emotional and economic supports are some of the vital roles to be played by the parents to their children. However families vary vastly in terms of their significance in the society. Not forgetting that some families have more power, prestige or money than others, also that some families can cater for all the needs of their children in all spheres of their lives, including school while some cannot do this effectively.

It is important to understand Civic education and the rationale for studying it in Nigeria schools today.

According to Jekayinfa, Mafoluwawo and Oladiran (2010) Civic education remains an important means of teaching the populace about individual rights and what duties and responsibilities the governed and leader should do. The introduction of Civic Education as a compulsory subject in Nigerian schools today according to Sam Egwu, the former Minister of Education is part of late President Umaru Yar'Adua's 7-point reform agenda geared towards the enhancement of the human capital development. Azebamwan (2010:2) also stated it introduction as been designed to;

> *"... expose our pupils and students to the tenets and rudiments of citizenship education. It is envisioned that the teaching of the subject in Nigeria schools will lay a strong foundation for effective citizenship education and public participation in governance and other ethical issues that affect our lives"...*

In essence civic education is to promote civic engagement and support democratic and participatory governance. It is also meant to enlighten the youth, which is young people, endowed with raw energy. They have high hopes, dreams, aspirations and ideas of what their tomorrow would be. They are anxious and dynamic, always bubbling in spirit. Proper guidance and direction can bring them in the forefront of peaceful and national development.

Nigerian youths have contributed to the unity of the country through activities like football and other sporting activities. In the fields of information technology, business, agriculture, industry and many more, they have played critical roles. However, the recent violent, criminal and other anti-social activities around the country perpetrated by the youth indicate that more efforts have to be made towards channeling the power and natural endowment of the young ones into better use both for themselves and the nation.

According to Jekayinfa, Mafoluwawo and Oladiran (2010) one viable way of achieving this is through civic education which inculcates sound moral values in the youths. It is the education which aims to help people learn how to become active, informed and responsible citizens. Civic education remains an important means of teaching the populace about individual rights and what duties and responsibilities the leaders and the led have.

The British colonialists recognized that the noble values of honesty, obedience, hard work, tolerance and faith are germane to stabilizing national life and upheld same for determining the development and progress of a nation. Such values regulate the life of a nation and project good image for the country. They, therefore, introduced civic education to teach citizens the virtues of good citizenships, particularly, the values of obedience, humility and submission to constituted authority.

Scholars such as Okam and Lawal (2011) argue that the current insecurity challenges facing the country, ethnic and religious violence, terrorism, kidnapping, rape, political mugging and other social vices are results of the abandonment of civic education by successive governments. They maintain that the lack of civic education and patriotic orientation had led to disorientation in schools and the larger society, leading to serious consequences. The prevalence of corruption, indiscipline, disrespect for both elders and the rule of law, indifference to duty, embezzlement of public fund, they say, are clear manifestations of the absence of civic education. Civic values such as courtesy, respect, charity, tolerance, dialogue have migrated from their midst. There is an apparent entrenchment of militarism, especially among the youth.

Recognizing the importance of civic education as a vital tool for peaceful development of Nigeria, the federal government in 2009, directed that the teaching of civic education should be re-introduced in schools. The subject which is to be taught in primary and secondary schools is expected to further deepen democratic culture and encourage qualitative participation of the average Nigerian in the government process.

The necessity of re-introducing civic education in Nigerian primary and secondary schools, education stakeholders say, has become very obvious because of the dwindling national consciousness, social harmony and patriotic zeal. But other questions in the mind of others, what has been the performance of students or youth in this subject since it re-introduction?

Research findings have revealed that students performances at both internal and external examination in civic education over the years has not been excellent, and students behaviour in the society has not even show as if they are products of civic education class. Academically their performance has

been poor. According to Okoye (1989) poor academic performance as a situation in which a student's fail to attain a set of standard of performance in a given evaluation exercise such as test, examinations, or series of continuous assessment. Academic performance whether high or low is a result of so many factor, of which could be teacher made, student made, government /policy made, environmental or even parents made. Education generally, is a continuous process of enculturation, which begins from the cradle (birth) and ends in the grave. The type of education one receives determines his future potentials. Parents and guardians are alarming about the harming rate of poor academic performance of students in school nowadays. What they do eventually is to call the teachers to questions the pupil's poor performance. Little do they know that other factors apart from teacher's abilities such as home background do influence pupil's academic performance. The home being a primary unit of socialization and where most of children learning take place cannot be single or left out in identifying course of poor academic performance of a child.

