

## **RELATIONSHIP AMONG PARENTAL EDUCATION, ACADEMIC SELF-EFFICACY AND ACADEMIC ACHIEVEMENTS OF SENIOR SECONDARY SCHOOL STUDENTS IN NIGER STATE, NIGERIA**

**Mohammed Ibrahim Baji (Ph.D) & Yusuf Abashiya Sarki**

Department of Educational Psychology  
Niger State College of Education, Minna

### **Abstract**

*This study examined the relationship among parental education, academic self-efficacy and academic achievement of senior secondary school students in Niger state, Nigeria. The study employed a correlation research design. A sample of 361 SS1 students in 2015/2016 academic session was randomly selected from 18 public secondary schools. Four research questions and hypotheses guide the study. The instruments for data collection in the study include Academic Self-Efficacy Scale (ASES), English Language Achievement Test (ELAT) and Mathematics Achievement Test (MAT). The validity and reliability of the instruments were established through face validity and Chronbach Alpha procedure. A reliability value of .829 for ASES, .68 for ELAT and .75 for MAT were obtained. Mean scores, standard deviation and Pearson Product Moment Correlations (PPMC) were used as statistical techniques to test the null hypotheses at 0.05 significant level. The findings showed that the relationships between parental education, academic self-efficacy and academic achievement were not significant for hypotheses 1, 2, and 3 ( $r = .026, p > 0.05$ ;  $r = .063, p > 0.05$ ; and  $r = .046, p > 0.05$ ). However, a significant relationship between low level of parental education and academic achievement was found for hypothesis 4 ( $r = -.186, p < 0.05$ ). The study therefore, recommends that parents should improve on educational support of their children through encouragement, extra mural lessons, and involvement in school activities in order to enhance students' academic self-efficacy and achievement.*

**Key words:** Parental Education, Academic Self-efficacy, and Academic Achievement

### **Introduction**

Parents' level of education is considered as the bench mark for the overall development and achievement of school children. A considerable literature has focused on the relationships among parental background and such outcomes for their children as cognitive skills, academic self-efficacy and academic achievement. Parents' levels of education give impetus to learning and exert influence on academic self-efficacy and achievement. Saifiand Mehmood, (2011) observed that parents' levels of education provide better economic, psychological and academic outcomes for children. The view that more educated parents provide a "better" environment for their children has been the basis of many research and interventions. Parents'

educational background therefore, refers to their levels of educational attainment or professional experiences which provide them better earnings to support children's learning. Parents' education refers to the degree at which parents have acquired both formal and non-formal education. In this study, it includes: those without education (non-literates or illiterates), non-formal education, adult literacy, primary and secondary education, post-secondary education and university education. Two categories of parental levels of education were considered: Parental high education, which comprises post-secondary education (i.e., Certificate programmes, Diploma, & Nigeria Certificate in Education) and university education and parental low education which consists of those without education, non-formal education, adult literacy, primary and secondary education. These classifications were used based on the fact that graduates of post-secondary education are viewed as holders of tertiary education or Advance levels whereas secondary education and below are seen as school leavers or ordinary levels. Hence, any parent holding the qualification of Certificates, Diploma, Nigeria Certificate in Education or University degree is categorized to have attained high parental education, while those parents with secondary certificate or below are described as having low parental education.

Self-efficacy, on the other hand, is a cognitive factor which refers to one's perceived capabilities for learning or performing actions at designated levels (Bandura, 1997). Academic self-efficacy deals primarily with beliefs of individuals in their capabilities and confidence to produce desired outcome and attain designated level of academic performance (Ibrahim, 2015). According to Elliott and Dweck (2005), academic achievement is the individual or self-defining complete performance in the domains of school, sports and work. Ali, (2013) defined academic performance as the outcome of education and the extent to which educational goals are achieved. Academic performance therefore, refers to the degree of educational attainment through formal and non-formal programme which is measured and rated against a certain standard within a stipulated period of term or level.

