

*Full Length Research*

# Effect of Parent Income on Academic Performance of Secondary School Students Offering Biology in Ado-Ekiti Local Government Area of Ekiti State

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This study investigated the effect of parent's income on academic performance of secondary school students offering Biology in Ado-Ekiti Local Government Area of Ekiti State. The population of this study consisted 1,603 offering Biology as a subject in all fourteen (14) Secondary School in Ado Ekiti Local Government Area of Ekiti State. The sample for the study consists 80 students offering Biology selected from Four (4) public Secondary School in Ado Local Government Area of Ekiti State using simple random sampling technique. Purposive sampling technique was used to select twenty (20) SSS 1 students offering Biology from each School, making a total of Eighty (80). Questionnaire was the instrument used for data collection. The instrument was validated by the researchers as well as expects Tests and measurement which yielded a reliability of 0.75. The descriptive statistics of mean and standard deviation were used to answer the research questions while the T - Test and analysis of covariance (ANCOVA) were used to test the hypotheses. The study showed that there was no significant difference in the pre - test performance mean score of students offering Biology in experiment and control groups. The study showed that there was no significant difference in male and female performance of students offering Biology in the experiment group. The study also showed that there was no significant difference with the students that their parent's earning high and low income. It was recommended that seminar and workshops should be organized for Biology teachers to promote their teaching effectiveness, stimulate students' interest and enhance their performance in Biology.

**Keywords:** academic performance, secondary school students, Biology

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## INTRODUCTION

Education is the bedrock for personal, family, community and national development it is a very important ingredient for national development. Every nation hoping to have bright future needs to emphasize education because it is the pathway to human and societal development (Abdu-raheem, 2015). Nelson Mandela, the first black president of South Africa rightly submitted that education is the most powerful weapon for changing the world. It is a fundamental human right of every child, education is very crucial to socio-economic advancement and panacea for poverty reduction a

critical driver of economic advancement. It brings enlightenment and ability to reason logically. In Nigeria for example, in some part of the country where out school children is very high, the level of criminality and terrorism is equally very high, people without sound education can be easily brainwashed into believing anything without proper ability to reason logically. Illiteracy has been weaponised by some powerful politicians in Nigeria to keep citizen in poverty and perpetual exploitation for their personal gains. These politicians are very much aware that when people are educated, they will be well enlightened and they cannot blindly follow them without being able to ask questions and say no to their negative advances and query them where necessary. World Bank understood the negative consequences of raising the army of uneducated children, this made the organisation to declare that no child of school age should be denied access to quality and equitable education. (World Bank, 2019). It is unfortunate that Nigeria has not heeded this world of wisdom and the country is paying dearly with the rate of terrorism and banditry being perpetrated in the Northern Nigeria the educationally disadvantaged part of the country with highest number of out of school children.

Education acquisition is a gradual process and has to be in stages, teachers and instructors teach and students are expected to learn, however, it cannot be assumed that, the process of educating students has achieved the desired result until the learning outcome is examined and their performances evaluated to understand the progress they are actually making. Academic performance of students is measured through test, examination and continuous assessment. Academic performance of student is the extent or height of success attained at the end of an academic programme which could be excellent, average or poor. Academic performance is the ability of student to complete academic assignments, and it is assessed using objective criteria such as final course grades and grading point average. (Mohammed & Mohammad, 2022). There are different determinants of academic performance of students, some may be internal while others may be external. The internal has to do with students, such as his/her preparations, commitment to studies, level of intelligence, knowledge level among others, external factors are beyond the control of the student and as such, he may not be able to do much to bring them under control, they are external to the learners, it ranges from parent socio-economic factors, environmental factors, governmental policies, family background, quality of school attended, and parent income.

