

PARENTS' MARITAL CONFLICTS AS CORRELATE OF MORAL ADJUSTMENT BASED ON GENDER AMONG IN-SCHOOL ADOLESCENTS IN ABIA STATE

¹**Agbapulaonwu, K. CHUKWUEMEKA**

kenslaak@gmail.com

+2348037922592

²**Kenneth, B. CHIDERA**

madukablessing1990@gmail.com

+2347036332445

³**Otto, J. EBENYI**

&

⁴**Ubah, P. IFEANYI**

^{1,2,3,4}*Department of Guidance & Counselling*

College of Education

Michael Okpara University of Agriculture, Umudike.

Abstract

This study examined the correlation between parents' marital conflicts and moral adjustment among in-school adolescents in Abia State, with a focus on gender differences. A correlation survey research design was employed, guided by two research questions and two null hypotheses. A multi-stage sampling procedure was used to select a sample of 878 senior secondary II students from a population of 8783 in Abia State. Data were collected using two instruments: Parents' Marital Conflict Questionnaire (PMCQ) and the Moral Adjustment Questionnaire (MAQ). The instruments were validated by three experts from Michael Okpara University of Agriculture, Umudike, Abia State. The instruments' reliability was assessed using Pearson product moment correlation coefficient, while their internal consistency was evaluated using Cronbach Alpha statistic. These yielded 0.723, and 0.742 coefficients for the stability of MAQ, and PMCQ respectively as well as 0.764, and 0.676 for internal consistencies of MAQ, and PMCQ respectively. Pearson product moment correlation coefficient was used to answer the research questions while linear regression analysis was used to test the null hypotheses at 0.05 level of significance. The study's findings revealed that gender does not significantly influence the relationship between parents' marital conflicts and moral adjustment among in-school adolescents. Consequently, the study concluded that parents' marital conflicts are strongly correlated with the moral adjustment of in-school adolescents in Abia State. Based on these findings, the study recommends that government and school proprietors employ at least one psychologist or school counselor to support students in addressing their moral adjustment challenges.

Keywords: Parents' marital conflicts, moral adjustment, gender, in-school adolescents

Introduction

Parents' marital conflicts are common phenomena in many households and their impact on in-school adolescents' moral adjustment could be a subject of concern. Tolorunleke (2014) sees parents' marital conflicts as the tension or stress between marital partners as the couple try to live out their marital roles. Unresolved marital conflict can escalate into severe consequences, including divorce or, in extreme cases, domestic violence. On the other hand, marital partners try to repress conflict, avoiding problems and detaching from each other. These in no small measure have led to broken homes and failed marriages which in one way or the other may affect the adjustment of their children in the society. It could have great impact on the moral attitude and behaviour towards good or bad and social adjustment of in-school adolescents. Edem (2021) observed that many students are product of broken homes as evident in their behaviours. Those students lack morality and find it extremely difficult to adjust to the demands of their immediate environment due to influence of marital breakdown or as a result of various marital conflicts in the homes (Edem 2021).

Most parents who have conflicts usually resort to drinking alcohols and taking harmful substances which they use as a 'way out' in their conflict management. As their children observe and copy from them, it affects their adjustment in the society. Besides, many in-school adolescents as a result of difficulties in adapting to their immediate environment tend towards drinking of varieties of alcohol such as beer, wine, rum, whiskey and taking hallucinogen like Indian hemp and so on. The impacts of these marital conflicts on the moral adjustment of in-school adolescents could be physical, psychological and social. The physical abuses are those experienced in the form of bruises, teeth bites, scars and swollen faces. The social abuses are in form of segregation, tribal sentiments and verbal fights. The psychological abuses are in form of manipulation and emotional exhaustion (Adaolu, 2020). In the context of this study, researchers view parents' marital conflict as any conflict that occurs between husband and wife as they live out their marital lives. According to Grych and Finchman (2020), in-school adolescents who witness marital conflicts may experience increased aggression, decreased prosocial behaviour and lacking in morality, as they may learn aggressive behaviours and attitudes from their parents' conflict. Morality involves learning to do right and wrong things.

Uzoka (2018) posited that the morality of in-school adolescents could be shaped by multiple factors, such as, what they inherit, where they habitually put their attention, what actions they choose, the perceptual sensitivities and most essentially the capacities they develop from how they were raised by their parents as well as their interactions to their immediate environment. These may suggest that conflicts in marriages could manifest negatively in the moral decadence of in-school adolescence which invariably may affect their moral adjustment in the society.

Moral adjustment is the extent to which individuals adjust their own sets of moral

standards and codes after encountering and engaging with characters (Grizzard & Eden, 2022). Smith (2018) defined moral adjustment as the continuous reformulation and reinterpretation of moral theories in a given spatio-temporal context. Moral theories according to Stanford Encyclopaedia of Philosophy (2022) are the different interpretations and formulations of ethical codes. These moral theories often assume a progressive character which means they are always reformulated and reinterpreted. The friction which arises in the method and manner of reformulating and reinterpreting moral codes has created the popular Conservative and Liberal binary. The conservatives are those in-school adolescents who cling to traditional interpretation of moral codes, and are very slow and non-receptive to change especially with regard to moral theories. The Liberals on the other hand, are the progressive wing of moral theories. These in-school adolescents are quick and eager to propound and advance new moral theories, codes and ideas (Smith, 2018). In line with this, Grizzard, Francemone, Fitzgerald, Huang and Ahn (2020) assert that Moral adjustment investigates the different ways in which a moral theory exists. In the context of this study, Moral adjustment is the ability of an individual to adapt to what is right and reject wrong values. In this respect, when students are morally adjusted, there is the possibility of not being victims of marital conflicts at home. Hence, so many factors could be responsible for the students' moral adjustment of which their negative experiential background due to marital conflict could be a crucial factor.

