



Parents' Background and Children's Educational Attainment in Maiduguri Metropolis, Borno State, Nigeria

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Abstract. The research employed a correlational design to examine the interrelationships between parental background and children's educational attainment in Maiduguri Metropolis, Borno State, Nigeria. It specifically examined parents' socioeconomic variables such as level of income and education that influence children's educational attainment. The population of the study comprised households from 15 electoral wards in Maiduguri, from which five wards were randomly selected, representing 20% of the total. Following Smith's (1975) guidelines for small populations, purposive sampling was utilized to identify 200 households. Data collection was facilitated through a self-constructed questionnaire titled Parental Background, and Educational Attainment (PBEA), which was validated by experts with an emphasis on face and content validity. A pilot study was also conducted in two wards excluded from the main sample to test the reliability of the instrument. The reliability was determined using the Pearson correlation coefficient at a significance level of 0.05. Data analysis involved the Pearson moment correlation coefficient and multiple regression to evaluate the relationships between educational attainment and parents' socioeconomic variables. The findings indicated a significant correlation amongst children's educational attainment and parents' income and level of education. Therefore, it was recommended that government should invest hugely on free education to school age children. This will enable economically disadvantaged children to acquire free education in spite of their socioeconomic background.

Keywords: Parents' Income, Parents' Educational Background & Educational Attainment.

1. Introduction

The type and quality of the educational experience and development of children is influenced by many factors such as government policy, neighborhood

values, the peer groups and the school. However, two institutions that observe on the formation and development of the children on the formation of children are the family and school. Other factors that they influence from wider society are conveyed by the possibilities and experiences of these institutions.

The family environment has been an issue for many researchers since the 1960s that placed the role of the family environment in the development of children and the educational results at a growing value on the role of the family environment. At this time, however, there was only preliminary understanding of how the family environment can design and measure as an influence on the development of children, school performance and professional results. The researchers of that time were made efforts to argue the need to define the environmental factors, to measure and examine them. This had resulted in several models and hypotheses to identify and measure environmental forces that influence the development of children and education. The classic work of Bloom (1964) seems to have presented the most important impetus for the development of inventory to assess pedagogically relevant environmental process variables in the apartment. Early attempts to quantify these variables by Muraray (1938) consist of six process dimensions: performance press, voice models, academic leadership, family activity, intellectuality in the home and work habits in the family.

The socio-economic status was often used as a measure of home environment (Steinberg Belsky & Meyer, 1991). It is most commonly determined by the combination of education, work and income levels of the parents. Earlier studies by Marjoribank (1996), Jeynes (2002), Eamon (2005) have found that socio-economic status is one of the most important determinants of educational results of children. It is also more likely to create an

environment that is intellectually stimulating for the child. It is therefore obvious that family and parental factors can either have a positive or negative impact on the child's opportunities that receive education and excellent training in a school environment. The degree of encouragement, expectation, attitudes, values and educational activities in the family apartment refers to their socio-economic status. The higher the socio-economic status; The greater the educational stimulation that the child is exposed; The lower the status, the less stimulation. The level of education of one or both parent is an important indicator of whether a child is likely to be at school or not (Akyeapong, Ajayi & Salomi, 2009). This is because a child from educated household tend to attain higher level of education because of the investment and involvement of the parent in the child's education. The most prominent and direct application of the link put forward by the researchers relies on the assumption that what parents learnt during their schooling influences their skills, values and knowledge of the educational system; which, in turn, affects the educational attainment of their children. Not only are children's access to education influenced by the personal and educational background of their parents, but these personal experiences are highly connected to their economic background (Furstenberg, Frank, Julien & Teitler, 1999).