A number of studies have found a strong link between parental education, self-efficacy and the education of their offspring. The study findings of Khan and Malik, (1999) have shown that there are relationships between parents' level of education and parenting styles and subsequently children's education achievement and self-efficacy. Similarly, Khan, Khan and Zubairi, (1999) stated that "interacting with and sharing the child's activities is affected by the level of parents' education and income" (P.92). This is because, educated parents always encourage their children and give them proper guidance in school matters but non-literate parents do not have the understanding of the requirements of their children's education, and thus, may act violently. The study of Kao and Tida, (1998) found that eight grader aspirations to attend college were derived primarily from parent's education and family background. Other researchers such as Plunkett & Bamaca- Gomez, (2003) revealed a substantial positive relationship in mothers' and fathers' supportive and educational level and adolescents' aspiration and self-efficacy. According to Nelson (2009), parents who have advanced degrees value education and their past pursuit in

education may augment structural factors on intergenerational behaviour, and students' academic achievement and self-efficacy.

In a related finding, Fan and Williams, (2010) investigated the contribution of parent's educational level on the personality makeup of 695 male subjects, between 18-35 years, with intermediate level to masters' level and professional qualifications in various fields. They found that subjects with highly educated parents (i.e., B.A / B.Sc. and above) were relatively more confident, self-reliant, free from anxieties and other psychological problems in comparison with subjects whose parents are less educated or uneducated. There is also considerable evidence pointing to the level of parental education as a strong predictor of children's success in the educational system (Blok & Saris, cited in Azra & Muhammad, 2008). Thus, Fan and Williams, (2010) found that mothers with higher educational attainment provided more support for their children in problem-solving situations at preschool level, maintain higher expectations of educational attainment for their children in first grade level, and involve more in their children's school activities in first grade. They posited that higher academic achievements in early school may contribute to a process that supports high self-efficacy and academic achievement at later ages.

Furthermore, Davis-Kean, (2005) examined the influence of parents' education and family income on children's achievement and the indirect role of parental expectations on the home environment. The results revealed that socioeconomic factors were related indirectly to children's academic achievement but the process of the relationship was different by racial group and level of education. Thus, parents' years of schooling was found to be an important socioeconomic factor to be taken into consideration in both policy and research when examining school children. Nelson, (2009) analyzed the impact of parent's education on students' success among undergraduate students matriculated at a state University in the Intermountain West. The results of his study showed that father's and mother's level of education has a strong degree of convergence ( $r = .46, P < .01$ ), indicating that there was a positive correlation between father's level of education and students' GPA ( $r = .14, P < .05$ ) and zero-order correlation between mother's and children's academic success.

Azra and Muhammad, (2008) investigated the effect of mothers' education on the personality factors and academic achievement of 724 students (410 female and 314 male) of 12<sup>th</sup> grade from different colleges of Rawalpindi, Attock, Jhelum, and Chakwal districts. The result showed that the highest mean of personality score 153.78 was observed for those students whose mothers have post graduate degrees and the lowest mean 144.43 is for those students whose mothers are illiterates. Chiu Markson, Raicovi, Economos, Howell, Morote, & Inserra, (2012) conducted research on perceptions of family income and parental education on academic achievement among 94 (52 female and 42 male) second-year college students from a small liberal arts, college in New York City. The ANOVA was significant  $F(3.69) = 3.82, p = .01$  between the father's level of education and academic achievement of the students. The student's average GPA was highest for fathers who have their Bachelor's degree and lowest for the completion of some college, associate's degree,

or technical training. Davidson and Moore,(1996) also substantiated the seminal role of parents' education through provision of life experiences that contribute to the socio-emotional adjustment and intellectual growth and competence, self-efficacy, and self-concept among school children. The study of Vick and Packard, (2008) on a town with a disproportionately high percentage of families in poverty and school dropout rate more than twice of the state wide average was linked to participants' parents who had graduated from a 4- year college at a rate of 17% or less. This signifies that low parents' education was instrumental to the high effect of dropout rate.

