

HOME BACKGROUND AND SECONDARY SCHOOL STUDENTS' ACADEMIC PERFORMANCE IN ISLAMIC STUDIES IN OYO NORTH, NIGERIA

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ABSTRACT

The role played by home as an agent of civilization could not be overemphasized. Home is a determining factor in any child's behaviour and thus influences his academic performance. Hence, this study examined home background and secondary school students' academic performance in Islamic Studies in Oyo North, Nigeria. The study was a descriptive research of a survey type, stratified sampling technique was used to select 500 respondents. A researcher-designed questionnaire and Performance Test were used to elicit information from the respondents. Mean, standard deviation and chi-square were used to test the hypotheses at 0.05 level of significance. The findings revealed that there was a significant influence of home background on secondary school students' academic performance in Islamic studies; there was a significant effect of parents' level of education on secondary school students' academic performance; there was a significant effect of parents' level of occupation on secondary school students' academic performance; there was a significant influence of parental care and commitment on secondary school students' academic performance; it was concluded that home status, parental educational background, parents' occupation, school type, home supports for children's education, parental care and commitment have a significant influence on secondary school students' academic performance. It was recommended that parents and guardians should endeavour to play their parental roles to ensure good upbringing of their children. Islamic Studies teachers should take cognizance of the various backgrounds of their students in the classroom thereby employing methods and techniques of teaching that would cater for those background differences.

Keywords: Academic, Background, Islamic, Secondary, School, Students, Studies, Performance

INTRODUCTION

Education is the key to the growth and development of any nation. It has become a necessity in every society and as such, education is highly sought after by majority of the citizens of Nigeria. Education has been defined in many ways, but the definition may not be complete without mentioning three basic points that education is a process, it contains content, and it has a method (Oladosu, 2010). Oladosu (2010) viewed education as a process by which the values of a society are transmitted across generation through a well-defined method. Such values include knowledge, skills, attitudes and belief etc.

The place of Islamic Studies in the Nigeria Education System cannot be over emphasized because Islam is not just a creed but a comprehensive way of Life (Abdur-Rafiu, 2009). Within

the scope of this chapter, Islamic Education is a process by which the values spelt out in the Holy Qur'an and the tradition of Prophet Muhammed (S.A.W) are handed down from generation to generation (Oladosu, 2010). Adegoke (2013) noted that apart from being one of the subjects that falls under religious and moral education in the curriculum, Islamic studies in Nigerian schools is designed to equip students in the character and mental capacities for the purpose of leading the best way of life in Nigeria and outside.

Home plays significant roles in children's educational development. This is so, because one of the major functions of the family is the educational function. Some children could not attend any educational institution or have to stop school midway or drop out of the school because of the laxity in the responsibility of their parents' inability to sponsor them to school while others stop schools or drop out of school as a result of the type of up-bringing they receive at home. Some of the home factors influencing children's academic performance include home status, parental educational background, parents' occupation, home supports for children's education and parental care and commitment.

The home is the first contact of a child in life. Hence, it is a place where comfort, love, tranquility and refuge are expected to be adequately and unconditionally provided, it is also a place where people congregate their living practices. Home is a primary agent of socialization and internalization, a child's social outlooks, educational abilities and achievements coupled with his intelligence is a reflection of his home setting and which is usually associated with his family background in totality. Home is any child's environment to which he/she makes reference at one point or the other. The home is a determining factor in any child's behaviour and thus influences his academic performance. A home where there is lack of understanding among couples would breed frustration and sorrow to the children and the family as a whole (Animasahun, 2013).

Muruwei (2011) argued that although parents' level of education has significant impact on academic performance, it not a major determining factor. Khan, Iqbal and Tasneem (2015) observe that parents with higher level of educations have much interest in the academic performance of their wards. They revealed that there is a positive significant relationship between the level of parents' education and students' academic performance. Similarly, Ogbugo-Ololube (2016) found out that parents' level of education has a positive relationship with academic performance. The impact of parent's level of education on the academic performance of their wards seems inconclusive. While some studies show a positive significant relationship; others have argued that it is not the sole determining factor of academic performance. In addition, Aliyu, Ajidagba, & Abdur-Rafiu (2015) found that significant difference in Muslim female students' performance based on the occupational status of the parents