Personal income represents the average earnings of parents and is a fundamental aspect of socio-economic background that can influence students' academic performance, either positively or negatively, across all educational levels. The term "Socioeconomic Status" (SES) describes an individual's relative position in society based on factors such as family wealth, political influence, educational attainment, and job status (Hossain et al. 2022). Posse and Melgosa (2022) submitted that there are three important environment that are crucial to educational process; they are: the family, the school and the community. The family is the first in the line students are born and nurtured in the family, the first stage of education is received in the family. the school is next to the family, schools are expected to teach the students how to read and right and also help in developing a career path for students. The community is the one housing the family and the school, the family operates within the community ditto to the school. The socio-cultural and religion belief of a particular community has a way of influencing both the family and the school. Take for instance in the Northern part of Nigeria, during the 2025 ramadan fasting, some states in the Northern Nigeria declared their school closed for five weeks because of the fasting season, despite the public outcry by Christian Association of Nigeria, the decision was not changed to underscore the influence the community can have on the educational system while in the southern part of Nigeria, the school remained opened. (George, 2025)

Students' academic performance is determined by socio-economic status of their parents and some other persons (Osonwa, 2013). This was well explained by McMillan and Westor (2002) who classified these determinants into three dimensions: education, occupation and income. Socioeconomic status plays an important role in the academic achievements of students; hence, students with high level of socio-economic status may likely perform better than the middle-class students while the middle-class students perform better than the students with low level of socio-economic status. According to Thompson and Fleming (2003), parents' socioeconomic background may have a direct or indirect impact on students' academic performance. This could be due to their incapacity to provide extra educational resources to supplement the limited resources available in public schools, or it could be the result of their incapacity to support their children's or wards' educational needs because they are preoccupied with making ends meet. Adamu and Dikko (2017) found that parents' socioeconomic background may have a significant impact on students' academic performance.

Studies have shown that educational outcomes are often affected by family background, which plays a crucial role in accounting for differences in student achievement. Children whose parents hold better jobs with high income are typically able to offer their children essential financial support in their academics, a nurturing home environment conducive to cognitive growth, and resources for independent learning. Furthermore, these students are more likely to enroll in better schools with modern teaching and learning facilities which may not be available in public schools. Parental socio-economic status is a vital factor that impacts students' overall academic performance, as those from low SES backgrounds tend to achieve lower test scores and have a higher likelihood of dropping out of school (Fakunle & Ajayi, 2020)

## Statement of the Problem

The issue of low income and students' inadequate academic performance is prevalent and evident in society today, particularly in a country like Nigeria. Parental income significantly influences students' performance in subjects such as Biology. Families across various socioeconomic strata encounter substantial difficulties in providing their children with optimal care and education. For those living in poverty, these challenges can be particularly daunting. When basic needs are unmet, parents often prioritize essentials such as housing, food, clothing, and healthcare. Consequently, educational resources like toys, games, and books may be viewed as luxuries, and parents may lack the time, energy, or knowledge to seek out innovative and cost-effective methods to enhance their children's education.

Families with low socioeconomic status frequently do not have the financial, social, and educational resources that are typically available to families with higher socioeconomic status. Additionally, these families may face limited access to community resources that foster children's development and readiness for school. Parents may struggle with skills necessary for engaging in activities such as reading with their children and may be unaware of important information regarding childhood immunizations and nutrition. The lack of adequate resources and limited access to available support can adversely impact families' decisions concerning their young children's development and learning.

It is well-established that low parental income negatively affects students' academic performance. This is often due to the financial difficulties faced by parents, which can distract children from focusing on their studies, resulting in lower grades. A child's socioeconomic background can shape their outlook on life, which in turn influences their academic performance. There exists a strong correlation between parental income and students' academic success. Therefore, this study aims to investigate the impact of socioeconomic background on academic performance.

## Objectives of the study

The main purpose of this study is to determine the effect of socio economic background on academic performance in secondary school students offering Biology, in Ado-Ekiti Local government area of Ekiti state. Specifically, the study sought to;

- examine the effect of parent Income on academic performance of secondary school students offering Biology, in Ado-Ekiti local government area of Ekiti State.
- 2. investigate the effect of parent educational level on academic performance of secondary school Biology students, in Ado-Ekiti local government area of Ekiti State .
- 3. investigate the relationship between the parent's income and academic performance of secondary school Biology students, in Ado-Ekiti local government area of Ekiti State .

## Research Questions

In the course of carrying out this research study, the researcher posed the following questions:

- What is the effect of parent Income on academic performance in students offering Biology, in Ado-Ekiti local government area of Ekiti State?