Parental education, occupation, socio-economic status, place of residence and parenting style are factors highlighted by Shetu (2011) as determinant of students' success or failure in school. The work of many sociologist of education such as Daramola (1999) focuses on parents' education, occupation, **socio-economic status and place of residence** (like; family income, language of the home, activities of the family and work methods). There is evidence that parents' education will affect students' performing in school as well as achievement. Parents' level of education is the most important factor affecting students' learning in school and achievement. This is because the parents would be in a good position to be second teachers to the child; and even guide and counsel the child on the best way to perform well in education and provide the necessary materials needed by him/her (Grissmer, 2003).

This was supported by Musgrave (2000)who maintained that a child that comes from an educated home would like to follow the steps of his/her family by this, work actively in his/her studies with adequate support and encouragement he/she would be receiving from his/her parents. He said further that parents who have more than a minimum level of education are expected to have a favoured attitude to the child's education and to encourage and help him/her with school work. They provide library facilities to encourage the child to show examples in activities of intellectual type such as reading of newspapers, magazines and journals. They are likely to have wider vocabulary by which the children can benefit and develop language fluency. It thus, appears that career modelling from parents could make a noticeable impression on children's intellectual development. For example, mothers who engage in menial jobs like hair dressing, sewing, petty trading, farming, catering among others, are more likely to have less contact hours with their children to help him/her with his/ her school work. These mothers will most likely want their children to toe the line of their trade and as a result may not bother to lay much emphasis on the early intellectual development of their children. Children from these homes will be expected to return back from school to the mother's/ fathers' shop for possible help or training. This is an indication that at any point in time when the parents are not in the shop, he/ she will be in a better position to attend to academic activities required services for their children. This will develop divided mind and poor achievements in school.

Onocha (1985) concludes that a child from a well educated family with high *socio-economic status* is more likely to perform better than a child from an illiterate family. This is because the child from an educated family has a lot of support such as a decent and good environment for academic work, parental support and guidance, enough textual and academic materials and *decent feeding*. Children's schooling or learning in school was found to be affected by varying family processes. Campbell and Wu (1994) study revealed that the *Place of residence* (home environment) and *Parenting Style* (family processes) provide a network of physical, social and intellectual forces and factors which affect the students' academic performance.

The family's level of encouragement, expectations, and educational activities in the home are related to socio -economic status, while Song and Hattie (2004) agreed that families from different socio-economic groups create different learning environments that affect the child's academic achievement. There is no doubt that parents' attitudes help to condition their children's attitudes. A parent who shows complete disregard for education might have some effect upon his/her children's educational progress.

Purpose of the Study

The study examined the relationship between parental background and students' performance in

civic education in Ilorin South Local Government Area. Specifically the study:

1. Determine the general performance of civic education students in Ilorin South Local Government Area.
2. Examine whether relationship exists between family size of the students and their performance in Civic Education in Ilorin South Local Government Area.
3. Examine whether relationship exists between civic education students' parental occupation and their performance in Ilorin South Local Government Area
4. Examine whether relationship exists between parents' educational background and the students' performance in Civic Education in Ilorin South Local Government Area

Research Questions

Four Research questions were raised for the study:

1. What is the general performance level of civic education students in Ilorin South Local Government Area?
2. Is there any significant relationship between family size of the students and their performance in Civic Education in Ilorin S- Local Government Area?
3. Is there any relationship between secondary school students' parental occupation and their performance in Civic Education in Ilorin South Local Government Area?
4. Is there any relationship between parents' educational background and the students' performance in Civic Education in Ilorin South Local Government Area?

ypotheses

The following null hypothesis posited for the study

1. There is no significant relationship between family size of the students and their performance in Civic Education in Ilorin South Local Government Area?
2. There is no significant relationship between secondary school students' parental occupation and their performance in Civic Education in Ilorin South Local Government Area?
3. There is no significant relationship between parents' educational background and the students' performance in Civic Education in Ilorin South Local Government Area?

