

## ***Social Indices and Educational Accessibility in Cross River State, Nigeria***

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### **Abstract**

*The study investigates social indices and educational accessibility in Cross River State. Four each of research questions and hypotheses guided the study. The research design was the ex post facto research design. The population was all senior secondary school II students in Cross River State, Nigeria. Stratified sampling technique was used to select four schools each from nine Local Government Areas, out of 18 local government areas in the state. A sample of 758 students was drawn. Three experts validated the instrument, titled "Social Indices and Educational Accessibility Questionnaire" (SIEAQ) used in data collection. The instrument was designed on a 4-point Likert scale format. Using a pilot study conducted on 60 participants, internal consistency coefficient of 0.76 to 0.81 was obtained using Cronbach alpha reliability estimate. The researcher administered the instruments on the sampled respondents in the selected schools. Data collected was analyzed using simple regression, independent t-test and multiple regression, at 0.05 level of significance. Result showed that social injustice, good governance, community-driven development (CDD) and social inequality relate with the level of educational accessibility. It was recommended, among others, that government should implement policy that will efficiently improve educational accessibility.*

**Keywords:** education, accessibility, injustice, inequality, governance.

### **Introduction**

Nigeria is a diverse and multicultural country with over 250 ethnic groups, with ethnic minorities accounting for 43.5% of the total population. The government has sent ethnologists to identify these groups, the Hausa-Fulani being the most populous and politically influential. Nigeria has over 1500 languages, with English being the official language. Ethnic identity in Nigeria is an official category defined by the state and appears on identity cards. Over 90 million people are ethnic minorities, making Nigeria a diverse and multilingual nation (Okemakinde, 2014). This issues of ethnic has also been found in the educational sector.

Banks (2017) emphasizes the importance of incorporating ethnic, racial, and cultural diversity in educational institutions, including staff, curriculum, norms, values, and students. As society evolves, inclusive education is crucial. Multicultural education, a method of understanding modern reality with inclusive cultures, is one approach. Idol

(2001) argues that inclusive education allows every student to influence their education and learning objectives, participating equally and actively in the shared learning environment. The terms "integration" and "inclusion" are sometimes used interchangeably.

Any civilization or country can move toward development and advancement in all spheres of human effort by utilizing education as a key tool. In general, it is seen to be the process of gaining abilities, information, and a mindset that enable a person to be beneficial to themselves, their community, and the country as a whole. Educational systems differ based on organizational structures, teaching practices, and philosophical and cultural organizations, despite being a universal aspect of the society.

A functional education is one that will make its recipient or product valuable to the society to which they belong, rather than rendering them obsolete. This is what makes education worthwhile. Jaja (2013) asserts that education is the foundation of any culture, serving as a means of conceptualization, knowledge transmission, and the transmission, advancement, and consolidation of culture. Therefore, the idea of a learning process without education is inconceivable. It is understandable that education is regarded as the greatest legacy parents can give their children since its significance cannot be overstated (Dambazau, 2015).

According to Jaja (2013), ensuring that everyone who is eligible for education can benefit from it is the essence of access to education (Federal Republic of Nigeria, 2013). This position implies that in order for access to be made possible, all members of society should have equal access to comprehensive educational resources like teachers, laboratories, classrooms, instructional materials, and school plants, among other things. Therefore, in order to make equity in educational provision a vital component of achieving social justice, which may thereafter be perpetuated for educational growth, barriers that function as an exclusion of any variable from access to education must be removed.

Okemakinde (2014) put out a set of standards for evaluating the application of social justice in education, including efforts, sacrifice, equity, inherent equality, inherent rights, need, merit, and contribution to the common good. These standards align with social justice metrics in education, which are employed by the majority of countries to encourage educational access as a social justice for the advancement of education. Due to expanding exclusion issues in the educational growth of developing countries, equity and social justice in education seeks to reverse prejudice against disadvantaged individuals, guaranteeing that affirmative action matches qualitative concerns for equality, justice, and legality.

