

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 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 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.

References

- Adeyinka, O. P., & Aderibigbe, A. D. (2018). Perceived Effects of Parental Socio-economic Status on Students' Academic Performance among Teachers in Odeda Local Government, Ogun State, Nigeria. *International Journal of Academic Research in Business and Social Sciences*, 8(2), 262–272. Retrieved from <http://dx.doi.org/10.6007/IJARBSS/v8-i2/3869>
- Akpan, U. J., & Ukpong, I. O. (2011). Civic education for effective citizenship and development in Nigeria. *Research and Evaluation*, 3(2), 1-10
- Akpan, U. J., & Ukpong, I. O. (2011). Civic education for effective citizenship and development in Nigeria. *Research and Evaluation*, 3, 2. 1-10.
- Alexander, O. A. (2012). Standard civic Education for senior secondary schools and colleges: Standard publishers Owerri Imo State Nigeria.
- Ali, M. A., Hayatu, G. I., & Badau, K. M. (2015). Assessment of the implementation of civic education in secondary schools in Adamawa State, Nigeria. *Journal of Education and Literature*, 3,4. 141-146
- Ali, M. A., Hayatu, G. I., & Badau, K. M. (2015). Assessment of the implementation of civic education in secondary schools in Adamawa State, Nigeria. *Journal of Education and Literature*, 3(4), 141-146.
- Azebanwan, C. (2010). Integrating civic Education in schools and strategy for implementation. Nigeria observed online October 16
- Chowdhury, B., R., & Pati, N. L. (2011). Achievement motivation for teachers' education, analysis of attitude about future success for residence in poor urban neighborhood in Philippine. *Psychological Focus*, 35, 2. 2001-2008.
- Collins, M. (2014). Civic Education defining and meaning Collins English dictionary. Retrieved from

<http://www.collinsdictionary.com>

- Donald, B. E., & Odey, C. O. (2017). Civic Education curriculum implementation: For national development. *Journal of educational research and development* 5 (5) 105-112
- Ebhohimen E. I. (2021). Impact of classroom learning environment on the performance of students in civic education in upper Basic education in Niger state, Nigeria. A thesis submitted to the school of postgraduate studies, in partial fulfillment of the requirements for the award of Master Degree in Education (Curriculum and Instruction)
- Egunsola, A. O. E. (2014). Influence of home environment on academic performance of secondary school students in agricultural science in Adamawa State Nigeria. *IOSR Journal of Research & Method in Education (IOSR-JRME)*. e-ISSN: 2320–7388,-ISSN: 2320–737X. 4, 4 Ver. II. Retrieved from www.iosrjournals.org on 18/12/2021.
- Federal Republic of Nigeria (2013). National Policy on Education NERDC Press Yaba Lagos.
- Federal Republic of Nigeria Abuja (2014.): Federal Ministry of Education. National Policy on Education (NPE).
- Federal Republic of Nigeria. (2004). National Policy on Education. 4th – Edition. Lagos: NERDC Press.
- Hassan O. A. (2023) Improving Academic Achievement of Civic Education Students via Using Guided Discovery Instructional Strategy. *Journal of Education in Black Sea Region*. 9, 1.
- Muhammad, J. M., Bello, M. B., Yusuf. A., Daramola, D. S., & Obimuyiwa, O. G. (2017). Relationship between parental background and performance of civic education students towards sustainable development in Ilorin South.
- Obeta, A. O. (2014). Home environmental factors affecting students' academic performance in Abia State, Nigeria. *Journal of Rural Environment. Education. Personality*. Department of Home Economics, Hotel Management and Tourism.
- Odeya, C. O., Arikpob, J. B., & Oko, B. A. (2021). Teaching methods and academic performance of students in Civic Education in Calabar Metropolis, Cross River State, Nigeria. *International Journal of Curriculum and Instruction* 13, 3. 2215-2231.
- Ojo, B. J. S., & Yilma, T. (2018). Comparative study of the influence of the home background on students' achievement in mathematics in Bensihangul Gumuz Regional state of Ethiopia.
- Omoraka, S. (2017). The Effect of Gender, Socio- economic Status and school location [http://www/fundartticles.com/p/articles](http://www.fundartticles.com/p/articles) retrieve on 26 august 2010.
- Shetu, I. C. (2011). Need Assessment for Civic Education in Nigeria. *Nigeria Journal of Social Studies* XIV (112-124)
- Sheu, A. L., & Eleanya, F. I. (2020). Effect of Blended Teaching Method on Students' Academic Achievement in Civic Education in Senior Secondary Schools in Imo State. *Kano Journal of Educational Psychology*. 2, 2. 278-286.
- Ukegbu, M. N., Faskari A. L., Adeyinka S. A., Obasi E., & Anyaocha C. N. (2011). Basic Civic Education for junior secondary schools. Owerri: Maybikes Nigerian publisher.
- WAEC (2016). West African Examination Council. May/June Chief Examiner's response. Retrieved from <https://pasco360.com/2016-waec-chief-examiner's-response>