The level of education is the highest level of education that has successfully completed an individual, or the highest educational qualification. The level of education for people is an indicator of training the person and an indicator of the personnel base of a country. The 2006 population and housing count collected data about the highest school level and the highest class among the Nigerians aged six and over. This information made it possible to calculate the level of education among Nigerian population. Although many Nigerians attended school, there are big differences from gender and region (National Population Commission, 2010). The report of the Nigerian Educational Data survey (2015) about the state of Borno shows that more than 61% of parents did not attend any formal education. And for those who went to primary school, a very negligible number (2-3%) were able to complete primary school formation. Therefore, the extent of the level of education for the parents is very low. The NEDS (2015) report on school status for children between the ages of 4 and 16 shows that 75% of children have little or no access to education due to the socio-economic and socio-cultural features of their home environment. The report also shows that only 13% attend primary school, while 4% are in Junior Secondary Schools.

Unfortunately, these percentages of children of school age, who do not go to school in the state,

come from parents with low income and parents with low educational status. If these children were not fully supported to achieve the desired educational status in society, they can face the larger society. Although every government in Nigeria emphasizes politics in order to make education accessible and affordable for all children in Nigerian school age, most children do not meet their educational dreams. In an ideal situation, children of all socio-economic backgrounds and family types not only have the opportunity to get education, but they would also fully exploit these options. Accordingly, it is against this background that this study seeks to examine the relationship between the parents' background and children's educational attainment in Maiduguri Metropolis, Borno state, Nigeria.

1.1 Statement of the Problem

The relationship between parental background and the level of education of children was a long-term concern in education. Studies have consistently shown that children with disadvantaged backgrounds are generally under average in comparison to the peers of the same age due to wealthier backgrounds. It is believed that the education, profession and income of parents may significantly influence children's educational outcomes. Despite the existing body of research, there is a need for further investigation into the specific mechanisms by which parental background influences children's educational attainment. Thus, this study seeks to determine the relationship between parents' background and children's educational attainment in Maiduguri Metropolis, Borno State, Nigeria.

1.2 Objectives of the Study

The Objective of the study are to examine:

- relationship between parents' income and children's educational attainment in Maiduguri Metropolis, Borno state, Nigeria.
- relationship between parents' educational background and children's educational attainment in Maiduguri Metropolis, Borno state, Nigeria.

1.3 Hypothesis

The following null hypotheses were tested.

Ho1: there is no significant relationship parents' income and children's educational attainment in Maiduguri Metropolis, Borno state, Nigeria.

Ho2: there is no significant relationship parents' educational background and children's educational

attainment in Maiduguri Metropolis, Borno state, Nigeria.

2. Literature Review

In every society, the familial resources and financial status of parents is a big determinant of child's development and has always been impinging on child's schooling and school outcomes. It can either benefit or harm the chances of children receiving an education and excelling in a scholastic environment. There are number of studies such as Gregg & Machin, (2000), Megan, (2002), Blanden & Gregg, (2004) confirmed that children from poorer backgrounds do less well in a number of dimensions than their peers in terms of completed education, children from low- income households go on to leave full-time education much earlier, and with fewer formal qualifications than their more affluent counterparts.

Studies carried out in Africa observed that people with low incomes have more than a woman and large families. A family change in income can have a variety of effects on the demand from parents on children. The South African 2000 population report showed that there is a significant positive connection between family size and income. In contrast to this view in Nigeria, it seems as if the uneducated or couples are those who have indiscriminately have without resources for them. For example, Theresa & Odunayo (2010) said that "a typical illiterate builder or a non -taught craftsman can have a large family size without miling up whether its level of income is increased." The acquisition of education can be considered an investment because it costs in the hope that it will create improved income in the future. For the first education, the investment must be financed by the parents, who should have an interest in the well-being of their off-springs. Thus, the educational results of the children depend on Intra family transfers. In the presence of imperfect capital markets and if the parents do not sell enough money - either because their wages are too low or because they neither sell income nor other sources of income - the educational investments could be limited by credit restrictions (Theresa & Odunayo, 2010).

In their study, Udida, Okwayi & Ogodu (2012) explored how parents' income affects students' academic performance in public secondary schools in Calabar. They selected 114 students from five schools using layered sampling and managed a questionnaire through random sampling. Data on academic performance came from students' reviews in four subjects. The analysis revealed that parents' socio-economic background significantly impacts students' success (p < 0.05), with parental occupation being the key factor. The study suggests

improving parental salaries and providing books and facilities to help reduce the gap between rich and poor students.