Methodology

The descriptive survey design was adopted in this study; the choice of this design was in line with Sambo (2008) who asserted that descriptive research design studies have advantages, in that it may be adopted to collect information that can be generalized from all population and that it provides relatively simple and straight forward approach to the study of values, attitudes, beliefs and motives. Descriptive survey design was adopted since it attempts to describe the characteristics of the variables of this study. The population comprises all senior secondary students in Ilorin South L.G.A in Kwara State. The target population of this study was 234 secondary school students in SSS 2 in the four selected areas in Ilorin South L.G.A. The study also focused on parents through the feedback of the students on how their actions and inactions, status and other variables affect their performance in civic education. For this study, an assumption was made that for each student (from the four senior secondary schools which were randomly selected out of the 20 senior secondary schools in Ilorin South L.G.A) there is a parent/ guardian.

There are 633 students in SS 2 of the four selected s, out of which stratified random sampling was employed to sampled 234 students. Also proportionate sample technique was used to select the students from each school.

Researchers designed Questionnaire titled Relationship between Parental Background and Performance of Civic Education Students (RPBPCES) was used to elicit information from the respondents. To ensure validity of the instrument used, the designed questionnaire for this study was given to experts in Educational Research, Test and measurement unit of the Department of Social Sciences Education, Faculty of Education, University of Ilorin to determine it content validity. While its reliability index was determined through test-retest method with an interval of 3 weeks, after which a Person Product Moment Coefficient was conducted to obtain 0.76. Descriptive statistics, The three null hypotheses were tested using the raw score formula for calculating Pearson Product Moment Correlation Co-efficient to establish the relationship between parental background and senior secondary students' performance in Civic Education in Ilorin South Local Government, Kwara State.

Results

The data collected were analyzed and interpreted as follows,

Description of the Parental Background Characteristics

Table 1: demographic distribution of the respondents

Categories	Characteristic	Frequency	Percentage (%)
parental occupation	civil servant	111	47.4(%)
	private service	30	12.8(%)
	business man	87	37.2(%)
	Others	6	2.6(%)
	Total	234	100.0(%)
Parental Income	Above #50,000	107	45.7(%)
	#50,000	47	20.1(%)
	Below #50,000	67	28.6(%)
	Other	13	5.6(%)
	Total	234	100(%)
Educational Background	Primary	19	8.1(%)
	Secondary	43	18.4(%)
	Tertiary	169	72.2(%)
	Others	3	1.3(%)
	Total	234	100(%)
Family Size	Large Family	70	29.9(%)
	Nuclear Family	144	61.5(%)
	Compound family	20	8.6(%)
	Total	234	100(%)

Three components of parental background were investigated, namely parental occupation, parental level of education and family size.

Parental Occupation: Table 1 shows the respondents' parental occupation in the selected four schools in Ilorin South Local Government.

The findings showed that most of the respondents' parents are civil servants, closer to this percentage is the percentage of respondents' parents that involve in private businesses while the remaining 15.6% of the sample is involve in other forms of occupation. From the table it is evident that 65.8% of the respondents' parents/guardians earn exactly 50,000 or above, while 28.6% earn below 50,000. The findings revealed that a larger percentage of the students' parent/guardian earn above 50,000. The respondents' parents are highly educated (90.6%). Majority of the respondents 144 out of 234 (61.1%) were from nuclear families; while the r... 39.9% were large families sizes.

esearch Question 1: What is the general performance level of secondary school students in Ilorin South Local Government Area, Kwara State?

