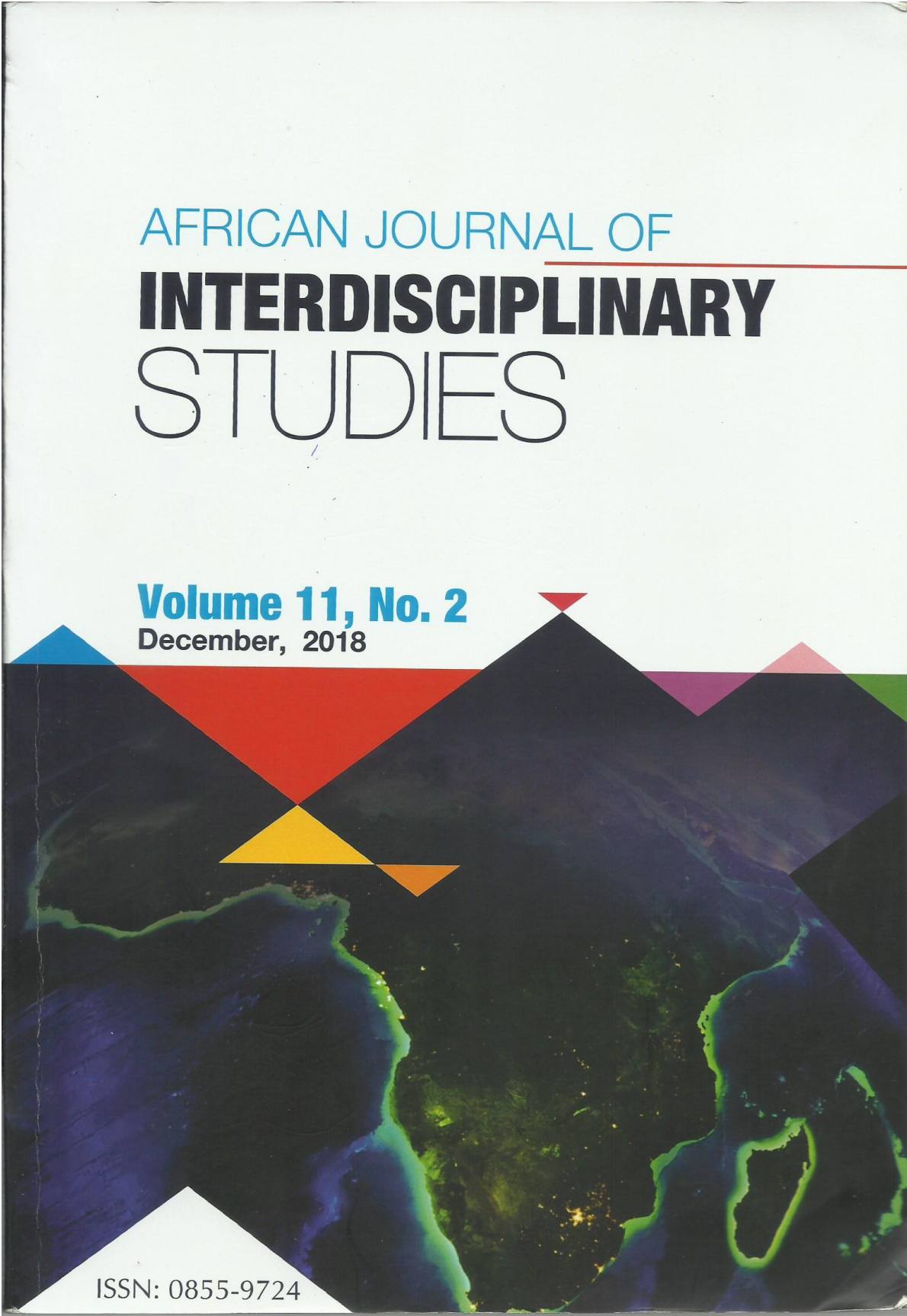


AFRICAN JOURNAL OF
INTERDISCIPLINARY
STUDIES

Volume 11, No. 2
December, 2018

ISSN: 0855-9724



Parents' educational background and academic performance of senior secondary students in Civic Education in Ilorin metropolis