Literature from outside Nigeria tend to suggest where there are marital conflicts, it is likely to affect girls more than boys. These bring about the use of gender as a moderating variable. Gender is a socially constructed concept, distinct from biological sex, and is shaped by societal norms, behaviours, and expectations based on an individual's sex (Perina, 2022; American Psychological Association, 2022). As a social construct, gender varies across cultures and evolves over time. However, gender inequality persists, leading to alarming rates of violence against women and girls, including harmful practices such as female genital mutilation, early and forced marriage (World Health Organization, 2021).

Also, due to the high expectations placed on women/girls in the society, it could lead to low moral adjustment. Specific notions of masculinity may encourage boys and men to smoke, take sexual and other health risks, misuse alcohol and not seek help or health care as they develop and adjust in the society. Such gender norms also contribute to boys and men perpetuating violence as well as being subjected to violence themselves. Women and girls face significant moral and emotional challenges due to pervasive gender inequality and discrimination. In educational settings, girls often encounter greater obstacles than boys in adjusting to their surroundings. As highlighted by the World Health Organization (2021), these barriers encompass: restricted mobility, limited access to decision-making power, lower literacy rates, discriminatory attitudes within communities and among healthcare providers, Insufficient training and awareness of healthcare providers and health systems regarding the unique health needs and challenges faced by girls.

These obstacles compromise the moral well-being and health of women and girls,

emphasizing the need for targeted support and inclusive policies." Thus, gender could be suspected to play some roles in the extent marital conflict correlates with in-school adolescents' moral adjustment.

An adolescent is a young person in the transitional period between childhood and adulthood. WHO (2016) described an adolescent as a person in the period of adolescence ranging from 10 to 19 years. This means that young boys and girls between the ages of 10 and 19 are adolescents. Some of them are in secondary schools while some are out of schools. Those who are in secondary schools are called in-school adolescents while others are called out of school adolescents (Nwachukwu, 2022).

Several studies have been conducted on marital conflicts and moral adjustment among secondary school students. For instance Rahim (2019) conducted a study on moral adjustment and conflict management styles in Western Kentucky University and reported that there were no differences in obliging style across the moral adjustments of the participants. Also, Yinusa (2020) on Influence of Age, Gender and Value Orientation on In-school adolescents' Moral Adjustment in Conflict Situations in University of Nigeria Nsukka and reported that age was significantly related to moral adjustment. Secondly, gender was not significantly related to moral adjustment: male and female, boys and girls follow the same pattern. Koekemoer (2022) carried a research on the Moral Adjustment of in-school adolescents at the University of South Africa and reported that there is a strong correlation between the two factors and it can be considered to be statistically significant. Also A study by Krebs (2022) investigated interpersonal moral conflicts within romantic relationships, examining the impact of conflict type, role, and partner's judgments on moral reasoning and conflict resolution. The findings revealed that a significant relationship was found between the type of moral conflict and the moral judgments made by participants. Participants experiencing philosophical conflicts demonstrated more mature moral reasoning than those experiencing antisocial conflicts, particularly when assuming the role of transgressor, which was associated with less mature moral judgments. Furthermore, conflicts were more likely to be resolved when partners' moral judgments aligned in terms of moral maturity. Ahmed (2022) carried a study on Student's Moral Adjustment and its Relationship to Social Adaptation, at Nazirt region, in the University of Jordan and reported a significant correlation was found between moral adjustment and social adaptation. Warda, Abed, Wahab and Shattla (2022) did a study on marital conflicts among parents and its effect on their in-school adolescents' behaviours and the study revealed a statistically significant positive correlation between the total marital conflict score and the total behavioural score. This finding led to the conclusion that a substantial relationship exists between parental marital conflict and the behaviour of their adolescent children in school."

Fani and Fani (2022) carried out a research on The relationship of parents' marital conflicts with students' life satisfaction and moral judgment development in Qumasi, Iran and the result from the regression analyses indicated a negative and significant relationship of parents' marital *conflict* with pupils' life *satisfaction* and moral *judgment development*. Parents'

marital *conflicts* dimensions were significantly predictor of life *satisfaction* and moral judgments development. The study sought to investigate parents’ marital conflicts as correlate of moral adjustment based on gender among in-school adolescents in Abia State.

Statement of the Problem

In-school adolescents are expected to have acquired good morals from their parents, which could be evidenced in their mode of dressing, communications or relationships with school mates, teachers and disengagement in unsafe activities like armed robbery, drug abuse, violence, (bullying) among others. Unfortunately, there has been a public outcry on the high rate of moral decadence or moral degeneration among in-school adolescents especially in Abia State.

Hardly a day passes without hearing about one condemnation of the in-school adolescents’ behaviour or the other. Violence, kidnapping, murder, suicide bombing, armed robbery, sectionalism, drug abuse, rape, unwanted pregnancy and hatred have become the order of the day. These in no small measures are indicators that these students are lacking in moral adjustments. The society is no longer safe because of the high rate of crime the in-school adolescents commit on daily basis. The incessant killings, banditry, theft and insecurities are evidence of the moral decadence and moral maladjustment of the youths.

These problems could be attributed to the homes where various marital conflicts exist between their parents in the family which the young persons’ observe, learned and exhibit. In relation to this, when these conflicts are unresolved, they usually lead to broken homes and the children from such homes may become morally maladjusted which indicates that they have deep rooted low moral values. It is in line with the afore-mentioned observations that the researcher is motivated to find the extent parents’ marital conflicts correlate with moral adjustment based on gender among in-school adolescents in Abia State.