### **Statement of the Problem**

Many factors are instrumental to children's educational growth and development but of all factors, parents' level of education plays a vital role (Fan & Williams, 2010). This is because, educated parents always encourage their children and give them proper guidance on school matters, support them with relevant resources and participate in their school activities but non-literate parents do not have the understanding of the requirement of their children's education. The available literature has justified that there has been few rigorous independent studies of the influence of family or parents' levels of education on students' academic self-efficacy and academic achievement in Niger state. The few ones available showed the paths by which parents' education affects engagement of their children's learning both at home and school, the focus is mainly on the undergraduate students. In view of this gap, this study was conducted to explore specific relationship that exist among parental education, academic self-efficacy and academic achievement of senior secondary school students in Niger state, Nigeria.

### **Objectives of the Study**

This study sought to determine the:

1. relationship between parental high level of education and academic self-efficacy of senior secondary students in Niger state.
2. relationship between parent allow level of education and academic self-efficacy of senior secondary students in Niger state.
3. relationship between parental high level of education and academic achievement of seniors secondary students in Niger state.
4. relationship between parent allow level of education and academic achievement of senior secondary students in Niger state.

### **Research Questions**

The following research questions were answered:

1. What is the relationship between parental high level of education and academic self-efficacy of senior secondary students in Niger state?
2. What is the relationship between parental low level of education and academic self-efficacy of senior secondary students in Niger state?

3. What is the relationship between parental high level of education and academic achievement of senior secondary students in Niger state?
4. What is the relationship between parental low level of education and academic achievement of senior secondary students in Niger state?

### **Research Hypotheses**

The following null hypotheses were tested at 0.05 level of probability:

- H<sub>01</sub>:** There is no significant relationship between parental high level of education and academic self-efficacy of senior secondary students in Niger state.
- H<sub>02</sub>:** There is no significant relationship between parental low level of education and academic self-efficacy of seniors secondary students in Niger state.
- H<sub>03</sub>:** There is no significant relationship between parental high level of education and academic achievement of senior secondary students in Niger state.
- H<sub>04</sub>:** There is no significant relationship between parental low level of education and academic achievement of senior secondary students in Niger state.

### **Methodology**

This study uses a correlation research design. A correlation design as a type of survey research was considered appropriate because it permits the researcher to examine the relationship between parental education, academic self-efficacy and academic achievement of the SS1 students in Niger state.

### **Population, Sample and Sampling Technique**

The target population of this study is all 56,525(34,110 males & 22,415 females) SS1 students in 2015/2016 academic session from public secondary schools in Niger state (Niger State Ministry of Education, 2015). The sample size is 360 students, drawn randomly from 18senior secondary schools. A cluster and simple random sampling procedures were employed. The state was divided into three senatorial zones (i.e., Niger North, Niger East and Niger South) and then into Local Government Areas. Three schools were selected randomly from six (6) local government areas to give eighteen (18) schools. A simple random sampling was used to select twenty (20) respondents from each school through the hat and draw method.

### **Research Instruments**

Two instruments were used in this study: Adopted Academic Self-Efficacy Scale (ASES) by Ibrahim, (2015) and Achievement Test in English Language and Mathematics.

**Academic Self-Efficacy Scale (ASES):** This was adopted from Ibrahim, (2015). It was developed to measure students' beliefs in their abilities and competence, effort and persistence, and level of confidence. The ASES instrument has 20 items and the response format was on 5- point Likert's scale namely: Strongly Agree (SA), Agree (A), Disagree (DA) and Strongly Disagree (SDA) and Not Decided (ND) which were scored 5, 4, 3, 2, and 1 respectively and with the reliability index of .829.

**English Language Achievement Test (ELAT):** The English Language Achievement Test (ELAT) consisted of 50 objective items developed by the subject teachers of English Language teaching at the SSS level and who are versatile and experienced in WAEC marking. The ELAT measures students' academic performance in English Language.