A study by Jonathan and Young (2018) looks at the difficulties in achieving the SDG 4 to ensure inclusive and and promote life long learning opportunity for all. Using a

qualitative analytical approach, the study emphasizes how common it is for public policies that use education to achieve sustainable development goals to contain exclusions and disparities.

The process through which a government makes and carries out policy decisions that impact the financing and provision of education to its citizens is known as governance. It involves the use of resources for socio-economic development, affecting households, individuals, and nations, and involves the exercise of power through political, social, and economic spheres. Effective governance entails converting political procedures into public policies and setting guidelines for the effective provision of services to the public including the use of technology, universal design for learning, and creating inclusive learning environments (Azuakor, 2019).

A study carried out by Abdullahi and Jibola (2019) aimed to investigate the relationship between Nigerian secondary school management on accountability, resource management, accessibility by and participatory good governance in Kwara State. Population was 6,894 teachers and 310 principals of public senior high schools using a self-made questionnaire. A total of 539 participants, or 175 principals and 364 instructors, made up the sample. The statistical method of Pearson Product Moment Correlation was used to analyze the data. Every hypothesis was tested at the significant level of 0.05. The findings demonstrated a strong correlation between the administration of secondary schools in Nigeria, accountability, participatory decision-making, accessibility by and resource management.

In nations like Nigeria where particular voices are more prevalent due to their unique histories, languages, and cultures, community-driven development is essential. Nigeria's federal structure encourages a top-down approach to development, which results in uneven and biased advancement. Inequality in development persists even in the face of policies and initiatives aimed at ending poverty (Ngwoke, 2020).

Regardless of the social inequality arguments, the researcher is concerned that the discussion must constantly be balanced against exclusion and inclusion factors for the sake of educational progress and equality. This is due to the fact that, for instance, developing countries experience exclusion while western countries have some of the highest per capita incomes, life expectancies, and lowest rates of infant mortality and illiteracy worldwide as a result of equal access, equity to education and social equality in educational provisions.

Hernandez (2020) drew attention to a few exclusionary activities that were found to be essential to the paradigms of exclusion in access, equity, and social inequality in the development of education in developing nations. Ma (2014) identifies three types of practices that hinder educational development: institutional bias, social injustice and poverty. Institutional bias involves a dominant set of values, beliefs, rituals, and

procedures that favour certain individuals and groups while negatively affecting others; social closure restricts access to opportunities and resources to a small group. These practices are particularly prevalent in developing nations, where benefitting recipients are given the opportunity to protect and advance their interests with privilege.

The unequal distribution of resources, opportunities, and outcomes caused by socioeconomic disparities in education has a detrimental effect on low-income children, restricts their access to high-quality instruction, and widens performance gaps (Onifade et al., 2020). Promoting educational equity requires addressing these disparities and creating learning environments that are focused on the needs of the students. Children from low-income households out-perform those from wealthy homes academically, according to research by Prefer and Hershbein (2019).

Similarly, Gajanand and Gopal (2022) put that a mode-wise trip time matrix dataset was to quantify accessibility for educational services in Greater Mumbai. From the standpoint of urban and transportation planning, it assesses socioeconomic and geographical equity. The Gini index measures geographical inequality and evaluates accessibility distribution. In order to help planners and politicians prioritize benefits and solve geographical and socioeconomic disparities, the study creates a decision framework and recommends policy actions to alleviate injustices.