TABLE 2: frequency and percentage level of students' performance in Civic education

Schools	GRADE A	GRADE B	GRADE C	GRADE D	GRADE E	GRADE F
School 1	1	2	4	3	3	16
School 2	2	5	5	7	5	17
School 3	10	11	11	9	13	54
School 4	16	15	11	4	1	9
Total	29	33	31	23	22	96
Percentage	12.4%	14.1%	13.3%	9.8%	9.4%	41%

The findings showed that 59% of the students passed Civic Education in their last external examination, while 41% failed the subject in the four selected senior secondary schools in Ilorin South Local Government, Kwara State, that is 138 respondents scored either 40% or above in their last Civic Education external examination, while 96 scored below 40%. This is an average overall performance. It is obvious that there are numerous factors affecting the performance of these students in their performance, most especially home factors (parental background).

Hypothesis One: There is no significant relationship between secondary school students' family size and their performance in Civic Education in Ilorin South Local Government, Kwara State.

Table 3: Correlation between family size and the performance of students in Civic Education

		P value	Remarks
Item 1	Pearson Correlation	0.000	
	Sig. (2-tailed)	**P = 1.000 > 0.05**	Rejected
	N	234	
Item 2	Pearson Correlation	-0.022	
	Sig. (2-tailed)	**P = 0.743 > 0.05**	Rejected
	N	234	
Item 3	Pearson Correlation	-.114	
	Sig. (2-tailed)	**P = 0.083 > 0.05**	Rejected
	N	234	
	Pearson Correlation	-.014	
	Sig. (2-tailed)	**P = 0.831 > 0.05**	Rejected
	N	234	

**. Correlation ... tailed).

It is obvious fro... Pearson correlat... than the tabulat...

relationship between family size and performance of students in Civic Education

Hypothesis two: There is no significant relationship between secondary school students' parental occupation and their performance in Civic Education in Ilorin South Local Government, Kwara State.

Table 4: Correlation between parental occupation and the performance of students in Civic Education

		POC	Remark
Item 1	Pearson Correlation	-0.181**	
	Sig. (2-tailed)	P = 0.005 < 0.05	Not Rejected
	N	234	
Item 2	Pearson Correlation	-.160*	
	Sig. (2-tailed)	P = 0.014 < 0.05	Not Rejected
	N	234	
Item 3	Pearson Correlation	-0.212**	
	Sig. (2-tailed)	P = 0.001 < 0.05	Not Rejected
	N	234	
Item 4	Pearson Correlation	0.180**	
	Sig. (2-tailed)	P = 0.006 < 0.05	Not Rejected
	N	234	
Item 5	Pearson Correlation	-0.136*	
	Sig. (2-tailed)	P = 0.037 < 0.05	Not Rejected
	N	234	
Item 6	Pearson Correlation	-0.036	
	Sig. (2-tailed)	P = 0.587 > 0.05	Rejected
	N	234	

*. Correlation is significant at the 0.05 level (2-tailed).

Out the 6 item on the relationship between parental occupation and students academic performance, item1 to item 5 are below the correlation of the significant level of 0.05, this is because P value of these items were lesser than the alpha level of 0.05. The P value of item 1 to item 5 are 0.005, 0.014, 0.001, 0.006, 0.037 respectively while item 6 with 0.58 is greater than the alpha level of 0.05. This is an indication that civil education students' performance is greatly influenced by their parental occupation. The type of edution the parental engaged in has a lot to do with their performance in Civic Education.

Hypothesis thre There is no significant relationship betwee secondary schoc students' parental level of educ ion and their perf mance in Civic Education in Ilo South Local Government, Kwara State.