**Mathematics Achievement Test (MAT):** The Mathematics Achievement Test was also made of 50 multiple-choice items structured to measure students' performance in Mathematics.

**Parents' Level of Education:** Two parental levels of education were considered: Parental high education, which comprises post-secondary education and university education and parental low education which consist of those without education, non-formal education, adult literacy, primary and secondary education.

#### **Scoring procedure**

The ASES instrument was scored as: Strongly Agree = 5, Agree=4, Disagree =3, strongly Disagree=2 and Not Decided =1. A student may score a maximum of 100 points (5 x 20) or minimum of 20 points (1 x 20). The Achievement Test of the two instruments on the other hand, was scored two (2) marks each out of one-hundred marks. Thus, a respondent may score a maximum of 200 marks (2 x 100) for the two tests or a minimum of zero mark (0 x 100).

#### **Validity and Reliability of the Instruments**

The face validity of the adopted Academic Self-Efficacy Scale (ASES) was established by Ibrahim, (2015) through experts in Educational Psychology, Measurement and Evaluation and Guidance and Counselling from the Ahmadu Bello University, Zaria. The reliability was determined using Cronbach Alpha in Statistical Package for Social Science (SPSS) 21.0 version and it had alpha value of .829. The researchers estimated the reliability index in the study area and found alpha value of 0.835. The validity of the Achievement Test in English Language and Mathematics (ELAT & MAT) was ascertained in the study through the subject experts at the inspectorate division of the state ministry of education. The Chronbach Alpha- 21 reliability statistics was applied and 0.68 and 0.75 indexes were established.

#### **Procedure for Data Collection**

The researchers administered the instruments personally and with the aid of three research assistants. The procedure for the data collection was by a group method during a normal class period but with the permission of school authority and the class teacher. The students completed the questionnaire in approximately 50 minutes in the presence of a research assistant with the support of a class teacher. Further explanations were provided where there was a problem of reading and understanding how to fill the questionnaire by some students. The data collection was carried out for a period of one week.

**Procedure for Data Analysis**

Pearson Product Moment Correlations (PPMC) was used using SPSS 21.0 version to test the null hypotheses at 0.05 significant levels.

**Presentation of Results****Hypothesis 1**

**H<sub>01</sub>:** There is no significant relationship between parental high level of education and academic self-efficacy of senior secondary students in Niger state.

**Table 1: Correlation Analysis between Parental High Level of Education and Academic Self-efficacy of SS1 Students in Niger State**

| Variables               | N   | Mean    | SD      | R    | df  | p-value |
|-------------------------|-----|---------|---------|------|-----|---------|
| Parental High Education | 177 | 6.5056  | 0.50138 | .026 | 177 | .367    |
| Academic Self-efficacy  | 177 | 79.5225 | 12.3280 |      |     |         |

Data in Table 1 showed that there is a positive relationship between parental high level of education and academic self-efficacy of senior secondary students in Niger state but it is not statistically significant ( $r = .026$ ,  $df = 177$ ,  $p > 0.05$ ). Since the p-value is greater than 0.05, the null hypothesis which states that there is no significant relationship between parental high level of education and academic self-efficacy of senior secondary students in Niger state is not rejected.

**Hypothesis 2**

**H<sub>02</sub>:** There is no significant relationship between parental low level of education and academic self-efficacy of senior secondary students in Niger state.

**Table 2: Correlation Analysis between Parental Low Level of Education and Academic Self-efficacy of SS1 Students in Niger State**

| Variables              | N   | Mean    | SD      | r    | df  | p-value |
|------------------------|-----|---------|---------|------|-----|---------|
| Parental Low Education | 183 | 3.3333  | 1.64862 | .063 | 182 | .199    |
| Academic Self-efficacy | 183 | 77.4098 | 10.6740 |      |     |         |

The data on Table 2 revealed a positive relationship between parental low level of education and academic self-efficacy of senior secondary students in Niger state but it is not statistically significant ( $r = .063$ ,  $df = 182$ ,  $p > 0.05$ ). As the p-value is greater than 0.05, the null hypothesis which states that there is no significant relationship between parental low level of education and academic self-efficacy of senior secondary students is not rejected.