The highest level of education attained by any parent living with their kid, including step-parents and adoptive parents, is the parent's educational background (Unusual et al., 2018). A child's educational achievement is significantly predicted by the educational background of their parents, which is impacted by the financial level of the family and the employment of the parents; however, attempts are made to reduce the influence of these variables (Jean-Marie et al., 2023). A study carried out by Jean-Marie et al. (2023) examines the relationship between parental background, education level, and socio professional position in children's transition to adulthood. It uses segmented assimilation and institutional theories and a life-course approach. The study used data from the LIVES-FORS cohort panel survey and Bayesian network modelling. Results show no correlation between parents' geographical origin and children's success. In another study by Davis-Kean et al. (2021), this article examines how parents' educational attainment affects their children's developmental outcomes while discussing the influence of socioeconomic status (SES). It shows that parents' expectations and views, together with cognitive stimulation, are indirect ways that SES improves children's academic achievement. The model highlights possible paths for intervention by taking into account the dynamic transactions within families as well as the contributions made by community and past generations.

## **Research questions**

The study is designed to provide answers to the following questions:

1. How does social injustice predict educational accessibility in Cross River state, Nigeria?
2. To what extent does good governance predict educational accessibility in Cross River state, Nigeria?
3. To what extent does Community-Driven Developments (CDD) predict educational accessibility in Cross River state, Nigeria?
4. How do social inequalities predict educational accessibility in Cross River state, Nigeria?
5. To what extent do social economic disparities predict educational accessibility in Cross River state, Nigeria?
6. To what extent does parental educational background predict educational accessibility in Cross River state, Nigeria?
7. To what extent do social injustice, good governance, community-driven developments (CDD), social inequalities, and social economic disparities predict educational accessibility in Cross River state, Nigeria.

## **Hypotheses**

The study tested the following hypotheses at 0.05 level of significance:

**Ho1:** Social injustice does not significantly predict educational accessibility in Cross River state, Nigeria.

**Ho2:** Good governance does not significantly predict educational accessibility in Cross River state, Nigeria.

**Ho3:** Community-driven developments (CDD) does not significantly predict educational accessibility in Cross River state, Nigeria.

**Ho4:** Social inequalities do not significantly predict educational accessibility in Cross River state, Nigeria.

**Ho5:** Social economic disparities do not significantly predict educational accessibility in Cross River state, Nigeria.

**Ho6:** Parental educational background does not significantly predict educational accessibility in Cross River state, Nigeria.

**Ho7:** Social injustice, good governance, community-driven developments (CDD), social inequalities, and social economic disparities do not significantly predict educational accessibility in Cross River state, Nigeria.

## **Methodology**

The research design adopted for this study was the ex post facto research design. The population for the study was all senior secondary school II students in Cross River State, Nigeria. Stratified and simple random sampling techniques were used to select four schools each from nine Local Government Areas (LGAs) selected from the 18 LGAs in the state. Using the simple random sampling technique, a sample of 758 students was drawn for the study from the sampled schools.

Three experts validated the instrument used to collect data for the study. The instrument was titled “Social Indices and Educational Accessibility Questionnaire” (SIEAQ). The instruments were designed on a 4-point Likert scale format. The instrument has three sections. Section A contained the demographic variables (1-4) with options to choose from. Section B included items from the sub-variables of the independent variable (social injustice, good governance, community-driven developments (CDD), social inequalities, and social economic disparities); each variable had five items each making a total of 25 items on a four point likert scale. Section C had 8 items on a four point likert scale which measured the dependent variable (educational accessibility).

A pilot study was conducted on a 60 participants and internal consistency coefficient of 0.76 to 0.81 was obtained using Cronbach alpha reliability method. The researcher administered the instruments on the sampled respondents in the selected school. The data that was collected was analyzed using simple regression, independent t-test and multiple regression at 0.05 level of significance.

### **Presentation of results**

**Ho1:** Social injustice does not significantly predict educational accessibility in Cross River state, Nigeria.

The independent variable in this hypothesis is social injustice while the dependent variable is educational accessibility. Simple linear regression analysis was employed to test this hypothesis. The result of the analysis is presented in Table 1.