Notably, the majority of existing studies on this topic have been conducted outside Nigeria, with a smaller number conducted within the country. However, the studies conducted in Nigeria appear to have overlooked the specific moral adjustment needs of in-school adolescents in Abia State, highlighting a significant research gap. Hence, the quest to bridge the gap motivated the researchers to carry out a study on parents’ marital conflicts as correlates of moral adjustment based on gender among in-school adolescents in Abia State.

Purpose of the Study

The study aimed to investigate the relationship between parents' marital conflicts and moral adjustment among in-school adolescents in Abia State, with a focus on gender differences. Specifically, the study sought to:

1. Examine the correlation between parents' marital conflicts and moral adjustment among in-school adolescents in Abia State.
2. Investigate the moderating role of gender on the relationship between parents' marital

conflicts and moral adjustment among in-school adolescents.

Research Questions:

1. What is the correlation between parents' marital conflicts and moral adjustment among in-school adolescents in Abia State?
2. To what extent does gender influence the relationship between parents' marital conflicts and moral adjustment among in-school adolescents in Abia State?

Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance.

HO₁ There is no significant correlation between parents’ marital conflicts and moral adjustment of in-school adolescents of Abia State.

HO₂ There is no significant relative contribution of gender on the relationship between parents’ marital conflicts and in-school adolescents’ moral adjustment.

Methodology

This study employed a correlation survey research design to investigate the relationship between parents' marital conflicts and moral adjustment among senior secondary II students in Abia State. Two research questions and two null hypotheses guided the study.

A multi-stage sampling technique was used to select a sample of 878 students from a population of 8,783 senior secondary II students in Abia State. Two validated instruments, the Marital Conflict Questionnaire (MCQ) and Moral Adjustment Questionnaire (MAQ), were used for data collection. The instruments were reviewed by three experts from Michael Okpara University of Agriculture, Umudike, Abia State. The reliability coefficients for the instruments were: Stability: 0.723 (MAQ) and 0.742 (MCQ). Internal consistency: 0.764 (MAQ) and 0.676 (MCQ). Pearson product moment correlation coefficient was used to answer the research questions, while linear regression analysis was employed to test the null hypotheses at a 0.05 level of significance.

Results

The results of the analyses were presented in Tables as follows:

Research Question 1

To what extent do parents’ marital conflicts correlate with moral adjustment of in-school adolescents in Abia State?

Data for answering research question 1 are presented in Table 1.

Table 1: Correlation Matrix of Relationship between Parents’ Marital Conflicts and Moral Adjustment

		Parents’ Marital Conflicts	Moral Adjustment
Parents’ Marital Conflicts	Pearson	1	.893
	Sig (2-tailed)		.007
	N	860	860
	R ²	(0.797) 80%	
Moral Adjustment	Pearson	.893	1
	Sig. (2-tailed)	.007	
	N	860	860

*Correlation is significant at the 0.05 level (2-tailed), N = Number of respondents

The data in Table 1 shows a correlation R of .893 which is positive and within the coefficient limit or range of 0.80 and above indicating strong positive and a very high extent correlation. The findings reveal a strong positive correlation between parents’ marital conflicts and moral adjustment among in-school adolescents in Abia State. The correlation coefficient indicates a very high extent of relationship between the two variables. Furthermore, the coefficient of determination (R2 = 0.797) suggests that approximately 80% of the variation in moral adjustment among in-school adolescents can be attributed to parents' marital conflicts, indicating a significant predictive relationship.

Hypothesis 1

There is no significant correlation between the parents’ marital conflicts and moral adjustment of in-school adolescents of Abia State.

Data for testing hypothesis 1 are presented in Table 2.

Table 2: Linear Regression Analysis of Correlation between Parents’ Marital Conflicts and Moral Adjustment

Model		Sum of Squares	df	Mean Squares	F	p-value
1	Regression	1310.511	1	1310.511	940.783	.007
	Residual	1196.709	859	1.393		
	Total	2507.220	860			

df= degrees of freedom, F = F-calculated, Correlation is significant at the 0.05 level (2-tailed)

Data in Table 2 shows a p-value of .007 which is less than the alpha value of .05. This means that the null hypothesis of no significant correlation was rejected and the alternated upheld. Therefore, there is significant correlation between the parents’ marital conflicts and moral adjustment of in-school adolescents of Abia State.

Research Question 2

What are the relative contributions of gender on the relationship between marital conflicts and in-school adolescents’ moral adjustment?

Data for answering research question 2 are presented in Table 3

Table 3: Correlation Matrix of the Relative Contribution of Gender on the Relationship between Parents’ Marital conflicts and in-school Adolescents’ Moral Adjustment

Source		Male	Female	MCIAMA
Male	Pearson Correlation	1		.378
	Sig. (2-tailed)			.102*
	N	860		860
	R ²	(.143) 14.3%		
Female	Pearson Correlation		1	.391
	Sig. (2-tailed)			.106
	N	860		860
	R ²	(.153) 15.3%		

MCIAMA= Marital Conflicts In-School Adolescent Moral Adjustment

Data in Table 3 indicates that a correlation coefficient (R) for male in-school adolescents’ moral adjustment as a result of marital conflicts is .378 which is positive and fall within the coefficient limit of ± 0.21-0.40 representing low extent correlation. This indicates that the moral adjustment of male students based on marital conflicts is to a low extent. The results indicate that the predictive power of marital conflicts on moral adjustment varies by gender. For male in-school adolescents, marital conflicts accounted for only 14.3% (R2 = 0.143) of the variance in moral adjustment, indicating a relatively weak relationship.