The involvement of a parent in a child's education determines the future of such a child. Recent studies have shown that parental involvement has a positive impact on the academic performance their wards. Similarly, Mante, Awereh and Kumea (2014) also concludes that parental involvement affects the academic performance of their students but the direction of the impact was not stated. Additionally, Mwirichia (2013) noticed that parental involvement in the academic performance of students has different forms. He observes that there is parent involvement in educational activities at school, parent-school communication and parents' involvement in academic activities at home. The study concludes that parent's involvement in home academic activities have a direct influence on the academic performance of their wards; it

was realised that parent's involvement in academic activities at school has an indirect effect on academic performance; and the impact of parent-school communication on academic performance was found not to be a strong predictor. It was recommended that parents provide home-school tutorials for their wards and that there should be rules to govern their children's study behaviour at home.

Empirically, parental involvement has been found to have a significant positive impact on the academic performance of the wards but the degree and level of parental involvement varies and this has an indirect effect on the academic performance of the children. Many scholars believe that children whose parents participate get involved in education of their children tend to perform better than those whose parents are not involved (Dervaries & O'Brien, 2011).

The issue of gender and students' academic achievement has remained a controversial one. While some propose that males perform better than females in academics, others argue that, the reverse is the case. Ijaya (2004), Oloyede (2006), Adediwura and Tayo (2007) and Coulson (2008) and explain the concept of academic performance while Okoye (2008) postulates that gender may affect academic performance. At times, academic achievement of learners is hinged more on personal effort than gender variable. Ajila (2007) and Ryein (2000) have both shown that there is a significant effect of family background variables, parents support and teacher support on a child's educational attainment.

Okpahone, (2010) examines home variable and academic performance in Economic among secondary school students. Nweke (2011) states that the actual cause of students' failure is as a result of the nature of family background and upbringing in terms of socio-economic status and other home variables, which can give birth to poor planning. Interest in learning and academic performance among students cannot be separated from the home environment form which they grew up.

In recent years, data have shown that there has been down-turn in academic performance of Oyo State students. Oyo State has dropped from first ten to 26th in 2015 and 2018 respectively, in WASSCE result ranking. Islamic Studies as a pure arts subject is not left out in the result crumbling. Therefore, it is necessary to investigate into the likely causal of the imbalance in the academic performance of Oyo State students in Islamic Studies. It on this premise that the present study was carried out to investigate home background and secondary school students' academic performance in Islamic Studies in Oyo North Senatorial district and it therefore constitutes the gap which the study aims at filling.

REVIEW OF RELATED LITERATURE

Adediwura and Tayo (2007) asserted that academic performance is generally referred to how well a student is accomplishing his or her tasks and studies, but there are quite a number of factors that determine the level and quality of students' academic performance. Ijaya (2004) noted that academic standard refers to what students should be able to know and be able to do. It should provide explicit expectations for students at each grade level along with explicitly description of the content knowledge and academic skills that are required. Also, Oloyede (2006) noted that academic performance is the actual performance of students in academic subjects and basic knowledge.

Bello (2006) stated that the examination is the most viable instrument to measure students' academic performance. Oloyede (2006) opined that the outcome of the examination result will determine who gets promoted to the next class or otherwise. Popoola (2010) defined academic performance as an expression used to present student scholastic standing and which is a function of a various factors such as method of teaching, teachers' qualifications, child's home background, school environment, attitude, interest among others.

Academic Performance refers to the ability to study and remember facts, being able to study effectively and see how the facts fit together and form larger patterns of knowledge, and being able to think for yourself in relation to fact sand being able to communicate your knowledge verbally or down on paper (Laddunuri,2012). Academic performance in this study defined as the pass rate of students in the examinations

Ayodele (2007) stated that the environment where a child finds himself/herself goes a long way in determining his learning ability and ultimately his academic performance in school. Okoye (2008) postulated that sex differences may have little or no effect on academic performance, rather, he submits that eventually achievement by learners is predicted more on personal effort then sex variable.

Generally, the home has been identified as an overwhelming factor affecting students' performance academically. It would appear then, that home backgrounds have influence or great effect on the secondary School Student's academic performance. The home or the family is the institution the child enters for the first moment of life. In other words, the home is a place where the child's earliest education and socialization begins. Ryan (2000) shows that there is a significant effect of family background variables, parent support and teacher support on a child's educational attainment.