**Hypothesis 3**

**H<sub>03</sub>:** There is no significant relationship between parental high level of education and academic achievement of senior secondary students in Niger state.

**Table 3: Correlation Analysis between Parental High Level of Education and Academic Achievement of SS1 Students in Niger State**

| Variables               | N   | Mean    | SD      | r    | df  | p-value |
|-------------------------|-----|---------|---------|------|-----|---------|
| Parental High Education | 177 | 6.5056  | 0.50138 | .046 | 177 | .270    |
| Academic Achievement    | 177 | 103.101 | 20.6778 |      |     |         |

The finding on Table 3 showed a positive relationship between parental high level of education and academic achievement of senior secondary students in Niger state. However, the relationship was not statistically significant ( $r = .046$ ,  $df = 177$ ,  $p > 0.05$ ). Therefore, since the p-value is greater than 0.05, the null hypothesis which states that there is no significant relationship between parental high level of education and academic achievement of senior secondary students is not rejected.

**Hypothesis 4**

**H<sub>04</sub>:** There is no significant relationship between parental low level of education and academic achievement of senior secondary students in Niger state.

**Table 4: Correlation Analysis between Parental Low Level of Education and Academic Achievement of SS 1 Students in Niger State**

| Variables              | N   | Mean    | SD      | r      | df  | p-value |
|------------------------|-----|---------|---------|--------|-----|---------|
| Parental Low Education | 183 | 3.3333  | 1.64862 | -0.186 | 182 | .006    |
| Academic Achievement   | 183 | 101.475 | 28.0795 |        |     |         |

The data in Table 4 showed a statistically significant negative relationship between parental low level of education and academic achievement of senior secondary students in Niger state ( $r = -.186$ ,  $df = 182$ ,  $p < 0.05$ ). Since the p-value is less than 0.05, the null hypothesis which states that there is no significant relationship between parental low level of education and academic achievement of senior secondary students is not accepted.

**Discussions of the Study**

The outcome of this study revealed that no significant relationship exist among parental high education, academic self-efficacy, and academic achievement of senior secondary students in Niger state. This indicates that parental high education alone does not play a dominant role in students' academic self-efficacy and academic

performance but a combination of other factors. Thus, Davis-Kean, (2005); Khan, Khan, & Zubairi, (1999) and Sifa and Mehmood, (2011) observed that factors such as socio-economic factors, parental involvement and monitoring as well as influence of teachers and the learning environment have influence on students' academic self-efficacy and achievement. The findings of the study further mean that other strong variables like parental guidance services and study habits of the students along parents' level of education can also exert impact on academic performance of senior secondary students as posited by (Ali, 2013). Developmentally, senior secondary students fall within the period of adolescence that is characterized by identity crises, tension, and turbulence. Hence, educational qualifications of parents alone without supportive services, encouragement, and good reading pattern of the students cannot give much desire positive outcome on their academic self-efficacy and achievement. It is therefore the opinions of the researchers that parents should blend different approaches and strategies such as proper monitoring of school children, setting realistic goals and aspirations, and rich and conducive learning atmosphere in order to enhance students' self-efficacy and academic achievement. This view is supported in the study of Vick and Packard, (2008) on academic success strategy used among community-active urban Hispanic adolescents and the finding showed positive academic progress as a result of different strategies that were used on the adolescents.