Ifeoma P. Okafor^{*1}, V. C. Owede², E.O. Uyanne³ & C. A. Chibundum⁴

^{1,2,3,4} Department of Social Sciences Education, Faculty of Education, University of Ilorin, Ilorin, Nigeria.
Email address: ify558@yahoo.com

^{*}Corresponding author

Abstract

The study examined the relationship between parents' educational background and the performance of senior secondary school in Civic Education in Ilorin Metropolis of Kwara State. This fact appears to have constituted a gap which this present research wants to fill. The population for this study were all secondary school students in Ilorin metropolis, Kwara State. Simple random sampling technique was used to select 25 secondary schools both from public and private secondary schools in Ilorin metropolis, Kwara State. The accessible population comprised of all senior secondary schools' students in their second year (SSS II students) in Ilorin metropolis. In total 625 students were sampled from the secondary schools in Ilorin metropolis, Kwara State. Questionnaire on Influence of Parents' Educational Background on Academic Performance of Senior Secondary Students in Civic Education in Ilorin Metropolis, which was used to collect relevant data from students. Percentage was used to describe the demographic characteristics of the respondents and to answer the only research question raised in this study while the three research hypotheses were tested using the independent sample t-test and ANOVA at 05 level of significance. Findings from this study revealed that the general performance of students was average with 50.7%. Also, there was no statistically significant difference in the academic performance of students' in Civic Education in Ilorin metropolis based on parental level of education, students' department and students' gender respectively. It was therefore recommended among others that teachers should ensure that during teaching and learning situations in compulsory subjects such as Civic Education, equal learning opportunities and activities are provided for students irrespective of gender and department or subject preference so that they can excel at equal pace.; and debate, quiz and essay competitions on contemporary social issues should be organized together with the establishment of Civic Education Theatre (CET) in the schools to complement field-trips.

Key Words: Parents' Education, Civic Education, Academic Performance.

Introduction

Given the importance of education to the development of the individual in particular and society in general, efforts have been made for the recipients of formal education in schools to get the best quality of education as much as possible. Thus, in determining whether an educational system is of quality or not, students' academic performance is used as one of the yardsticks for measurement. In like manner, several factors have been identified to exert considerable level of influence on students' academic performance either positively or negatively. For example, some of these factors include but not limited to school-related factors (Young &

Fraser, 1994), teacher-related factors (Owede, 2011), student-related factors (Ogweno, Kathuri & Obara, 2014) and parent-related factors (Ibrahim, 2017). However, in spite of the commanding influence that parent-related factors have in students; academic performance in schools, some parents seem to depend only on teachers with the believe to change or transform their children to geniuses overnight, in which anything that fall below this expectation makes the schools or teachers' conduct unacceptable, and made some parents to change either the school or teachers of their children. Few parents care to think of factors responsible for poor performances of students at school, but most parents rather care about the results of such students without considering the factors responsible for the outcome of the results.

Unfortunately, these factors are so weighty that it renders the important efforts made by the teachers towards the realization of the students' academic excellence futile. It is widely accepted that a child's academic achievement does not only restrict to the school attended but also the education and educational preparation that particular child has received outside the school, the family, peer group, religious organization and mass media through socialization. Absence of these factors may make children to face difficulties in the future which may affect them negatively (Peter, 2004; Okafor, 2006). Various researchers have also noted that among the secondary school students, differences still exist especially with regards to factors which influence students' academic performance. Some of these factors according to Olaoye (2017) and Folorunsho (2017) includes inability to pay school fees promptly, provision of school uniform, encouragement from parents, monitoring school work, conducive learning environment at home and provision of balance diet and educational materials.