Onyehalu (2000) contended that the home provides an important role for which the child's learning capacity is enhanced. He also posited that environmental conditions that determine how the individual's intelligent quotient will develop include nutrition health, quality of stimulation, emotional climate of the home and the type of feedback elicited by behaviour. In continuation, he said that given children with the same ages, the child with better parental and postnatal nutrition, the more intellectually stimulating and emotionally secured home and the more appropriate reward for academic accomplishment will attains a high (IQ) score, when tested in grade. He posited that environmental condition accentuate whatever differences intelligence that are present at birth.

According to Nwachukwu and Agulaana (2002), the home is described as the primary and most important human institution for the socialization of the child. The child's experience within the family definitely influences his behaviours; they have provided the child the nature which he or she requires for normal physical cognitive and psycho to social development. The child usually builds his self-image in the home based on the members of the family status in the society. To a large extent, the home being the child's first part of call in the society constitutes his reference point for evaluating his behaviour expectation and performance against that of children from other families. Ajila (2007) states that the home affects the individual since the parents are the first socializing agents. This is because the family background and the context of the child affect his or her reaction to the real-life situation, real life situation and his level of performance.

When we talk of home environment, there are factors that make up this home environment and these factors influence student academic performance. Education has to do with the process

of training one through school from one level to another in order to obtain knowledge and skills which he requires for effective living.

It was also observed by Ntitika (2014) that parents with higher level of education serve as a motivation for their children to work hard to achieve their academic goals. He added that such students have higher aspirations for their education. He found that parent's level of education has some level of impact on their wards' academic performance. On the other hand, Amuda and Ali (2016) found that parent's level of education has no statistical impact on their wards' academic performance. The impact of parent's level of education on the academic performance of their wards seems inconclusive. While some studies found a positive significant relationship; others have argued that it is not the sole determining factor of academic performance. Matinez (2015) emphasises that students with high level of parental involvement in their academics significantly perform better than those students with no parental involvement in English Language, Arts and Mathematics. It could be established from the literature that the research on the influence of home background on students' academic performance is inconclusive. Hence, the need for more empirical studies in order to pave way for establishing more facts and come up with more suggestions towards creating enabling learning environment for students of various home backgrounds.

RESEARCH METHODOLOGY

This study is descriptive in nature. The target population was senior secondary schools three (SSS3) students offering Islamic Studies in Oyo North Senatorial District senior secondary schools. Simple random sampling technique were used to select 20 students in twenty-five (25) sampled schools based on the variables of gender, school type and family type. This made the number of students that were sampled to be 500. In addition, stratified sampling technique was employed to select participants based on home backgrounds and family statuses.

Two instruments were used for data collection in this study. The instruments for this study were a researcher-designed questionnaire titled "Home Background and Secondary School Students' Academic Performance in Islamic Studies Questionnaire (HBASSAPQ)" and objective test titled: "Islamic Studies Performance Test (ISPT)". The questionnaire was divided into two sections A and B. Section A requested for information about the respondents' home factors. Section B contained questionnaire items relating to parental involvement in child education. The second instrument was a 100-item objective test compiled by the researcher. Descriptive statistical method was used to describe the demographic data while chi-square was used to test all the hypotheses formulated at 0.05 level of significance.

RESEARCH FINDINGS

The analysis of data, result and interpretation of findings of the study are presented. The organization of the data analysis was based on the research questions raised and the hypotheses postulated for the study.

Descriptive Analysis

Descriptive analysis of Percentage was used to analyse the demographic data of the respondents.

Table 1: Distribution of Respondents Based on School Type

School Type	Public	Private
	276 (56%)	217 (44%)

Table 1 shows that 276 (56%) respondents were from public schools while the remaining 217 (44%) were drawn from private schools.