## Research hypothesis

- Parent Income has no significant relationship on Academic Performance of students offering Biology in Ado-Ekiti local government Area of Ekiti State.

## LITERATURE REVIEW

The academic performance of students in secondary schools has been observed to be in a state of decline (Ugoji, 2008). Abdu-raheem (2015) posited that data obtained from the Ministry of Education in Ekiti State indicated that merely 26.9% of students who participated in the Junior Secondary School Examinations over a span of five academic sessions achieved a pass at the credit level in Social Studies. Given that Social Studies is not categorized as a particularly challenging subject, it may be inferred that the performance of students in fundamental science disciplines is also likely to be suboptimal. The researcher identified several factors contributing to the unsatisfactory academic performance,

including the low socio-economic status of the family unit. Poverty presents significant challenges for all family members, incapacitating parents in their capacity to implement measures that would enhance the socio-educational welfare of their offspring, despite their recognition of such needs.

The familial background of a child exerts a significant influence on their worldview, approach to life circumstances, and academic achievement (Uwaifo, 2008). Supporting this assertion, Omirin and Adeyinka (2009) posit that students who receive both financial and moral support from their parents are more likely to excel academically. Education is regarded as the paramount legacy and a catalyst for cultural transformation, with the onus of child education resting predominantly on the parents. Formal education continues to serve as the primary conduit for socio-economic advancement within society, with its provision being a responsibility of the government, complemented by parental involvement. The academic performance of secondary school students is experiencing a downward trend (Ugoji, 2008). Ali, Musa, Zakar, and Bello (2021) also claimed that children from affluent families are often motivated to achieve academic excellence when provided with necessary learning materials and resources. This reality impacts students' academic achievement and creates substantial challenges for children from low socioeconomic backgrounds, making it exceedingly difficult for them to compete effectively with peers from high socioeconomic backgrounds in the same educational setting.

Adzido, Dzogbede, Ahiave and Dorkpah (2016) characterized family or parental income as the aggregate earnings received by all household members aged 15 and older residing within the same home. This income is categorized into three types: Money Income, Real Income, and Psychic Income. Money income represents purchasing capability, encompassing salaries, wages, rent, interest, profits, sick benefits, pensions, gifts, dividends, securities, royalties, etc. , which can be exchanged for goods and services as needed by the family. Real income reflects the range of goods, services, and community resources accessible over a specified timeframe, including both producers and consumers' goods, such as inherited land, food from kitchen gardens, dairy and poultry outputs, durable goods, and commodities owned by the family.

Effective use of these resources can enhance the family's real income. Psychic income, distinctively intangible and qualitative, encapsulates the satisfaction experienced by the family from wisely utilizing both money income and real income. Parental income is a significant factor linked to students' academic achievement, being crucial to a secondary student's educational success as it influences their accomplishments and potential entrance into higher education. Ogunshola (2019) asserts that affluent parents are more inclined to invest heavily in their children's education, leading to greater success, while low-income parents often focus on immediate needs and may lack the capacity or time to devote to their children's educational pursuits. The income level of parents plays an essential role when coupled with effective parenting and education, fostering a secure environment, high aspirations, and intellectual engagement.

Machebe, Ezegbe, and Onuoha (2017) stated that the degree of family involvement in a child's education is the most reliable predictor of student success. Active engagement of parents in their children's educational journeys serves as a guiding light for improved academic outcomes and increased effectiveness. Lin and Lv (2017) support this perspective, noting that parental income influences children's academic performance by enabling higher-income families to provide more educational resources, while lower-income families may prioritize subsistence over educational investment, thereby exacerbating the income disparity. They proposed fostering robust relationships between schools and families through initiatives for parents, including discussions about homework and school-home communication systems, aimed at enhancing children's academic performance and overall educational progress.

Kulloma, Mala, and Kolo, M. A. (2022) expressed that family background, which encompasses parents' economic status, family size, structure, and educational attainment, significantly influences a child's learning journey. Parents with lower incomes may struggle to dedicate time to their children's academic needs and may face stressors that negatively impact their children's educational outcomes. Conversely, parents with higher incomes are more likely to possess greater motivation for their children's education, thus improving their relationships with their children and fostering a desire for academic success.