Additionally, Ibrahim (2017) observed that students whose parents encourage and provide their educational needs tend to perform excellently at school, which is mostly common among the highly educated parents, but not in all cases. On the other hand, it is discovered that parents who do not engage their children or wards academically at home by checking their notes and discussing issues, but rather engage their children on herculean domestic chores and trading activities on street do make such students under-achieved in school's subjects including Civic Education.

Furthermore, Falade (2015) asserted that Civic Education is the training for equity, justice, responsibility, freedom, patriotism, honesty, rule of law, rights and obligations, peace and order, rules and regulations guiding the civil society. On this basis, the researchers observed that achieving these lofty aims go beyond the teachers' effort alone, but rather on the collective responsibility of the parents, teachers and other stakeholder like government, which feasibility of achieving such aims most of the time depend on the educational background of the parents. Folorunsho (2017) also noted that the important of education to mankind cannot be over emphasized. No nation can rise above the level of her education and hope to thrive in any field of human endeavour without the proper education of her citizens. Over the years, one of the general problems encountered in Nigeria has been the downward trend in the quality of education. It also observed that the quality of education being received by the parents and teachers will determine the vicious cycle of education that will be inculcated to the children from one generation to another. This will greatly determine the overall performances of the students at schools, especially in Civic Education that relates to the social orientations of the citizens in education.

Many studies have been carried out in this area before such as Noruhaul, Ibrahim and Mudassir (2017) who worked on Influence of parental education on academic performance of secondary school students in Kuala Terengganu in Malaysia. Their study used descriptive survey research type and 200 respondents were used to gather the data. Regression analysis was used to analyzed the data and the result of their analysis indicated that students from parents with high educational qualification perform better than parents with lower education qualification. Ogunshola and Adewale (2012) also carried out a research work on the effect of parental Socio-economic status on academic performance of students in selected schools in Edu LGA of Kwara state with 180 respondents. They discovered that parents' socio-economic background and parents' education did not have significant effect on the performance of students. Wulandaiy, and Herlisa (2017) also carried out a research on parent involvement in schooling process: A case-study in Aceh school and it was a qualitative research. Eight

Men and eight women form the respondents making a total of 18 respondents. The researchers also make use of the PTA attendant list, the family, school, and members of the host community of the school were also involved for the study. The finding of the study revealed that parents have limited comprehension in the typology of Epstein on types of parenting, communicating, volunteering, learning at home, decision making and collaborating with the community and that parent's involvement in Aceh School is low. Rana, Nadeen and Saima (2015) researched on parents' educational level on secondary school students' academic achievement in district Rayanpur. The study made use of 9th class results of the students in secondary school certificate examination taken by the board Dera Ghazi Khan. The study uses oral interview, observation and questionnaire and 200 respondents of both public and private schools were used to gather the data. Independent Z test analysis was used to test the hypotheses. Significant positive relationship between parents' educational level and academic level and achievement existed. David, Mwenda and Mathuva (2017) also carried out a research on influence of parents' level of education on students' academic performance in public secondary schools in Makueni sub-county. 460 respondents was used for the study which is distributed in 20 public secondary schools across the entire geographical area. Questionnaire and interview guide was used for data collection and the findings revealed that students with educated parents performed better academically at 55% and that they are more serious with their children's education. The study concluded that education has a direct impact on the student educational aspiration.

Nevertheless, all the previous researchers did not carry out their research work in Ilorin Metropolis, Kwara state. Besides, their respondents were different in population statistical analysis, location and sample size from the present research. In addition, some of the studies were conducted outside Nigeria but the present study is carried out in Ilorin Metropolis, Kwara State, Nigeria. The previous studies used different samples and techniques from the present study that is why the researchers embarked on the study to find out parents educational background and academic performance of Senior Secondary Student in Civic Education in Ilorin Metropolis, Kwara State.

Literature Review

It observed that examinations have been accepted as an important aspect of the educational system. Examinations have always been used as the main basis for judging a student's ability and also as a means of selection for educational advancement and employment. But it is unfortunate that a lot of students do not perform well in the Senior Secondary Certificate Examination, which has raised concern. Efforts have been made to find out the reasons behind the poor performance of students.