**Table 1:** Simple regression analysis of the relationship between social injustice and educational accessibility in Cross River state, Nigeria

<b>Model</b>	<b>Sum of squares</b>	<b>DF</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig</b>	<b>R</b>	<b>R-square</b>	<b>Adjusted R-square</b>
Regression	2949.14	1	2949.14					
Residual	2331.14	756	3.35	880.64	.000	.734	.538	.537
Total	5480.86	757						
	<b>Unstandardized Coefficients B</b>	<b>Standard Error</b>	<b>Standardized Coefficients Beta</b>	<b>T</b>	<b>Sig</b>			
Constant	12.95	.198		65.51	.000			
Social injustice	.481	.061		.734	.000			

The result of simple regression analysis in table one on the relationship between social injustice and educational accessibility in Cross River state, Nigeria produced an adjusted R<sup>2</sup> of .537. This result implies that only 53.7% of the variance can be predicted

from the independent variable (social injustice) in predicting educational accessibility in Cross River state, Nigeria. The F-value of the Analysis of Variance (ANOVA) obtained from the regression table was  $F = 880.64$  having a p-value of .000 with 1 and 756 degrees of freedom at .05 level of significance. The null hypothesis was rejected. This result therefore signifies that social injustice does significantly predict educational accessibility in Cross River state, Nigeria by 56.5 %, and the identified equation to understand this relationship was that educational accessibility =  $12.95 + .481$  (social injustice).

**Ho2:** Good governance does not significantly predict educational accessibility in Cross River state, Nigeria.

The independent variable in this hypothesis is good governance while the dependent variable is educational accessibility. Simple linear regression analysis was employed to test this hypothesis. The result of the analysis is presented in Table 2.

**Table 2:** Simple regression analysis of the relationship between good governance and educational accessibility in Cross River state Nigeria

Model	Sum of squares	DF	Mean Square	F	Sig	R	R-squar e	Adjuste d R-square
Regression	2823.64	1	2823.64					
Residual	2652.22	756	3.35	803.35	.000	.718	.515	.514
Total	5480.86	757						
	<b>Unstandardize d Coefficients B</b>		<b>Standar d Error</b>				<b>T</b>	<b>Sig</b>
Constant	12.90		.208				62.03	.000
Good governance	.476		.017		.718		28.34	.000

The result of simple regression analysis in table 2 on the relationship between good governance and educational accessibility in Cross River state Nigeria produced an adjusted  $R^2$  of .514. This result implies that 51.4% of the variance can be predicted from the independent variable (good governance) in predicting educational accessibility in Cross River state, Nigeria. The F-value of the Analysis of Variance (ANOVA) obtained from the regression table was  $F = 803.35$  having a p-value of .000 with 1 and 756 degrees of freedom at .05 level of significance. The null hypothesis was rejected. This result therefore signifies that good governance does significantly predict

educational accessibility in Cross River state, Nigeria by 51.4%, and the identified equation to understand this relationship was that educational accessibility = 12.90 + 476 (Good governance).

**Ho3:** Community-driven developments (CDD) does not significantly predict educational accessibility in Cross River state, Nigeria.

The independent variable in this hypothesis is community-driven developments (CDD) while the dependent variable is educational accessibility. Simple linear regression analysis was employed to test this hypothesis. The result of the analysis is presented in Table 3.

**Table 3** Simple regression analysis of the relationship between Community-Driven Developments (CDD) and educational accessibility in Cross River state, Nigeria

Model	Sum of squares	DF	Mean Square	F	Sig	R	R-square	Adjusted R-square
Regression	2910.22	1	2910.22					
Residual	2570.64	75	3.40	855.87	.000	.729	.531	.530
Total	5480.86	76						
	<b>Unstandardized Coefficients</b>		<b>Standard Error</b>			<b>Standardized Coefficients</b>	<b>T</b>	<b>Sig</b>
	<b>B</b>					<b>Beta</b>		
constant	12.84		.204				63.02	.000
CDD	.483		.017			.729	29.26	.000