Table 5: Correlation between parental level of education and the performance of students in Civic Education

Correlations			
		PLE	Remarks
Item 1	Pearson Correlation	0.038	
	Sig. (2-tailed)	P = 0.559 > 0.05	Rejected
	N	234	
Item 2	Pearson Correlation	0.158*	
	Sig. (2-tailed)	P = 0.016 < 0.05	Not Rejected
	N	234	
Item 3	Pearson Correlation	-0.038	
	Sig. (2-tailed)	P = 0.559 > 0.05	Rejected
	N	234	
Item 4	Pearson Correlation	-0.064	
	Sig. (2-tailed)	P = 0.327 > 0.05	Rejected
	N	234	

It is obvious from the table above that the calculated Pearson correlation for item 1, 3 and 4 are 0.559, 0.559 and 0.327 respectively which are all above the tabulated r at correlation of the significant level of 0.05. It is only the calculated Pearson correlation for item 2 wh is 0.016 that is lower than the correlation c ignificance level of 0.05. Therefore the null hypotheses (HO_1, HO_2 and HO_3) are rejected. There is a significant relationship between the parental background and the students' performance in Civic Education of students in the secondary schools in Ilorin South Local Government, Kwara State.

Discussion

The findings of the study revealed family size, parental occupation and level of education, had positive correlation with students' performance in Civic Education in the secondary schools in Ilorin South Local Government Area of Kwara State. This is in line with the findings of Rothstein (2004) on effect of parental education and their children academic performance. It could be explained that children from small families being few in number have enjoyed better educational provisions from their parents than children from the bigger families. The possible exanation for this observed fact could be as a result of many variables like family income, parental cupation, wealth of family and child rearing pctices. McIntosh (2008) showed that children fr m parents with higher educational level (above pr mary school)had a flying start over these of none and just primary education in richness of vocabulary and in general knowledge. Rothstein (2004) had asserted that status of parents does not only affect the academic performance of students but also make it impossible for children from low economic background to compete well with their

the same academic environment.

Another possible explanation could be the fact that children from a high socio-economic status have many advantages over their counterparts who are of lower socio-economic status because they are provided with better opportunities and facilities, to foster high academic performance. Children from high socio-economic status do not face financial constraints in the pursuit of their educational career in schools. The economic advantage attached to the high income enables them to conveniently provide for their children's school needs. Possible explanation could be attributing to other variables like facilities such as television, video tape and radio which provide children with a very comfortable atmosphere environment to study very well at home. Children whose parents' posses these socio-facilities would benefit from the educational programmes presented in either the television or radio media services. This invariably quickens their cognitive understanding in schools. This is one reason why Silvey in Schulz (2005) said that: "There is a marked tendency for sons of higher socio-economic parents to perform well on a test of mental alertness".

Hill et al (2004) had opined that children who raised by parents with higher qualification are more inquisitive toward learning. Moreover, according to Craig and Ronald (2004) "Parental cognitive ability was substantially associated and parental education and parental occupation only trivially associated with offspring".

Conclusion and Recommendations

The findings of this study show that parental background had a positive relationship with students' performance in Civic Education. Moreover, only three elements of parental background were examined in this study. Other elements are parents wealth, parent's religion, child rearing practices and many more. It was on the basis of this that the researchers recommended that the parents should be encouraged to be more enthusiastic about the academic performance of their children in school. It is also to encourage parents to play significant role towards the academic performance of their children either by providing them with necessary materials needed in school like textbooks, provision school uniform and supervision of their school homework.

Another implication of the findi[illegible] so that they can encourage the pare[illegible] visits to their know and assess the academic progress of their children. Visiting the school will also enable the parents to judge the personality development of their children by comparing the way they behave in school with how they behave at home. It will also help parents to know that child rearing methods like feeding habits, enough rest and parental attitudes matter a lot in the academic performance their children.

Parents should also show keen interest in the school activities of their children. The parents/teachers association, prize-giving day, inter-house sport competitions are school activities which would indicate the amount of interest parents have in the school activities of their children.

Consequently, this socio-economic status, as it reflects from the finding is a function of numerous but inter-related factors, such as parental occupation and educational level or background and all of which have been found to influence academic performance of the students in school. Based on the findings and discussions, it was recommended that socio-economic policies that will enable the children to attend school more equally ready to learn should be implemented. These policies include health service for lower class children and their families, stable housing for working families with children and narrowing of inequalities in Nigerian society.Quality of instructions via improved methods of teaching, provision of teaching aids, well equipped laboratory as well as reaction facility should be enhanced.

Finally, parents should provide time for their children to study and at the same time assist them with their fake home assignment, if possible.

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