In contrast, the correlation coefficient (R = 0.391) for female in-school adolescents suggests a low to moderate positive relationship between marital conflicts and moral adjustment. However, marital conflicts still only accounted for 15.3% (R2 = 0.153) of the variance in moral adjustment among female adolescents. Overall, the findings suggest that the relative contribution of gender to the relationship between parents' marital conflicts and moral adjustment is relatively low, with marital conflicts predicting only 14.3% and 15.3% of the moral adjustments of male and female in-school adolescents, respectively.

Hypothesis 2

Table 4: Linear Regression Analysis of the Relative Contribution of Gender on the Relationship between Parents’ Marital conflicts and in-school adolescents’ Moral Adjustment

Model		Sum of Squares	df	Mean Squares	F	P-value
1	Regression	2418.330	1	2418.330	991.525	.104 ^b
	Residual	2094.777	859	2.439		
	Total	4213.107	860			

df= degrees of freedom, F = F-calculated, Correlation is significant at the 0.05 level (2-tailed)

Data in Table 4 shows a p-value of .104 which is greater than the alpha value of .05. This means that the null hypothesis of no significant correlation was not rejected. Therefore, there is no significant relative contribution of gender on the relationship between parents’ marital conflicts and in-school adolescents’ moral adjustment.

Summary of Findings

"The study yielded the following key findings:

1. A very strong positive correlation exists between parents' marital conflicts and the moral adjustment of in-school adolescents, indicating a significant relationship.
2. The relative contribution of gender to the relationship between parents' marital conflicts and in-school adolescents' moral adjustment is not statistically significant, suggesting that the impact of marital conflicts on moral adjustment is relatively consistent across genders.

Discussion

Parents’ Marital conflicts and moral adjustment of in-school adolescents

Table 1 reveals a statistically significant and extremely strong positive correlation between parents' marital conflicts and moral adjustment of in-school adolescents in Abia State. This suggests that parents' marital conflicts significantly influence adolescents' moral behaviour, with higher conflict levels associated with greater moral adjustment and vice versa. This result agreed with the results from an earlier study by Koekemoer (2022) on moral adjustment of in-school adolescents at University which revealed a strong and statistically significant correlation. The study also agreed with the results from a study by Ahmed (2022) on the relationship between moral adjustment of students and their social adjustment which showed a significant relationship. The findings supported the findings of Ijoya, Moji and Ijoya (2015) which showed that one of the major effects of marital conflicts on the students is that of exhibition of bad behaviours. Similarly, the findings of this study are consistent with those of Warda, Abed, Wahab, and Shattla (2022), who investigated the impact of parents' marital conflict on adolescent behaviour. Their study similarly revealed a significant relationship between parents' marital conflict and the behaviour of their in-school adolescents, providing

further validation for the current study's results. The significant relationship between marital conflicts and students’ moral adjustment could be in line with Cummings (2015) who noted that in-school adolescents exposed to marital conflicts have significantly lower conflict resolution skills and higher aggressive responses.

Gender, Parents’ Marital Conflicts and Moral Adjustment of In-school adolescents

Table 3 shows that gender does not make a significant relative contribution to the relationship between parents' marital conflicts and in-school adolescents' moral adjustment. This suggests that while parents' marital conflicts have a significant correlation with adolescents' moral adjustment, this relationship is relatively consistent across genders, with no significant differences observed between male and female adolescents, they have a low extent correlation with moral adjustments when it is based on the gender of the students. In other words, the findings suggest that the relationship between parents' marital conflicts and adolescents' moral adjustment is not moderated by the students' gender. This result contradicts the assertion by Emery and O'Leary (2014) that the impact of marital conflict on adolescents varies by gender due to differing gender-specific characteristics. Instead, the current study suggests that the relationship between marital conflict and moral adjustment is relatively consistent across male and female adolescents. They argued that the difference of the impact along the gender of the students was based on the fact that parents treat their daughters and sons different. The results of the present study, corroborated with Yunisa (2020) on his study on moral adjustment and conflict management styles which revealed among others that gender was not significantly related to moral adjustment as both the male and female or boys and girls follow the same pattern. In a similar vein, the result aligned with Ahmed (2022) who in his study on students’ moral adjustment and its relationship to social adaptation found among others a low correlation of male and female students’ moral and social adaptation.

Conclusion

This study investigated the relationship between parents' marital conflicts and moral adjustment among in-school adolescents in Abia State. Based on the analysis and results, the following conclusions can be drawn:

1. Parents' marital conflicts have a very strong and significant correlation with the moral adjustment of in-school adolescents.
2. Gender does not have a significant impact on the relationship between parents' marital conflicts and students' moral adjustment, indicating a consistent relationship across male and female adolescents.

Counselling Implications

The findings of the study have some educational implications for Government, Educational Psychologists, Counsellors, Teachers, Parents, students as well as future researchers.

1. The result of the study showed that Marital conflicts significantly to a very high extent correlate with moral adjustment of in-school adolescents. This result implies that some of the noticeable challenges of moral adjustment faced by some in-school adolescents were due to issues of marital conflicts in their respective homes. Therefore, there is need for family counselling. Counsellors can work with families to address marital conflicts, improve communication and promote healthy relationships, ultimately supporting adolescents' moral adjustment.
2. Since the result showed that there were no significant relative contributions of gender on the relationship between marital conflicts and in-school adolescents' moral adjustment, it implies that every teacher is expected to have the skills to handle the issues of moral adjustment of the students since they are to teach in the school or classes that have both male and female students with moral adjustment challenges. Therefore, counsellors can provide universal support to all in-school adolescents without assuming gender differences in their experiences of marital conflict and moral adjustment.