The result of simple regression analysis in table 3 on the relationship between Community-Driven Developments (CDD) and educational accessibility in Cross River state, Nigeria produced an adjusted R<sup>2</sup> of .530. This result implies that 53.0% of the variance can be predicted from the independent variable CDD in predicting educational accessibility in Cross River state, Nigeria. The F-value of the Analysis of Variance (ANOVA) obtained from the regression table was F = 855.87 having a p-value of .000 with 1 and 756 degrees of freedom at .05 level of significance. The null hypothesis was rejected. This result therefore signifies that Community-Driven Developments (CDD) does significantly predict educational accessibility in Cross River state Nigeria by 53.0%, and the identified equation to understand this relationship was that educational accessibility = 12.84 + .483 (CDD).

**Ho4:** Social inequalities does not significantly predict educational accessibility in Cross River state, Nigeria.



The independent variable in this hypothesis is social inequalities while the dependent variable is educational accessibility. Simple linear regression analysis was employed to test this hypothesis. The result of the analysis is presented in Table 4.

**Table 4:** Simple regression analysis of the relationship between social inequalities and educational accessibility in Cross River state, Nigeria

Model	Sum of squares	DF	Mean Square	F	Sig	R	R-squar e	Asjuste d R-square
Regression	2450.03	1	2450.03					
Residual	3030.83	75	4.01	611.13	.000	.669	.447	.446
Total	5480.86	76						
	<b>Unstandardize d Coefficients B</b>		<b>Standar d Error</b>				<b>T</b>	<b>Sig</b>
Constant	11.81		.279				42.33	.000
Social inequalities	.521		.021				24.72	.000

The result of simple regression analysis in table 4 on the relationship between social inequalities and educational accessibility in Cross River state, Nigeria, produced an adjusted R<sup>2</sup> of .446. This result implies that 44.6% of the variance can be predicted from the independent variable (social inequalities) in predicting educational accessibility in Cross River state, Nigeria. The F-value of the Analysis of Variance (ANOVA) obtained from the regression table was F = 611.13 having a p-value of .000 with 1 and 756 degrees of freedom at .05 level of significance. The null hypothesis was rejected. This result therefore signifies that social inequalities do significantly predict educational accessibility in Cross River state, Nigeria by 44.6%, and the identified equation to understand this relationship was that educational accessibility = 11.81 + .521 (social inequalities)

**Ho5:** Social economic disparities do not significantly predicts educational accessibility in Cross- River state Nigeria.

The independent variable in this hypothesis is social economic disparities while the dependent variable is educational accessibility. Simple linear regression analysis was employed to test this hypothesis. The result of the analysis is presented in Table 5.

**Table 5:** Simple regression analysis of the relationship between social economic disparities and educational accessibility in Cross River state, Nigeria

Model	Sum of squares	DF	Mean Square	F	Sig	R	R-square	Adjusted R-square
Regression	2264.74	1	2264.74					
Residual	2216.12	756	4.26	532.36	.000	.643	.413	.412
Total	5480.86	757						
	Unstandardized Coefficients B		Standard Error		Standardized Coefficients Beta		T	Sig
Constant	11.64		.306				38.08	.000
social economic disparities	.526		.023		.643		23.07	.000

The result of simple regression analysis in table 5 on the relationship between social economic disparities and educational accessibility in Cross River state, Nigeria produced an adjusted  $R^2$  of .412. This result implies that 41.2% of the variance can be predicted from the independent variable (social economic disparities) in predicting educational accessibility in Cross River state, Nigeria. The F-value of the Analysis of Variance (ANOVA) obtained from the regression table was  $F = 532.36$  having a p-value of .000 with 1 and 756 degrees of freedom at .05 level of significance. The null hypothesis was rejected. This result therefore signifies that social economic disparities do significantly predict educational accessibility in Cross River state, Nigeria by 41.2%, and the identified equation to understand this relationship was that educational accessibility =  $11.64 + .526$  (social economic disparities).