Academic achievement serves as a quantifiable indicator of a student's behavior over a specified timeframe, and it is considerably influenced by numerous factors, one of which is family income. Research by Ngangi, Mwanja, and Cheloti (2023) revealed that parental income affects the level of behavioral support provided by parents, and it acts as a significant contributor to educational inequality, as parents with limited financial resources may fail to allocate sufficient investments into their children's education, resulting in poor academic outcomes. Economic hardship negatively impacts academic success, as students from economically disadvantaged backgrounds often find it difficult to concentrate on school activities due to unmet basic needs. Living in poverty correlates with heightened parental stress, depression, and various health issues, all of which can impede parents' capacity to effectively care for their children. In contrast, children of affluent parents typically possess elevated educational aspirations and expectations, as those with wealth can afford home tutoring, cultivate positive studying routines, and reinforce their influence on their children's academic success.

## METHODOLOGY

The study adopted a descriptive research design of the survey type. The population of this study consists one thousand six hundred and three (1,603) students offering Biology in all Secondary School in Ado-Ekiti Local government. Eighty (80) Students in Four Secondary schools in Ado-Ekiti Local Government Area of Ekiti is the sample, multiple sampling procedures was employed to select sample. Four Public Secondary Schools were selected using a simple stratified random sampling. Twenty (20) Biology students were selected from each of the schools using purposive sampling techniques Questionnaire was the instrument for data collection. The questionnaire consist of two section A and B. Section A consist of personal data such as Gender, Age group, Parent's Qualification, Ethnicity and Parent's Occupation. Section B consist of items being studied. The students are to respond using the rating scale; Strongly Agreed, Agreed, Disagreed and Strongly Disagreed. The reliability of the instrument was determined through the test-retest method. Twenty (20) copies of the instrument was administered on the students randomly selected from schools that are not part of the schools selected for the study. Ten copies of the instrument were administered on the two different occasions with an interval of two weeks. The score of the two administrations was correlated using person product moment correlation (PPMC) and the reliability coefficient of 0.75 was obtained which was considered adequate for the study. The instrument was administered by the researcher while the data collected were analyzed using descriptive and inferential statistics. The researcher questions were answered using mean, standard deviation, and bar charts, while t-test and analysis of variance (ANOVA) were used to test the hypotheses at a 0.05 level of significance.

## RESULTS AND DISCUSSION

### Descriptive Analysis

**Table 1:** Analysis of Respondents' Socio-demographic Characteristics

Variable	Groupings	Frequency	Percentage
Gender	Male	43	53.8
	Female	37	46.3
Age group	Below 16yrs	15	18.8
	16-18 yrs	48	60.0
	Above 18 yrs	17	21.3
Mothers qualification	OND	4	5.0
	HND	32	40.0
	First Degree	34	42.5
	Higher Degree	10	12.5
Fathers qualification	OND	7	8.8
	HND	30	37.5
	First Degree	31	38.8
	Higher Degree	12	15.0
Ethnicity	Yoruba	21	26.3
	Igbo	31	38.8
	Hausa	14	17.5
	Others	14	17.5
Fathers occupation	Public servant	37	46.3
	Civil servant	34	42.5
	Entrepreneur	6	7.5
	No occupation	3	3.8
Mothers qualification	Public servant	37	46.3
	Civil servant	38	47.5
	Entrepreneur	3	3.8
	No occupation	2	2.5

Table 1 presents the socio-economic characteristics of the study participants. The result shows that more than half of the total sample (n=43, 53.8%); representing the majority are male while 37 (46.3%) are female. Distribution of the respondents according age reveals that 15 (18.8%) are below 16years, 48 (60%) of them; representing the majority are 16-18years while 17 (21.3%) are above 18years. Less than 10% of the respondents' mothers had OND certificate, 32 (40%) are holders of HND certificate while 34 (42.5%) and 10 (12.5%) possess first degree and higher degree

respectively. More than one-third of the respondents' father had either HND (n=30, 37.8%) or first degree (n=31, 38.8%) in each case while 12 (15%) hold higher degree. Most of the sample participants (n=31, 38.8%) are Igbo, 21 (26.3%) are Yoruba while 14 (17.5%) belong Hausa and other ethnic groups in each case. More than one-third of the study participants' father (n=37, 46.3%) are public servants, 34 (42.5%) are civil servants while 6 (7.5%) and 3 (3.8%) indicate 'entrepreneur' and 'no occupation' respectively. Majority of the respondents' mothers (n=38, 47.5%) are civil servants, 37 (46.3%) are public servants, 3 (3.8%) entrepreneur and 2 (2.5%) had no occupation.