According to Egbedi (2015) the mass failure of students in the May/June West African Senior School Certificate Examination (WASSCE) between 2003 and 2010 in English Language, Mathematics and three other elective subjects to make up five credit passes that would enable entry into higher institutions; the study showed that in 2003, there was a mass failure of 80.74% of students who sat for the examination. This percentage increased in 2004 from 80.74% to 81.74%. In 2005, it dropped to 72.47% but in 2006, it rose from 72.47% to 84.44%. In 2007, the trend of mass failure dropped to 74.46% and increase in 2008 to 86.24%. in 2009 and 2010, the trend was 74.01% and 75.06% respectively. Looking at these percentages of mass failure on the average, the study showed that at least 78.65% of students that sat for the West African Senior School Certificate Examination (WASSCE). The updated information of these statistics according to the annual reports of WAEC inquired by the researchers also indicated poor performance in the five credit passes in school subjects, including Mathematics and English Language; in 2011, Nigeria achieved 30% pass rate in the examination.

In 2012, pass rate improved to 38.81% in thereby becoming the nation's best performance in six years, only to begin another downward trend in 2013 when the result was 36.5% and further down in 2014 with 31.28%, but improved slightly in 2015 with 38.68%. The 2016 performance of 52.97% is still a wonder to many who are still at a loss as to what brought the leap. Equally, the academic performance of students in 2017 WASSCE shown improvement as candidates representing 59.22% obtained minimum of credits in five subjects and above,

including English Language and Mathematics. It is however disturbing that these leaps from poor performances to average performances have to experience a downward shift in 2018 to 49.98% from 59.22% in 2017.

Likewise, on the performance of students in Civic Education according to the West African Examination Council (WAEC, 2015), candidates' performance showed on the average, a downward trend with average performance as 51.28% credit pass in May/June 2014 and 2015 examination was recorded in comparison to the 57.4% of students which obtained credit pass in May/June 2010 examination. This average performance was associated to various factors such as lack of proper understanding of the demands of the questions, lack of proper understanding of the subject matter, mixing up of questions/improper arrangement of answers, cramming of answers on the same page, poor expression, lack of understanding of action verbs among others, which according to the researcher's observation could be influenced positively or negatively by the educational background of students' parents.

Statement of the Problem

In recent years, there has been speculations that the standard of education in Nigeria has fallen which manifest itself in poor performances of students. This has therefore led to a lot of argument of whom to blame, the teachers, the government or the status of educational background of students' parents. However, many sociologists have attributed students' poor academic performance to family/parents' educational background from which the students are born, nurtured and where the student spends the most of his/her time because the parents are the major contributor to the student performance as they provide the student with the primary socialization and information that goes a long way to help his/her performance in schools.

A number of studies have been conducted on family/parents' background and academic performance of students. Okafor (2002) researched on the relationship between home status and secondary school students' academic achievement in Ilorin South Local Government Area, Kwara State. Okafor (2006) also carried out research work on the relationship between home experiences and academic performance of students in Ilorin East Local Government. Olaoye (2017) investigated into the influence of parental academic background on performance of upper basic Social Studies students in Irepodun Local Government Area, Kwara State. Folorunsho (2017) researched on influence of family background on the academic performance of upper basic Social Studies students in Ilorin, Kwara State.

However, many researchers have worked on the influence of family background and parental education on the academic performance of students in Kwara State, but to the best of the knowledge of this researcher, none of the studies had ever investigated the profile of parents' educational background with respect to students' performance of in Civic Education in Ilorin Metropolis, Kwara State. This fact appears to have constituted a gap this present researcher wants to fill.