In viewpoint, the findings in hypotheses 1,2, and 3 are in contrast with the positions of Fan and Williams, (2010) who maintained that subjects with highly educated parents (i.e., B.A / B.Sc. and above) are relatively more confident, self-reliant, free from anxieties and other psychological problems in comparison with subjects whose parents are less educated or uneducated; Nelson (2009), who posited that parents who have advanced degrees value children's education, and their past pursuit in education may augment structural factors on intergenerational behaviour, and students' academic achievement and self-efficacy, and Plunkett and Bamaca-Gomez, (2003) who found a substantial positive relationship in mothers' and fathers' supportive and educational level and adolescents' aspiration and self-efficacy. Similarly, the outcome of research study by Spain, (2003) which indicated that academic performance of those students whose parents have higher educational qualification is better than those whose parents are less educated also goes contrary with findings of this study. The reason for this difference may be as a result of other intervening variables or differences in population of the study. Thus, it is obvious that students' achievements are affected by multi-faceted factors which the outcome of a particular research cannot exhaust (Baji & Mohammed, 2015).

Furthermore, the results of hypothesis 4 revealed a statistically significant relationship between parental low level of education and academic achievement of the SSI students. This means that low level of education has impact on academic achievement. This finding is in agreement with previous studies by Vick and Packard, (2008) who linked disproportionately high percentage of families in poverty and school dropout rate to participants' parents who had graduated from a 4- year college at a rate of 17% or less and Khan, Khan and Zubairi, (1999) who maintained that non-literate parents do not have the understanding of the requirements of their children's

education, and thus, may act violently and produce negative impact. In other words, this result may signify that though low parents' levels of education has impact on academic performance, the parental interest in children's education and the educational aspirations of the children are also determinants of their educational attainment. This assertion corroborates with the studies of Flouri, (2006); Kao and Tienda, (1998) and Wigfield and Eccles, (2002b).

### **Conclusion and Recommendations**

The findings of this study showed that there is no significant relationship among parental high level of education and academic self-efficacy and achievement of the SS1 students in Niger state. This indicates parental high education does not relate with academic self-efficacy and academic achievement of their children. However, there was a significant relationship between low parental education and academic achievement of the students. The study therefore, recommends that:

1. Parents who possess high educational level should improve on educational support services of their children through extra mural lessons and provision of learning facilities to improve academic self-efficacy and academic achievement of their school children.
2. Parents should involve and monitor educational activities and school programmes of their school children to enhance their academic self-efficacy and performance.
3. Parents should set realistic educational goals and aspirations for their children to boost and improve their academic self-efficacy and achievement.
4. Government should initiate and encourage collaboration of communities and Parents' Teachers' Associations through sensitization and mobilization, to improve on their educational role of their children for better academic achievement.
5. Counselling centers/units should be established in schools to handle all varying personal, social, academic and institutional problems confronting students' academic progress and self-efficacy for better educational attainment.

### **References**

- Ali, B. A. (2013). Relationship among guidance services, study habits and academic performance of students in senior secondary schools in Katsina state. *Sokoto International Journal of Counselling Psychology*, 1,12-24.
- Azra, P. & Muhammad, T. A. (2008). Does mothers' education influence children's personality factors and academic achievement? *Bulletin of Education and Research*,30,(2),1-6.
- Baji, M.I. & Mohammed, I. A. (2015). Relationship between parenting styles on academic self-efficacy and academic achievement of junior secondary school students in Niger state, Nigeria. *Sokoto Educational Review*, 16, (2), 24-34.
- Bandura, A. (1997). Self-efficacy. *Harvard Mental Health Letter*, 13, (9),4-7.