**H06:** Parental educational background does not significantly influence educational accessibility in Cross River state, Nigeria.

The independent variable is parental educational background which is divided into formal and informal while educational accessibility in Cross River State serves as the dependent variable. To test the hypothesis, the scores of the two groups of respondents was collated and compared to check its influence on the dependent variable (educational accessibility in Cross-River State). Independent t-test statistics was employed to test this hypothesis.

**Table 6:** Summary of independent t-test on the influence of parental educational background on educational accessibility in Cross River State

Variable	N	Mean	SD	DF	t	p-value
Formal	590	17.62	2.33	756	45.09	.000
Informal	168	29.48	1.37			

The result in table 6 showed that there is a difference on the mean scores as well as on the standard deviation scores of both groups of respondents. This mean scores differences show that educational accessibility in Cross River State is influenced by the parental educational background. Similarly, calculated t-value of 45.09 was significant at p –value of .000 at .05 level of significance with 756 degree of freedom. With this result, the null hypothesis was rejected. This therefore implies that parental educational background does significantly influence educational accessibility in Cross River state, Nigeria.

**Ho7:** Social injustice, good governance, Community-Driven Developments (CDD), social inequalities, and social economic disparities do not significantly predict educational accessibility in Cross River state, Nigeria.

The independent variables in this hypothesis are social injustice, good governance, Community-Driven Developments (CDD), social inequalities, and social economic disparities. The dependent variable is educational accessibility in Cross River state, Nigeria. Multiple regression analysis was employed to test this hypothesis. The result of the analysis is presented in Table 7.

The multiple regression analysis in table 7 of the joint impact of the independent variables (social injustice, good governance, Community-Driven Developments (CDD), social inequalities, and social economic disparities) on educational accessibility in Cross River state, Nigeria, produced an adjusted  $R^2$  of .608. This result implies that 60.8% of the variance in the dependent variable can be predicted from the independent variables (social injustice, good governance, CDD, social inequalities, and social economic disparities). The F-value of the Analysis of Variance (ANOVA) obtained from the regression table was  $F = 235.38$  having a p-value of .000 with 5 and 752 degrees of freedom at .05 level of significance. The null hypothesis was rejected. This result therefore signifies that the joint effect of social injustice, good governance, community-driven developments, social inequalities, and social economic disparities predicted educational accessibility in Cross River state, Nigeria by 60.8%. This result therefore implies that social injustice, good governance, community-driven developments, social inequalities, and social economic disparities do significantly predict educational accessibility in Cross River state Nigeria.

**Table 7:** Multiple regression analysis showing the relationship between social injustice, good governance, community-driven developments, social inequalities, and social economic disparities and educational accessibility

<b>Model</b>	<b>Sum of squares</b>	<b>DF</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig</b>	<b>R</b>	<b>R-square</b>	<b>Adjusted R-square</b>
Regression	3344.13	5	668.83					
Residual	2136.73	752	2.84	235.38	.000	.781	.610	.608
Total	5480.96	757						
	<b>Unstandardized Coefficients B</b>	<b>Standard Error</b>	<b>Standardized Coefficients Beta</b>		<b>T</b>	<b>Sig</b>		
(Constant)	11.44	.276			41.44	.000		
Social injustice	.168	.031	.256		5.50	.000		
Good governance	.123	.030	.185		4.02	.000		
CDD	.153	.031	.231		4.97	.000		
Social inequalities	.089	.030	.114		2.94	.003		
Social economic disparities	.058	.030	.071		1.90	.057		

Table 7 showed that a combination of social injustice, good governance, community-driven developments, social inequalities, and social economic disparities yielded a coefficient of multiple regression (R) of .781 and a multiple regression R-square (R<sup>2</sup>) of .610 with a multiple regression adjusted R-Squared of .608. The result also showed that Analysis of Variance for the multiple regression data produced an F– ratio of 235.38, which was significant at .05 level. Thus when these variables are taken together, they significantly relate with educational accessibility. This implied that social injustice, good governance, community-driven developments, social inequalities, and social economic disparities when taken together are significant predictors of educational accessibility. A multiple adjusted R<sup>2</sup> of .608 implied that the independent variables including social injustice, good governance, community-driven developments , social inequalities, and social economic disparities jointly explain 60.8% of the variance in educational accessibility.