Recommendations

Based on the study's findings and conclusions, the following recommendations are made:

1. Governments and school proprietors should employ at least one Psychologist or school Counsellor to provide guidance and support to in-school adolescents experiencing moral adjustment challenges.
2. Teacher training institutions should incorporate topics into their curriculum that equip prospective counsellors with skills to address moral adjustment challenges in in-school adolescents, regardless of gender.

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INFLUENCE OF HOME BACKGROUND ON STUDENTS' ACADEMIC PERFORMANCE IN CIVIC EDUCATION IN LOWER BASIC SCHOOLS, IN KADUNA STATE, NIGERIA

Ibrahim, M. ABDULLAHI,

*Department of Educational Psychology and Counselling,
Faculty of Education, Ahmadu Bello University, Zaria.
Abdullahiibrahim1620@gmail.com*

Dalhatu, A. ABDULLAHI

*Department of Educational Psychology and Counselling
Faculty of Education, Ahmadu Bello University, Zaria.
dalhatuadamuabdullahi@gmail.com*

&

Hajara J. LAWAL

*Department of Educational Psychology,
Federal College of Education, Zaria.
hajaralawalb12@gmail.com*

Abstract

This paper examined the influence of home background and students' academic performance on civic education in lower basic secondary schools in Kaduna state, Nigeria. Two objectives, research questions and null hypotheses were formulated. The design of the study was correlational design. The population of the study consist of all the lower basic public secondary school students in Kaduna State, Nigeria, with the total number of one hundred and eighty-five thousand nine hundred and eighteen (185,918) The sample size of the study was three hundred and eighty-four (384) male and female students. Two instruments were used for this study. Family Background Questionnaire (FBIQ) and Academic Performance of Students. All null hypotheses were tested at 0.05 level of significance. The data collected were analyzed using mean and standard deviation and Kruskal Wallis inferential statistics was used to test the hypothesis 1-2. The results revealed that parental education influence students' academic performance through helping them to solve assignment, extra home lesson, checking their academic progress and providing them with the required learning materials in civic education in Lower Basic Education in Kaduna state and respondents are of the same opinion ($p=125$). Also, parental income level influences students' academic performance through payment of school fees, buying of school uniforms, writing materials and feeding them well in civic education in Lower Basic Education in Kaduna state and respondents are of the same opinion ($p=262$). Based on the findings of this study it was concluded that: Parental education and income level improve students' academic performance in civic education in Lower Basic Education in Kaduna state Parental occupation as well as marital status enhance students'

academic performance in civic education in Lower Basic Education in Kaduna state. It was recommended that counsellors, educational psychologist should encourage parents and stakeholders to acquire education at all levels since their educational background positively influence students' academic performance in civic education in Lower Basic Education in Kaduna state.

Keywords: Home Background, Academic Performance and Civic Education.

Introduction

Civic Education is one of the core subjects for the entire basic education level. According to Collins (2014), Civic education is the study of the theoretical, political and practical aspects of citizenship, as well as its rights and duties; the duties of citizens to each other as members of a political body and to the government. It includes the study of civil law and civil code, and the study of government with emphasis on the role of citizens as opposed to external factors in the operation and oversight of government. The main goal of civic education is to teach right attitudes, encourage good citizenship, and inculcate good leadership and fellowship, to encourage the spirit of friendship and cooperation and to discourage unholy and bad behaviours. Federal Government of Nigeria (FGN 2013). To attain these objectives, civic education requires an enabling learning environment for teaching.

According to Niger State Ministry of Education (2017) less than 43% of students that sat 5 for junior secondary school examination could not pass with a credit level in Civic Education. Situation analysis observed by the study shows that most of the teachers are still using traditional method of teaching, poor evaluation method, poor study environment as most of the class room are in deplorable condition, over population of students in the class, unqualified teachers among other problems. This study, therefore, investigates the Influence of home background and students' academic performance on civic education in lower basic schools, in Kaduna State, Nigeria. The researchers are of the view that the findings of the study could help to enhance the performance of students in civic education thereby improving the society generally.

The concept of "civic" is a Greek word which means citizens of a city or an area. This then means that Civic Education is a result of careful decision of the government to lead its citizens in different geographical and political communities to acquire some kinds of knowledge, facts, skills, abilities, values, virtues, attitude and behaviours that are acceptable in the society and useful in building a balanced and great nation (Ukegbu, Faskari, Adebayo, Obasi & Anyaoch, 2011). Donald and Odey (2017), saw Civic Education as an important means of teaching the populace about individual rights and what duties and responsibilities the governed leaders should do. Civic Education deals with people, the society and the environment. It is also a problem solving subject and therefore, it demands illustrations, analysis and critique of issues. It, therefore, follows that for the teacher to do well, the teacher must possess the inmate trait to achieve high level of implementation of civic education

curriculum in classroom instruction delivery. Civic Education is a specialized area of study that deals with acquisition of knowledge and concept (cognitive domain) and also with changes in value and attitude (affective domain) the development of skills both intellectual and manipulative (psychomotor domain) to enable the learner to take rational decisions to problems that affect him in the society. Civic education is a discipline that makes the learner to be well informed with values, attitude and desirable skills that make them valuable, functional and meaningful in the society. Azebanwan (2010), noted that as a subject, civic Education helps people to deal with the world around them in a more capable and confident way. It covers a wide range of issues, topics and legislation that impact on peoples' lives and daily living at all times and these are areas that are covered under civic education.