Purpose of the Study

The main purpose of this study was to examine how parents' educational background impact on the academic performance of senior secondary schools' students in Civic Education, Ilorin metropolis. Specifically, this study attempted:

1. To find out the profile of students' parental educational background in Ilorin metropolis;
2. To find out the level of academic performance of senior secondary schools' students in Civic Education in Ilorin metropolis Kwara State;
3. Determine the difference in students' academic performance in Civic Education based on their parental educational background in Ilorin metropolis

Research Questions

1. What is the profile of parents' educational background in Ilorin metropolis?
2. What is the level of academic performance of senior secondary school in Civic Education in Ilorin metropolis?

3. Is there any difference in students' academic performance in Civic Education based on parents' educational background in Ilorin metropolis?

Research Hypotheses

The null hypothesis was formulated in order to provide solution to the research problem:

H₀₁: There is no significant difference in the academic performance of senior secondary schools' students in Civic Education in Ilorin metropolis Kwara State based on parental level of education.

Significant of the Study

The study of this nature will be significant to some stakeholders such as parents, teachers and school community. The study will enable parents to know that their own education connotes as well in uplifting their children's education. The study will assist teachers to know that equal learning opportunity is necessary for performance of students irrespective of gender, department and subject. It will also enable the school to always encourage field trip, debate, quiz and essay competition on civic education theatre (CET) in Schools to boost students' performance generally.

Methodology

The study was a descriptive survey research type. The target population comprised all senior secondary schools' students in their second year (SSS II) students in Ilorin metropolis. Across the 25 selected secondary schools, simple random sampling technique was used to sample 25 students from each selected secondary schools in Ilorin metropolis, Kwara State. In total 625 students were sampled from the secondary schools in Ilorin metropolis, Kwara State.

Questionnaire and Performance Test in Civic Education were the major instruments that were used for the collection of data. Questionnaire on Influence of Parents' Educational Background on Academic Performance of Senior Secondary Students in Civic Education in Ilorin Metropolis was used to collect relevant data of the research from students. The research questionnaire consists of two sections; section A and B. Section A contains the demographic data of the respondents; while section B was comprises the performance test in Civic Education. The face and content validity of the two instruments were established by experts in Educational Research, Test and Measurement from the Department of Social Sciences Education, University of Ilorin, Kwara State, Nigeria. The corrections and suggestions arising from the experts inputs were incorporated into the final draft before administering them. The reliability coefficient 0.74 was obtained for this instrument when tested using test re-test method of reliability. The two research questions were answered using percentage, while the null hypothesis postulated was tested using Analysis of Variance (ANOVA) in order to establish the difference in students' academic performance in respect of their parents' educational background.

Data Analysis and Results

Demographic Description of the Respondents

The data presented in Tables 1 to 3 were based on the demographic characteristics of the respondents. Frequency counts and percentage were used to analyze the data. The tables were based on respondents' Department, Gender and Parents' Qualification.

Table1: Distribution of the Respondents by Department

Department	Frequency	Percentage(%)
Arts	224	35.8
Commercial	261	41.8
Science	140	22.4
Total	625	100.0

Table 1 reveals that out of the 625 students that participated in the study, 224 representing (35.8%) of students were from Arts Department, 261 representing (41.8%) of students were from Commercial Department,

while 140 representing (22.4%) of students were from Science Department. This shows that majority of the students in this study were from Commercial Department.

Table 2: Distribution of the Respondents by Gender

Gender	Frequency	Percentage (%)
Male	294	47.04
Female	331	52.96
Total	625	100.0

Table 2 reveals that out of the 625 students that participated in the study, 294 representing (47.04%) of the students were male, while 331 representing (52.96%) of the students were female. This revealed that there were more female students than male students in this study.

Research Question One: What is the profile of parents' educational background in Ilorin metropolis?