To find out the relative contributions of the individual factors, a test of regression weight was carried out. The result shows that the standardized regression weights (Beta) ranged from .256 to .071 and t – ratio from 5.50 to 1.90. The Beta weight for four variables (social injustice, good governance, community-driven developments, and

social inequalities) were significant at .05 level, while one variable (social economic disparities) was not significant at .05 level. This result implied that when the variables were taken individually, four variables namely, social injustice, good governance, community-driven developments, and social inequalities, significantly relate with educational accessibility. The result further showed that social injustice ( $t= 5.50$ ) made the greatest contribution to educational accessibility, followed by community-driven developments ( $t = 4.97$ ), while social economic disparities ( $t = 1.90$ ) made the least contribution to educational accessibility. The identified equation to understand this relationship was that educational accessibility =  $11.44 + .168 + .123 + .153 + .089 + .058$  (social injustice, good governance, community-driven developments, social inequalities, and social economic disparities).

### **Discussion of the findings**

The result from the first hypothesis showed that there is a significant relationship between social injustice and educational accessibility in Cross River State, Nigeria. This result agrees with the findings of Okemakinde (2014) that put out a set of standards for evaluating the application of social justice in education, including efforts, sacrifice, equity, inherent equality, inherent rights, need, merit, and contribution to the common good. These standards align with social justice metrics in education, which are employed by the majority of countries to encourage educational access as a social justice for the advancement of education.

The result from the second hypothesis showed that there is a significant relationship between good governance and educational accessibility in Cross River state, Nigeria. Another finding of the study indicate that there is a significant relationship between Community-driven developments (CDD) and educational accessibility in Cross River state, Nigeria. The result from testing of hypothesis 4 showed that there is a significant relationship between social inequalities and educational accessibility in Cross River state, Nigeria. This result agrees with Jaja (2013) assertion that education is the foundation of any culture and the transmission of learning. The finding reveals that learning process without education is inconceivable, as education is the greatest legacy parents can give to their children.

The result on social economic disparities shows that there is a significant relationship between social economic disparities and educational accessibility in Cross River state, Nigeria. This result agrees with Gajanand and Gopal (2022), whose finding reveals that the standpoint of urban and transportation planning requires policy makers to prioritise and resolve geographical and socioeconomic disparity.

On parental educational background, the result showed that there is a significant influence of parental educational background on educational accessibility in Cross River state, Nigeria. One important strategy to provide equitable access to education for all children, irrespective of gender, colour, or ethnic heritage, is inclusive education.

The majority of parents favour this approach; however, there are certain common obstacles, such as cultural differences, a shortage of qualified teachers, poor instructional materials, and parents' ignorance of the educational system. Policymakers and teacher educators should increase public education on inclusive education, enlighten parents' groups about the school system, and give resources for effective inclusive practices in order to guarantee that students enjoy their right to an education.

### **Conclusion**

Based on the findings and the subsequent discussions, the following conclusions can be drawn from the study that there is relationship between social injustice, inequality and educational accessibility. This is to say that the more improved the social justice, good governance and community-driven developments are, the higher the educational accessibility in Cross River State. It was also observed that social inequalities contributed more to educational accessibility in Cross River State. Government should create and implement policy that will efficiently improve educational accessibility.

### **Recommendations**

Based on the conclusion, it was recommended that social injustice, inequality and educational accessibility can be fostered by good governance and community driven developments. Government should implement policy that will efficiently improve educational accessibility in Cross River State. The gap in accessibility can be reduced through education and policy that creates access to the education.

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