Schulz (2005) argued that income and income of a parent and income significantly influence various areas such as health, child development and education. The parents' financial status influences health, cognitive skills and emotional well -being. Educational results are often shaped by the family background in different ways. Eng (2012) found that children from less privileged backgrounds tend to be exposed to disadvantages in their education and future income. He examined whether improvements in these areas have occurred in recent decades and whether income relief is associated with pedagogical inequality. Based on long-term data, he found a strong connection between family income in eighth grade and later educational and workplaces, which indicates that family income is a strong predictor for the success of adults, even if factors such as parental training and home environment be taken into account. Similarly, the OECD/UNESCO (2003) came to the conclusion that family income and parents with considerable factors that affect the educational results of the students. Further financial resources from parents often lead to better learning opportunities at home and at school. Trained parents can improve the formation of their children through daily interactions and participation in school activities. Parents with higher education and professional status tend to have greater expectations of their children and positively influence their children's commitment to learn.

There are fewer studies that concentrate specifically on the relationship between the financial resources of parents and academic success. Some studies show a strong connection between family income and student performance. For example, Pamela (2005) examined how the parents' income with the academic success of children relates through their beliefs and actions by using data from a national study with 868 children. Abdu-Raheem (2015) examined the effects of the parents' income level on the academic performance of the secondary students in the state of Ekiti and came to the conclusion that there is a relationship between the academic results of the parents and the students on the basis of a study with 960 students.

Chevalier (2004) examined how parental education affects the school education of the children by looking at changes in the school -leaving law of the age law in Great Britain in the 1970s. This method only reflects the effects of parents with less interest in education and may not be able to represent the general advantages of parental education. The results showed that both parents positively influence their children's educational success, especially for natural parents. Fasina (2011) found that the level of

education of a parent is at the beginning of her child's influence on school, which emphasizes the connection between the participation of parents and early education. Chen (2009) examined similar topics in rural China and revealed that parental education significantly influenced the performance of the pupils, but the influences differ from the child's gender and their skills. The formation of fathers has a positive effect on boys and girls, while the formation of mothers for girls, especially for those with higher skills, is of crucial importance. Studies show that the training of the parents relates to a supporting home environment.

Davis-Kean (2005), found that the education and family income of mothers predict a positive experience in home learning, with maternal education associated with parental warmth. Smith et al. (1997) indicated that family income and education are related to the academic success of children through the home environment. Corwyn and Bradley (2002) found that maternal education consistently influenced the results of children, which indicates that a stimulating home environment plays a role. However, they only examined a few aspects of family life that could limit their results.

In Nigeria, the level of education of the parents has a strong impact on the formation of their children. Olaniyan (2011) studied children's school in Nigeria and focused on the current enrollment and the late school entry as results. Research used data from the Multiple Indicator Cluster Survey (MICS) from 1999 and showed that the socio-economic background of a child significantly influences education, with parents having training as a key factor. Educated parents usually want more

schooling for their children. The study also showed that urban households generally reduce the gender-specific gap in the enrollment, while rural households are expanding them.

3. Methodology

A correlational design was employed to determine the relationship between parental background and children's educational attainment in Maiduguri Metropolis, Borno State, Nigeria. The population of the study comprised households from 15 electoral wards in Maiduguri, with a simple random sampling technique applied to select 20% of these wards, resulting in the selection of five wards. In accordance with Smith's (1975) recommendations for small populations, a total of 200 households were sampled through purposive sampling. A self-constructed questionnaire, titled Parents' Background and Educational Attainment (PBEA), was utilized as the primary data collection tool. This instrument underwent validation by experts, focusing on both face and content validity. Furthermore, a pilot study was conducted in two wards not included in the main sample to assess reliability. The reliability of the instrument was determined using the Pearson Correlation coefficient at a significance level of 0.05. The data obtained were analyzed using the Pearson moment Correlation Coefficient and multiple regression analysis. Pearson's correlation coefficient is recognized for its effectiveness in quantifying the association between continuous variables, offering insights into both the strength and direction of these relationships.