Home environment of a child influences the goals and values parents have for their children. These values could result in differences in parenting practices which, in turn result in differences in students' academic achievement/performance. In other words, parental educational qualification brings to light parents' involvement, confidence, ability to encourage, positive attitude, attainment of formal education and capacity to participate in their children school activities in order to facilitate their children good academic performance. Parents' educational qualifications can be classified into Higher education and lower education. Parents who are highly educated must have obtained Senior Secondary School certificate, Ordinary National Diploma/ National Certificate of Education (OND/NCE), Higher National Degree or Bachelor of Education in difference fields of learning. Post Graduate certificates like Diploma in Education, some of them must have obtained Masters in Education, Master of Science, Doctor of Philosophy (PGDE, MED, MSC, PHD) or others.

Students' academic performance at different subjects has become a source of worry for parent, teachers, and stakeholders in education and civic education is not an exemption too. It aims to help learners, learn how to become active, informed, and responsible citizens in their societies. The subject was introduced as part of the basic education program to all lower basic and upper basic secondary schools in Nigerian, in other to be responsible citizens (Federal Ministry of Education, 2007). Civic education is expected to inculcate the spirit of nationalism and desirable habits, values, and attitudes in students (Sheu and Eleana, 2020). It is a core curriculum for all levels of the contemporary Universal Basic Education (UBE) program including the senior secondary education level (Akpan & Ukpong, 2011). Abinitio, the subject was part of the Social Studies Curriculum before its content separation and was designed to form the core curriculum for implementation in the Universal Basic Education scheme. According to Odey et al. (2021), students' academic performance in Civic related subjects, such as civic education, has been found to be generally unsatisfactory, leaving room for improvement. Reports often indicate that students may lack adequate exposure to the subject's learning experiences. Several factors, including poor instructional delivery, lack of materials, and large class sizes, have been identified as potential contributors to this issue. Consequently, reports concerning civic social attitudes, civic self-concept and civic competences appear to

imply that they may not have been appropriately exposed to the learning experiences offered by the subject (Ali et al., 2015). Poor achievement in Civic Education can be attributed to many factors such as: lack of instructional materials, ill-utilization of time allocation, large class size and poor instructional delivery approaches (Chowdhury & Pati, 2011).

Family is an institution and a unit of socialization where the members receive informal education. Family is a primary agent of socialization and education. Home is regarded as the first place of a child and where he/she appropriates the behaviour patterns of the largest society, family is a major social organization and very vital for the development of a child (Adewuyi; 2009, Alabi, Babatunde, Olayinka & Yusuf, 2012). Every member of the family has various his/her roles to performed in order to engage 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. The emotional and economic supports are some of the vital roles to be played by the parents to their children. Nevertheless, families vary in terms of their significance in the society. Not forgetting that some families have more power, prestige or status than others, also some families can cater for all the needs of their children in all aspect of their lives, including schooling while some cannot do shoulder it effectively.

Beside parents' academic qualification is another variable of student background environment which is parental occupation. This may make available some quality information to parents' who in turn may keep it at their disposal. Akerman (2012) stated that students whose parents are self-employed are encouraged by the independence and flexibility of self-employment to become entrepreneurs themselves. Parents who own their own business can be source of great inspiration for a young child. Entrepreneurial parents provide a good example, and are a source of influence for children.

Students whose parents have high level of income, enjoy support thereby influenced their academic achievement. The high level of income of a family is capable of affecting the behaviour of the children and determine their aspiration. Families with high level of income often have more success in preparing their children for school because they typically have access to wide range of providing their young children with high quality child-care, books and encourage children in various learning activities at home. (Ojo & Yilma 2018).

Statement of the Problem

Civic education has always been seen as that aspect of education that provides adequate knowledge, skills and attitudes that will help people to know the different activities in society. Unfortunately underachievement in civic education can be associated with the methodology used by the classroom teachers and the instruction a teacher also applies. For example, the results of the West African Examination Council (WAEC) of 2018 revealed that only 38.68% of students who sat for it passed civic education. Thus, the teaching of the civic education may not have been properly done because most of the teachers handling the subject perhaps may have been using the conventional method which is teacher-centered and not child-centered action-based strategy.

Objective of the Study

The objectives of the study were set to determine the:

- ◆ Influence of parental level of education on students' academic performance in civic education in lower Basic Schools in Kaduna state.
- ◆ Influence of parent income level on students' academic performance in civic education in lower Basic Schools in Kaduna state.

Hypotheses

- ◆ There is no significant difference in the opinion of respondents on the influence of parental level of education on students' academic performance in civic education in lower Basic Schools in Kaduna state.
- ◆ There is no significant difference in the opinion of respondents on the influence of parent income level on students' academic performance in civic education in lower Basic Schools in Kaduna state.

Literature Review

Alexander (2012), defined Civic Education as an important component of education that cultivates citizens to participate in the public life of a government and democracy, to use their rights and to discharge their responsibilities with the necessary knowledge and skills. Civic Education is concerned with the development of values, social norms, skill and democratic ideals in the citizens. According to Utulu (2011), Civic Education becomes very relevant since it essentially seeks to introduce the learners to the process of democratic socialization by promoting support for democratic behaviors and values among the citizens. Falade, Adedayo, Adeyemi and Adeniyi (2015), described Civic Education as a programme that helps children to know that they have rights and also duties. It enables the learners to develop a sense of good respect for the law and affection for the republic. Civic Education implies an understanding of the rules of democratic life and its fundamental principles. Civic Education teaches about the political system; it emphasizes the rights, roles and duties of every member of the society

The main essences of civic education are to transform or change the Nigeria as people of one destiny, reorientation towards self-reliance, understanding of the functionality of the Nigeria system of government and sound knowledge or emerging global social and health issues with particular reference to the Nigerian society. To achieve therefore mention goals, wide range of topics that cut across many areas of human endeavor are included in the study. Civic Education for junior secondary study encompasses general human values and harmony in the society. Other guarantee peace and harmony in the society. Other aspects are emerging health/social issues such as HIV/AIDs, youth empowerment, citizenship education and its goals/importance to democracy, its characteristics and pillars; human rights, characteristics and categories; cultism, drug its abuse and affects; responsible parenthood; traffic regulation inter personal and communal relationship, political apathy and its dangers, human trafficking

(Alexander 2012).