Table 3: Profile of Parents' Educational Background in Ilorin Metropolis

Educational Qualification	Frequency	Percentage (%)
Primary School Certificate	4	0.64
Junior Secondary Certificate	12	1.92
Senior Secondary School Certificate	88	14.08
NCE/OND/Diploma	273	43.68
HND/B.Sc./B.A./B.Ed.	194	31.04
M.Sc./MBA/Ph.D.	54	8.64
Total	625	100.0

Table 3 reveals that out of the 625 students that participated in the study, 4 representing (0.64%) of the students' parents had primary school certificate, 12 representing (1.92%) of the students' parents had junior secondary certificate, 88 representing (14.08%) of the students' parents had senior secondary school certificate, 273 representing (43.68%) of the students' parents had NCE/OND/Diploma certificate, 194 representing (31.04%) of the students' parents had HND/B.Sc./B.A./B.Ed. certificate, while 54 representing (8.64%) of the students' parents had M.Sc./MBA/Ph.D. certificate. This shows that majority of the student parents in this study had NCE/OND/Diploma certificate.

Research Question 2: *What is the level of academic performance of senior secondary school in Civic Education in Ilorin metropolis?*

In order to answer this research question, respondents' responses on the Civic Education Performance Test (CEPT) were collated. The data collected from the sample secondary school students were summed. The summary of the results are as shown in table 4.

Table 4: Percentage Analysis of Level of Academic Performance of Senior Secondary School in Civic Education in Ilorin Metropolis

Level of Academic Performance	Frequency	Percentage (%)
High Level of Academic Performance (60% and above)	302	48.32
Average Level of Academic Performance (40%—59%)	313	50.08
Low Level of Academic Performance (39% and below)	10	1.6
Total	625	100.0

Table 4 presents the responses of the participants to items that sought information on the level of academic performance of senior students in Civic Education in Ilorin metropolis. The result on Table 4 indicated that 302 representing (48.32%) of senior secondary students' academic performance was high, 313 representing

Parents' educational background and academic performance of senior secondary students

(50.08%) of senior secondary students' academic performance was average, 10 representing (1.6%) of senior secondary students' academic performance was low. This implies that senior secondary school students' academic performance was average with 50.08%.

Hypotheses Testing

H₀₁: *There is no significant difference in the academic performance of senior secondary students' in Civic Education in Ilorin metropolis based on parental level of education.*

In order to test this research hypothesis, participants' performances on the CEPT were collated based on parental level of education. The data collected from the study was analyzed as shown in Table 5.

Table 5: ANOVA Summary of Difference in the Academic Performance of Senior Secondary Students' in Civic Education in Ilorin Metropolis based on Parental Level of Education

Source of Variance	Sum of Square	df	Mean of Square	F	Sig.	Decision
Between Groups	7593.443	5	1518.689			H ₀₃₁
Within Groups	27033.250	620	187.731	8.090	0.000	Rejected
Total	34626.693	624				

$p > 0.05$

Table 5 shows an F-value of 8.090 with calculated significant 0.000 at 0.05 alpha level. Since calculated significance 0.000 is less than 0.05 alpha level, the null hypothesis is therefore rejected. This implies that there was significant difference in the academic performance of students' in Civic Education in Ilorin metropolis based on parental level of education.

Table 6. Scheffe's post hoc Table for Difference in the Academic Performance of Senior Secondary Students' in Civic Education in Ilorin Metropolis based on Parental Level of Education

Parental Level of Education	Subset of alpha = 0.05						
	N	1	2	3	4	5	6
Senior Secondary School Certificate	88	57.46					
Junior Secondary School Certificate	12		58.00				
NCE/OND/Diploma	273			68.00			
Primary School Certificate	4				69.00		
HND/B.Sc./B.A./B.Ed.	194					73.00	
M.Sc./MBA/Ph.D.	54						74.17

The Table 6 shows the Scheffe's post hoc for difference in the academic performance of students' in Civic Education in Ilorin Metropolis based on parental level of education and it was revealed that the six parental level of education groups were significantly different. M.Sc./MBA/Ph.D. has the highest mean score of 74.17 in subset 6, followed by HND/B.Sc./B.A./B.Ed. with mean score of 73.00 in subset 5, followed by Primary School Certificate with mean score of 69.00 in subset 4, followed by NCE/OND/Diploma with mean score of 68.00 in subset 3, followed by Junior Secondary School Certificate with mean score of 58.00 in subset 2, while followed by Senior Secondary School Certificate with mean score of 57.46 in subset 1. This means that the students from parents with M.Sc./MBA/Ph.D. out-performed their counterparts in this study.