- Cabrera, N., Tamis-LeMonda, C., Bradley, R., Hofferth, S., & Lamb, M. (2000). Fatherhood in the twenty-first century. *Child Development, 71*, 127-136.
- Campbell, S. & Glasgow, S. (2010). *Impact of parent involvement on student achievement*. Seminar in Applied Theory and Research I 702- 22 Brooklyn College.
- Chiu, J., Markson, C., Raicovi, V., Economics, J., Howell, C., Morote, E-S., & Inserra, A. (2012). *Which Matters Most?. Perceptions of Family Income or Parental Education on Academic Achievement*. Hawaii International Conference on Education 2012 and International Business and Economy Conference 2012. Department of Education, Leadership and Technology, Dowling College, USA.
- Darling, N. & Steinberg, L. (1993). Parenting styles as context: An integrated model. *Psychological Bulletin, 113*, (3), 487-496.
- Davidson, J. K. & Moore, N. B., (1996). *Marriage and family: Change and continuity*. New York: Ally and Bacon.
- Davis- Kean, P.E. (2005). The influence of parent education and family income on child achievement: The indirect role of parental expectations and the home environment. *Journal of Family Psychology, 19*,(2), 294- 301.
- Elliott, A. J., & Dweck, C.S. (Eds.).(2005). *Handbook of competence and motivation*. New York: Guilford Press.
- Fan, W., & Williams, C. M. (2010). The effects of parental involvement on students' academic self-efficacy, engagement and intrinsic motivation. *Educational Psychology, 30*, (1), 53- 74.
- Flouri, E. (2006). Parental interest in children's education, children's self-esteem and locus of control, and later educational attainment: Twenty-six year follow-up of the 1970 British Birth Cohort. *British Journal of Educational Psychology, 76*, (1), 41-55.
- Ibrahim, M. (2015). *Influence of parenting styles on academic self-efficacy and academic performance of junior secondary school students in Niger state, Nigeria*. Ph.D Dessertation, Ahmadu Bello University, Zaria-Nigeria.
- Kao, G. & Tienda, M. (1998). Educational aspirations of minority youth. *American Journal of Education, 106*, (6), 349- 384.
- Kerlinger, F. N., & Lee, H. B. (2000). *Foundations of behavvioural research*. London: Wadsworth.
- Khan, R. M., & Malik, K. (1999). Effectiveness of parents' involvement in reading, child's overt behaviour at home, mothers' educational level on children's reading comprehension. *Journal of Elementary Education, 5*, (2), 34-40.
- Khan, R. M., Khan. M. A. & Zubairi, N. (1999). Parental involvement and reading attainment: A study of 4<sup>th</sup>-Grade Pakistani children. *Journal of Pendidikhan, 20*, (3), 83-94.
- Krejcie, R., & Morgan, D. W. (1970). *Determining sample size for research activities*. Retrieved on 25 March, 2015 from [www.https://opa.uprrp.edu/.../Krejc...](https://opa.uprrp.edu/.../Krejc...)
- Nelson, J. K. (2009). *Impact of parents' education on student's success*. Utah Valley University, 800 W. University Parkway, MS 126.

- Nevid, J. S. (2004). *Psychology: Concepts and applications*. New York: Houghton Mifflin Company.
- Niger State Ministry of Education, Minna (2015). Department of Research, Planning and Statistics, Minna.
- Plunkett, S. W., & Bamaca- Gomez, M. Y. (2003). The relationship between parenting, acculturation, and adolescent academics in Mexican-origin immigrant families in Los Angeles. *Hispanic Journal of Behavioural Sciences*, 25,(5), 222- 239.
- Saifi, S. & Mehmood, T. (2011). Effects of socio-economic status on students' achievement. *International Journal of Social Science and Education*, 1(2), 119 -128.
- Spain, A. (2003). Personal, family, and academic factors affecting how achievement in secondary school. Antonia Lozano Diaz, *Electronic Journal of Research in Educational Psychology and Psychology*, 1, (1), 1696-2095.
- Vick, R. M. & Packard, B. W. (2008). Academic success strategy used among community-active urban Hispanic adolescents. *Hispanic Journal of Behavioural Science*, 30,( 4), 463-480.
- Wigfield, A., & Eccles, J. S. (2002b). *The development of competence beliefs and values from childhood through adolescence*. San Diego: Academic Press.
- Xu, J. (2009). School location, student achievement, and homework management reported by middle school students. *The School Community Journal*, 19, (2), 27- 44.