Obeta, (2014) determined some home environmental factors affecting the academic performance of students in Abia State, Nigeria. A survey research design was adopted for the study. Three research questions guided the study. The finding of the study revealed among others that the provision of adequate educational material by parents and non-chalant attitudes of some parents towards the education of their children as well as the socio-economic status of the student's family, all affect the student's academic performance. Also revealed by the study are possible ways of amelioration which among others include giving proper orientation to the parents, on the implications and consequences of the type of family they may decide to adopt on the child's overall being, especially the child's academic performance.

Egunsola, (2014) examined the Influence of the Home Environment on the Academic Performance of Secondary School Students in Agricultural Science in Adamawa State Nigeria. This study used ex-post facto and correlation surveys to investigate the influence of the home environment on the academic performance of senior secondary students in Adamawa State. The results showed that parental educational qualification ($r = 0.73$), occupation ($r = 0.71$) and home location ($r = 0.73$) were highly correlated with students' academic performance while parental economic status (income and affluence) have moderate correlation ($r = 0.60$) but all the independent variables have significant influence on students' performances in Agricultural Science at the secondary school.

Adeyinka, and Aderibigbe, (2018) studied the perceived effects of parental socio-economic status on students' academic performance, among teachers in Odeda Local Government Area of Ogun State. The findings revealed that parental socio-economic status, educational level and family size may have a significant relationship with the academic performance of students.

Muhammad, Bello, Yusuf, Daramola, Obimuyiwa, (2017) 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 tools were 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.

Hassan (2023), investigated the effect of the Guided Discovery instructional strategy on

students' academic achievement in civic education in the Ijebu Ode Local Government Area of Ogun state, Nigeria. Three null hypotheses were tested in the study. The study adopted a quasi-experimental design. The population of the study comprised all civic education students in public senior secondary schools in Ijebu Ode, local government of Ogun state, Nigeria. Analysis of Covariance (ANCOVA) was used to test the hypotheses at a 0.05 level of significance. The result shows a significant main effect of instructional strategy ($F(1, 121) = 35.508, p < 0.05$) on students' academic achievement in Civic education. It also shows a significant main effect of gender on students' academic achievement in Civic Education ($F(1, 121) = 4.688, p < 0.05$). While the result of the 2-way interaction effect shows no significant interaction effect of instructional strategy and gender on students' academic achievement in Civic education ($F(1, 121) = .5665, p > 0.05$).

Ibitoye (2017) carried out a study on the Impact of Learning Environment on junior secondary schools' students' performance in Civic Education in Kogi State, Nigeria. The study has four (4) objectives, four (4) research questions and four (4) hypotheses were formulated and tested for the study. The study adopted ex-post facto research design. The total population of the study comprised 10,295 students, out of which a sample size of 375 respondents was used for the study. The instrument tagged Learning Environment and Students, Findings revealed, among others, that learning environment has impact on students, performance in civic education in urban and rural junior secondary schools in Kogi State and class size has impact on performance of students in civic education in junior secondary schools in Kogi State.

Ebhohimen (2021) examined the impact of classroom learning environment on the performance of students in civic education in upper Basic education in Niger state, Nigeria. The findings of the study revealed that; teachers' qualification significantly influence the performance of students in civic education (p-value of 0.003 0.05). The result indicates that, Classes with more than 45 students do not foster greater interaction among students and teacher (p-value of 0.000 0.05). Based on the findings of the study, it was concluded that building have significant impact on the teaching and learning of Civic Education which ultimately influences students' performance. In views of this, academic performance is generally referred to how well a student is accomplishing his/her tasks and studies, but there are quite a number of factors that determine the level and quality of students' academic performance.

Methodology

The design employed for this study is descriptive survey research. A survey research design is concerned with findings, describing and interpreting an existing phenomenon, conditions or relationships between or among people. The population of this study is consisting of all the JS1 to JSS3 students in public senior secondary school students in Kaduna State with the total number of one hundred and eighty-five thousand nine hundred and eighteen (185,918) The sample size of the study was three hundred and eighty-four (384) male and female students in Kaduna state Nigeria. Two instruments were used for the study. The instrument are Family Background

Questionnaire (FBIQ) and Academic Performance of Students which was adapted from the work of Ugwuja, (2010). The questionnaire was made up of twenty-six (26) items on influence of parental education, parental occupation, parental income, family size and parental marital status. All null hypotheses were tested at 0.05 level of significance. The data collected were analyzed using mean and standard deviation and Kruskal Wallis inferential statistics was used to test the hypothesis 1-2. The instruments were validated by professionals in the Department of Educational Psychology and Counselling Faculty of Education Ahmadu Bello University Zaria, where all the observations and corrections raised especially on clarification of sentences and separation of post-traumatic symptoms were all affected and validated for the study. Data collected were analyzed using Kruskal Wallis inferential statistics was used to test the hypothesis 1-2 (SPSS), to find out Influence of home background and students' academic performance on civic education in lower basic schools, in Kaduna state, Nigeria. All hypotheses were tested at 0.05 level of significance.

Results

There is no significant difference in the opinion of respondents on the influence of parental level of education on students' academic performance in civic education in Lower Basic Education in Kaduna state.