Discussion of the Findings

Findings from this study revealed that majority of Senior Secondary School students' parents bagged NCE/OND/Diploma certificate while students' academic performance in Civic Education in Ilorin metropolis, Kwarastate was average. This implies that a lot still needs to be done to improve the academic performance of students in Civic Education in Ilorin, Kwara state given the fact that the subject is designated as compulsory subject in the senior secondary schools in Nigeria. In fact, this finding is in agreement with the outcome of the performance test in Civic Education being carried out by Igba and Nwafor (2016)

in Ebonyi State, which indicated average performance of 51.85% taken by the students of Senior Secondary School Two (SSS 2). On the contrary, this finding is in disagreement with that of Okeahialam (2013) who reported that the Junior Secondary School Certificate Examinations in Civic Education in Abuja was impressive and above average.

Furthermore, finding on research hypothesis revealed that there was significant difference in the academic performance of students' in Civic Education in Ilorin metropolis based on Parental Level of Education. Obviously, what may have accounted for this result could be that, given the importance of education to the overall well being of individuals, parents with high educational attainment or qualification tend to provide the enabling environment for their children and wards to receive the best quality education they can afford. They do this by investing heavily on their children through the provision of all the required educational materials needed and paying for the services of qualified teachers or persons to take their children on extra mural or tutorial lessons. By the same token, their children and wards would want to respond positively to justify the huge investment that their parents may have invested in them through avid commitment and devotion to their studies. Indeed, this finding is in agreement to the study conducted by Omeh (2010) who reported that there was significant influence of parental level of education on the academic achievement of senior secondary school students in Nsukka Educational zone of Enugu State. Also, this finding corroborates the previous research reports of Okafor (2006), Olaoye (2017), Ibrahim (2017) and Folorunsho (2017) who in different research reports stated that there is significant relationship between the level of parents' education and the academic performance of the students.

Conclusion and Recommendations

From the data analyzed, results presented and discussion of findings made, it can be concluded that senior secondary school students' academic performance in Ilorin metropolis, Kwara state was average but there still room for improvement. In addition, there was no statistically significant difference in the academic performance of students in Civic Education in Ilorin metropolis based on parental level of education. Based on these, the following recommendations are made:

1. Parents who may not be educationally advantaged should not be discouraged because with adequate provision of all educational needs of their children and wards with a corresponding conducive learning environment, their children are likely to compete favourably in any school subject with those children whose parents have sound educational background.
2. Teachers should ensure that during teaching and learning situations in compulsory subjects such as Civic Education, equal learning opportunities and activities are provided for students irrespective of gender and department or subject preference so that they can excel at equal pace.
3. Debates, quizzes and essay competitions on contemporary social-political issues should be organized together with the establishment of Civic Education Theatre (CET) in the schools to complement field-trips.

References

- David, T. Y., Mwenda, P. & Mathuva, E. (2017). Influence of parent level of education on students' academic performance in public school secondary school in Makeni Sub-County. *Imperial Journal of Interdisciplinary Research*. 3 (9); 124-136.
- Egbedi, H. (2015). Who is to blame for the incessant mass failure of WAEC: The students, the teacher or WAEC itself? Retrieved from <http://venturesafrica.com>
- Falade, D. A. (2015). Civic Education in Nigeria's one hundred years of existence: Problems and prospects. *Journal of Emerging Trends in Educational Research and Policy Studies (JETERAPS)*, 6(1), 113-118.
- Folorunsho, A. M. (2017). Influence of family background on the academic performance of upper basic Social Studies students in Ilorin, Kwara State (*Unpublished Undergraduate Project*). Department of Social Sciences Education, University of Ilorin, Ilorin.
- Ibrahim, T. O. (2017). Influence of parental background on academic performance among secondary school students in Ilorin Metropolis, Kwara State, Nigeria (*Unpublished Undergraduate Project*). Department of Social Sciences Education, University of Ilorin, Ilorin.