### Analysis of Research Questions

**Research Question 1:** What is the effect of parent Income on academic performance in students offering Biology in Ado-Ekiti local government area of Ekiti State?

**Table 2:** Effect of parent Income on academic performance in students offering Biology

S/N	ITEMS	SA	A	D	SD	MEAN	SD
1	Mother's High income enhances student performance in Biology.	24 (30.0)	42 (52.5)	11 (13.8)	3 (3.8)	3.09	.766
2	Low Mother's income effects student academic performance	17 (21.3)	23 (28.8)	35 (43.8)	5 (6.3)	2.65	.887
3	Father's low-income earner effects student academic performance.	31 (38.8)	28 (35.0)	19 (23.8)	2 (2.5)	3.10	.851
4.	Father's high-income earner can provide the educational need of the student.	26 (32.5)	24 (30.0)	28 (35.0)	2 (2.5)	2.93	.883

**Criterion mean = 2.50**

Table 2 presents the effect of parent income on academic performance in students offering Biology in Ado-Ekiti local government area of Ekiti state. The result shows that, using a criterion mean score of 2.50 for the affirmative of the statements, all the items had mean scores above the cut-off point. This implies that parent income has effect on academic performance in students offering Biology in Ado-Ekiti local government area of Ekiti state.

### Testing of Hypotheses

**Hypothesis 1:** There is no significant relationship between parent income and academic performance of students offering Biology in Ado-Ekiti local government area of Ekiti State.

**Table 5:** Pearson Correlation of parent income and academic performance of students offering Biology

Variable	N	Mean	SD	r	p
Parent income	80	11.76	1.30	0.750*	0.000
Students' academic performance	80	54.06	6.92		

**p<0.05**

Table 5 shows that the computed rvalue (0.750) is significant at p<0.05 level of significance. The null hypothesis is rejected. This implies that there is significant relationship between parent income and academic performance of students offering Biology in Ado-Ekiti local government area of Ekiti state.

## DISCUSSION

The study showed there was significant relationship between parent income and academic performance of students offering Biology in Ado-Ekiti local government area of Ekiti state. The finding supports the study of Akanle (2007) that identified Parental income in his work to be a cogent factor upon which the academic/vocational successes of secondary school students lies. Also, Osonwa (2013), McMillan and Westor (2002) found that students' academic performance is predicted by a chain of socio-economic factors resident in parents and some other persons. They further stressed that socio-economic status comprising three major dimensions: education, occupation and income; plays an important role in the academic achievements of students. Similarly, the study conducted by Ngangi, Mwanja and Cheloti (2023) supported the findings of this study. They found that parental income influences parental behaviour support and it is a major source of educational imbalance as low-income parent may not be able to invest enough resources in their children's education thereby leading to low performance. Poverty adversely impacts academic performance, as students from low-income families struggle to focus on class activities due to lack of basic needs. Poverty is associated with increased parental stress, depression and other health related conditions which can hinder parents' ability to nurture their children well. While Students from high-income parents have greater educational aspirations and expectations, as wealthy parents can make available home tutoring, foster good study habits.

## CONCLUSION

Based on the findings of this study, it was concluded that there is strong predictive influence of parental income on academic performance of students in secondary school offering Biology. Students whose parents are earning relatively well may likely do well than students whose parents are very poor.

## RECOMMENDATIONS

Sequel to the findings of the study, the following recommendations were made;

- Government should formulate and implement laudable economic policies geared towards employment generation for its citizens in order to boost family income and enhance the academic performance of their children/wards.

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