Data on the opinion of respondents on the influence of parental level of education on students' academic performance in civic education in Lower Basic Education in Kaduna state were collected. To test the null hypothesis one, Kruskal-Wallis (H-test) statistic was used. The summary of the analysis is presented in

Table 1: Summary of Kruskal-Wallis test Analysis of Influence of Parental Level of Education on Students' Academic Performance in civic education in Lower Basic Education in Kaduna state

Kruskal-Wallis H	4.162
Df	2
Asymp. Sig.	0.125

Significant at level of ≤ 0.05

The analysis of data in Table 1 shows difference in the opinion of respondents on the influence of parental level of education on students' academic performance in civic education in Lower Basic Education in Kaduna state. The result reveals Kruskal-Wallis H value of 4.162 with Asymp. Significant value of 0.125. The null hypothesis is retained which indicates no difference in the opinions of respondents on the influence of parental level of education on students' academic performance in civic education in Lower Basic Education in Kaduna state.

There is no significant difference in the opinion of respondents on the influence of parent's income level on students' academic performance in civic education in Lower Basic Education in Kaduna state

Data on the opinion of respondents on the influence of parent’s income level on students’ academic performance in civic education in Lower Basic Education in Kaduna state were collected. To test the null hypothesis two, Kruskal-Wallis (H-test) statistic was used. The summary of the analysis is presented in

Table 2: Summary of Kruskal-Wallis test Analysis of Influence of Parent’s Income Level of Education on Students’ Academic Performance in civic education in Lower Basic Education in Kaduna state.

Kruskal-Wallis H	1.245
Df	2
Asymp. Sig.	.265

Significant at level of ≤ 0.05

The analysis of data in Table 2 shows difference in the opinion of respondents on the influence of parental income level on students’ academic performance in civic education in Lower Basic Education in Kaduna state. The result reveals Kruskal-Wallis H value of 1.245 with Asymp. Significant value of .262. The null hypothesis is retained which indicates no difference in the opinions of respondents on the influence of parental income level on students’ academic performance in civic education in Lower Basic Education in Kaduna state.

Summary of Findings

Influence Parental level of education students’ academic performance through helping them to solve assignment, extra home lesson, checking their academic progress and providing them with the required learning materials on civic education in Lower Basic Education in Kaduna state and respondents are of the same opinion (p=125).

Parental income level influences students’ academic performance through payment of school fees, buying of school uniforms, writing materials and feeding them well on civic education in Lower Basic Education in Kaduna state and respondents are of the same opinion (p=262).

Discussion

This study focuses on Influence of home background and students’ academic performance on civic education in lower basic schools, in Kaduna state, Nigeria

The first finding revealed that Parental level of education influence students’ academic performance through helping them to solve assignment, extra home lesson, checking their academic progress and providing them with the required learning materials on civic education in Lower Basic Education in Kaduna state and respondents are of the same opinion (p = 125). The findings are in line with Ebhohimen (2021) who examined the impact of classroom learning environment on the performance of students in civic education in upper Basic

education in Niger state, Nigeria. The findings of the study revealed that; teachers' qualification significantly influence the performance of students in civic education (p-value of 0.003 0.05). The result indicates that, Classes with more than 45 students do not foster greater interaction among students and teacher (p-value of 0.000 0.05). The study also agrees with the study of Ibitoye (2017) who examine the Impact of Learning Environment on junior secondary schools' students' performance in Civic Education in Kogi State, Nigeria.

Findings revealed, among others, that learning environment has impact on students, performance in civic education in urban and rural junior secondary schools in Kogi State and class size has impact on performance of students in civic education in junior secondary schools in Kogi State. In Muhammad, Bello, Yusuf, Daramola, Obimuyiwa, (2017) investigated the relationship between parental background and civic education students' performance towards sustainable development in Ilorin South Local Government area. 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. The present study is in line with Adeyinka, and Aderibigbe, (2018) Findings revealed that parental socio-economic status, educational level and family size may have a significant relationship with the academic performance of students

The second result revealed that Parental income level influences students' academic performance through payment of school fees, buying of school uniforms, writing materials and feeding them well on civic education in Lower Basic Education in Kaduna state and respondents are of the same opinion (p=262). The findings are consistent with Muhammad, Bello, Yusuf, Daramola, Obimuyiwa, (2017) investigated the relationship between parental background and civic education students' performance towards sustainable development in Ilorin South Local Government area.

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. The study is in line with the finding of this study agreed with the report of Egunsola, (2014) who reported that parental economic status (income and affluence) have moderate correlation ($r = 0.60$) with student performance. The finding of this study is supported by the finding of Obeta, (2014) found that none provision of adequate educational material by parents and nonchalant attitudes of some parents towards the education of their children as well as the socio-economic status of the student's family, all affect the students' academic performance. Omoraka (2017) notes that children with rich parents have certain needs, physical and sociological which when met contribute positively to their academic performance. These needs may include a conducive reading atmosphere, good food, playground, provision of books and other materials and attendance at the best schools available. All these helps to promote effective learning and good performance in schools.

Conclusions

Based on the findings of the study, it was concluded that: Parental education and income level improve students' academic performance on civic education in Lower Basic Education in Kaduna state. Similarly Parental occupation as well as marital status enhance students' academic performance on civic education in Lower Basic Education in Kaduna state.

Recommendation

- ◆ It was recommended that counsellors, educational psychologist should encourage parents and stakeholders to acquire education at all levels since their educational background positively influence students' academic performance in civic education in Lower Basic Education in Kaduna state.
- ◆ Government, religious leaders and non-governmental organization should be encouraged and motivated and provide possible remedy to the parental to continue to acquire more legal income since they are found to improve influence students' academic performance on civic education in Lower Basic Education in Kaduna state.

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