Parents' educational background and academic performance of senior secondary students

- Norsuhaily, A. B., Ibrahim, M. & Mudashir, R. (2017). *Influence of parental education on academic performance of secondary school students in Kuala Terengganu*. www.ideas.respec.org
- Igba, D. & Nwafor, P. (2016). Effects of Jigsaw co-operative instructional strategy on senior secondary students' achievement in Civic Education. *The International Journal of Humanities & Social Studies*, 4(6), 45 – 51.
- Odediji, E. I. (2013). Effect of think-pair-share instructional strategy on students' performance in social studies in junior secondary schools Ilorin, Nigeria (*Unpublished M.Ed. Dissertation*). Department of Arts and Social Sciences Education, University of Ilorin, Nigeria.
- Ogunshola, F. & Adewale A. F. (2012). *The effect of parental socio-economic status on academic performance on students in selected schools in Edu-Iga, Kwara State*. Nigeria. www.researchgate.net. Retrieved on 5th, December, 2018
- Ogweno, P.O., Kathuri, N. N. & Obara, J. (2014). Influence of students characteristics on academic performance in secondary agriculture in Rachuonyo north sub-country, Kenya. *International Journal of Education and Research*, 2(3), 1-12.
- Okafor, I. P. (2002). Relationship between home status and Academic achievement of students in Ilorin South L G A, Kwara State (*Unpublished Undergraduate Project*). Department of Curriculum and Educational Technology, University of Ilorin, Ilorin.
- Okafor, I. P. (2006). Relationship between home experiences and academic performance of students in Ilorin East L G A, Kwara State (*Unpublished M.Ed. Project*). Department of Curriculum and Educational Technology, University of Ilorin, Ilorin, Nigeria
- Okeahialam, U. P. (2013). An analysis of the effectiveness of secondary school civic education on the attainment of national objectives in Nigeria (*Unpublished Ph.D. Dissertation*). Department of Educational Leadership, Research and Foundations, University of Colorado, Colorado Springs, USA.
- Olaoye, O. B. (2017). Influence of parental academic background on performance of upper-basic Social Studies students in Irepodun L. G. A. Kwara State (*Unpublished Undergraduate Project*). Department of Social Sciences Education, University of Ilorin, Ilorin.
- Owede, V.C. (2011). Teacher's characteristics as correlate of upper basic school students' performance in social studies in Yenagoa metropolis, Bayelsa state (*Unpublished M.Ed. Dissertation*). Department of Arts and Social Sciences Education, University of Ilorin, Nigeria.
- Owede, V.C. (2017). Effectiveness of think-pair-share and social-inquiry instructional strategies on secondary school students' achievement in civic education in Bayelsa state, Nigeria (*Unpublished Ph.D. Thesis*). Department of Social Sciences Education, University of Ilorin, Nigeria.
- Peter, G. (2004). Multicultural education and progressive pedagogy in the online information age. *Multicultural Perspectives*, 6(4), 37 – 48.
- Rana, M. A., Nadeem, I. & Saima, T. (2015). The Influence of parents' educational level on secondary school students academic achievement in District Pajampur. *Journal of Educational and Practice*: 6 (1), 222 - 288
- Wulandary, O. T. & Herlisa, G. (2017). *Parents' involvement in schooling process: A case study in Aceh school*. www.tampub.uta.fi retrieved on 5th December, 2018.
- West African Examination Council (2015). *Statistics of 2014 and 2015 WAEC-SSCE May/June results of candidates in civic education in Kwara state, Nigeria*. National Head Office of WAEC, Yaba: Lagos State, Nigeria.
- Young, D. T., & Fraser, B. J. (1994). Gender differences in science achievement: Do school effect make a difference? *Journal of Research in Science Teaching*, 31, 857-871.