4. Results

The hypotheses were tested using two statistical tools. These are: Multiple regression and correlation coefficient. Each hypothesis was tested at the significant level 0.05.

Hypothesis One: There is no Significant Relationship between Parents' Income and Children's Educational Attainment

Table 1: Regression Analysis on Parents' Income and Children's School Attainment

| Model | R | R Square | Adjusted Square | RStd. Error of the Estimate | Change Statistics | | | | |
|-------|-------------------|----------|-----------------|-----------------------------|-------------------|----------------|-----|-----|---------------|
| | | | | | R Change | SquareF Change | df1 | df2 | Sig. F Change |
| 1 | .635 ^a | .403 | .400 | 4.856 | .403 | 133.828 | 1 | 198 | .000 |

Table 1 presented model summary of regression analysis on parents' income and children's educational attainment in the area under the study. The table indicated parents' level of income accounted for 40% of the total variance in the children's educational attainment (R² 403, adjusted R² 400 and p value 0.001). This percentage is significant at <0.05 level of significance. This means that parents' level of income and amount parents earned is an important predictor of children's educational attainment. Therefore, the null hypothesis was rejected at the <0.05 level of significance.

Table 2: Pearson Correlation on Parents' Income and Children's Educational Attainment

| Parents' Level of Income | | Children's Educational Attainment | |
|-----------------------------------|---------------------|-----------------------------------|--------|
| Parents' Level of Income | Pearson Correlation | 1 | .635** |
| | Sig. (2-tailed) | | .000 |
| | N | 200 | 200 |
| Children's Educational Attainment | Pearson Correlation | .635** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 200 | 200 |

Table 2 presented Pearson Correlation analysis on the parents' income and children's educational attainment. The results indicated that there was significant relationship between parents' level of income and the children's educational attainment at <0.05 level of significance. The p value obtained (0.001) was less than 0.05 level of significance. Thus, the findings confirmed the rejection of the null hypothesis.

Hypothesis Two: There is no Significant Relationship between Parents' Educational Background and Children's Educational Attainment

To test this hypothesis, correlation and multiple regression analysis was conducted as in the following:

Table 3: Regression Analysis on Parents' Educational Background and Children Educational Attainment

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Change Statistics | | | | |
|-------|-------------------|----------|-------------------|----------------------------|-------------------|----------|-----|-----|---------------|
| | | | | | R Square Change | F Change | df1 | df2 | Sig. F Change |
| 1 | .427 ^a | .182 | .178 | 5.684 | .182 | 44.169 | 1 | 198 | .000 |

Table 3 presented model summary on relationship between parents' educational background and children's educational attainment. The table showed that parents' educational background accounted for 18% of the total variance in children's educational attainment (R² .182 and p value 0.01). This means that 18% of the variation in children's educational attainment is determined and predicted by the parents' level of education. This percentage is however significant at the <0.05 level of significance. Thus, the null hypothesis was rejected.

Table 4: Pearson Correlation Analysis on Parents' Educational Background and Children's Educational Attainment

| Parents' Educational Background | | Parents' Educational Background | Children's Educational Attainment |
|-----------------------------------|---------------------|---------------------------------|-----------------------------------|
| Parents' Educational Background | Pearson Correlation | 1 | .427** |
| | Sig. (2-tailed) | | .000 |
| | N | 200 | 200 |
| Children's Educational Attainment | Pearson Correlation | .427** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 200 | 200 |

Table 4 presented Pearson Correlation analysis on parents' educational background and the children's educational attainment in the study area. The analysis indicated significant correlation between parents' educational background and children's educational attainment at <0.05 level of significance. Thus, affirming the rejection of the null hypothesis.

5. Summary of Findings

The following are the key findings of the research:

- The findings revealed that there was significant relationship between parents' income and children's educational attainment.
- There was no significant relationship between parents' educational background and children's educational attainment.

6. Discussion of findings

The findings of the study indicated significant correlation between parents' level of income and children's educational attainment at <0.05 level of significance. The findings concurred with findings of Gregg & Machin, (2000), Megan, (2002), Blanden & Gregg, (2004) who confirmed that children from poorer backgrounds do less well in a number of dimensions than their peers in terms of completed education, children from low-income households go on to leave full-time education much earlier, and with fewer formal qualifications than their more affluent counterparts. A change in income of a family may have a variety of effects on parents' demand on children. The state of South African's Population Report (2000) revealed that there is a significant positive relationship between family size and income. Contrary to this view in Nigeria, it appears as if the uneducated or couples are the ones having children indiscriminately without having resources to cater for them. For instance, Theresa & Odunayo, (2010) opined that "a typical illiterate farmer or an unschooled artisan may have large family size without minding whether there is increase in his or her income level". Udida, Okwayi, & Ogodo, (2012) that parental socioeconomic background significantly influenced students' academic performance ($p < 0.05$); as students whose parents had better jobs and higher levels of educational attainment and who were exposed to more educational and cultural resources at home tended to perform better than their counterparts without such opportunities. The study identified parental occupation as the main predictive variable influencing student's academic performance. However, increase in parental salaries in line with the current economic situation as well as the provision of adequate books and facilities in schools to breach the gap between the rich and the poor are recommended in order to improve the academic performance of students. Pamela, (2005) found that the parent's income and occupation were related indirectly to children's academic. Abdu-Raheem (2015) confirmed that there was relationship between parents' level of income and academic performance of secondary school students.

Regarding the parents' educational background, the findings showed there was strong correlation between parents' educational background and children's educational attainment. The correlation was significant at <0.05 level of significance. This is, however, not unconnected to the fact that parents who went through formal education tend to invest a lot in their children's schooling. The findings confirmed the findings by Deding & Hussain (2002) who in their study found that parents' education, and especially mother's education, matters for children's educational attainment, and that living conditions also has some importance. Chevalier (2004) observed that there was a positive effect of both parents' education on their children's schooling achievements when focusing on natural parents only. Step parenthood has no relationship to children's education. Chen (2009) found that Parental education is the key determinants of student achievement, but the roles of father's education and mother's education differ across child gender and levels of ability. For example, father's education has significantly positive effect on academic achievements for both boys and girls, while mother's education only matters for girls. The effect of father's education matters for lower ability children, while mother's education matters for higher ability children. Davis-Kean, (2005) found that both mothers' education and family income were important predictors of the physical environment and learning experiences in the home but that mothers' education alone was predictive of parental warmth. Smith et al. (1997) found that the association of family income and parents' education with children's academic achievement was mediated by the home environment. Corwyn & Bradley (2002) also found that maternal education had the most consistent direct influence on children's cognitive and behavioral outcomes with some indirect influence through a cognitively stimulating home environment. Corwyn and Bradley, however, examined only two, quite broad aspects of family mediators: learning stimulation and parental responsiveness. Mediation might have emerged if other parent behaviors and attitudes were examined. Olaniyan, (2011) found that socioeconomic backgrounds of children are significant determinants of schooling with education of parents being the most important determinant. Educated parents desire more schooling for their children.

7. Conclusion

Based on the findings of the study, it was concluded that parents' income and educational background are strong determinant of children's educational attainment. Children from well-earning family tend to attain higher level of education than their counterparts from socioeconomically disadvantaged children.

8. Recommendations

Based on the findings of the study, the following recommendations were made:

- Government should invest hugely on free education to school age children. This will enable economically disadvantaged children to acquire free education in spite of their socioeconomic background.
- Government should encourage community education and adult literacy among parents so as to create optimum environment where children's development is enabled positively.
- School authorities should strengthen Parents-Teachers-Association (PTA) and should encourage stakeholders to allow parents benefits from sensitization packages issued to educate them on the influence of their relationship and behaviour toward the educational attainment of their children.
- National Orientation Agency should embark on sensitization and orientation of parents on the importance of their education to the success of their children.

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