Table 2: Parents/Guardians' Educational Background

Parents/Guardians' Educational Background	Frequency	Percentage
Unable to read or write English	57	11.6
Qur'anic education only	23	4.7
First school leaving certificate only	82	16.6
NCE/Associate Diploma	183	37.1
HND/B. A./B. Sc.	117	23.7
M. Ed./M. A./M. Sc./M.Phil. /Ph. D.	31	6.3
Total	493	100

Table 2 shows that 11.6% of the parents/guardians were unable to read or write English, 4.7% had Quranic education only, 16.6% possessed first school leaving certificate only, 37.1% held NCE/ Associate Diploma, 23.7% had HND/B. A./B. Sc. While 6.3% were holders of M. Ed./M. A./M. Sc./M. Phil./Ph. D.

Table 3: Parents/Guardians' Occupation

Parents/Guardians' Educational Background	Frequency	Percentage
Civil Servant/retired civil servant	70	14.2
Self-employed/Business man and woman	289	58.6
Artisan	85	17.2
Casual labour	49	10
Total	493	100

Table 3 shows that 14.2% of the parents/guardians were civil servant/retired civil servant, 58.6% were self-employed/business men and women, 17.2% were artisan while 10% were surviving on casual labour.

Hypothesis Testing

Inferential statistic of Chi-square was used to test all the hypotheses formulated.

Ho₁: Home status has no significant influence on secondary school students' academic performance in Islamic Studies in Oyo North, Nigeria

Table 4: Chi-Square Analysis of Influence of Home Status on Secondary School Students' Academic Performance in Islamic Studies in Oyo North, Nigeria

Variable	N	\bar{X}	SD	Cal. value	p-value	Decision
Home Status	493	3.73	1.24	45.29	0.024	Ho ₃ Accepted
Students' Academic Performance in Islamic Studies	493	57.85	17.86			

Significant @ $p < 0.05$

Table 4 shows the calculated x-value = (45.29), and the p-value = (0.024) that is less than the level of significance (0.05). Hence, the hypothesis one (Ho₁) is rejected. This shows that home status has a significant influence on secondary school students' academic performance in Islamic Studies in Oyo North, Nigeria.

Ho₂: Parents' level of education has no significant influence on secondary school students' academic performance in Islamic Studies in Oyo North, Nigeria.

Table 5: Chi-Square Analysis of Influence of Parents' Level of Education on Secondary School Students' Academic Performance in Islamic Studies in Oyo North, Nigeria

Variable	N	\bar{X}	SD	Cal. X-value	p-value	Decision
Home Status	493	3.91	1.42	43.71	0.017	Ho ₂ Accepted
Students' Academic Performance in Islamic Studies	493	57.85	17.86			

Significant @ $p < 0.05$

Table 5 shows the calculated x-value = (43.71), and the p-value = (0.017) that is less than the level of significance (0.05). Hence, the hypothesis two (Ho₂) was rejected. This shows that parents' level of education has a significant influence on secondary school students' academic performance in Islamic Studies in Oyo North, Nigeria.

Ho₃: Parents' level of occupation has no significant influence on secondary school students' academic performance in Islamic Studies in Oyo North, Nigeria.

Table 6: Chi-Square Analysis of Influence of Parents' Level of Occupation on Secondary School Students' Academic Performance in Islamic Studies in Oyo North, Nigeria

Variable	N	— X	SD	Cal. X-value	p-value	Decision
Parents' Level of Occupation	493	3.61	1.10	48.30	0.011	Ho ₃ Accepted
Students' Academic Performance in Islamic Studies	493	57.85	17.86			

Significant @ $p < 0.05$

Table 6 shows the calculated x-value = (48.30), and the p-value = (0.011) that is less than the level of significance (0.05). Hence, the hypothesis four (Ho₄) is rejected. This shows that parents' level of occupation has a significant influence on secondary school students' academic performance in Islamic Studies in Oyo North, Nigeria.

Ho₄: Parental care and commitment has no significant influence on secondary school students' academic performance in Islamic Studies in Oyo North, Nigeria

Table 7: Chi-Square Analysis of Influence of Parental Care and Commitment on Secondary School Students' Academic Performance in Islamic Studies in Oyo North, Nigeria

Variable	N	— X	SD	Cal. X-value	p-value	Decision
Parental Care and Commitment	493	3.48	1.25	41.65	0.027	Ho ₂ Accepted
Students' Academic Performance in Islamic Studies	493	57.85	17.86			

Significant @ $p < 0.05$

Table 7 shows the calculated x-value = (41.65), degree of freedom = (99), and the p-value = (0.027) that is less than the level of significance (0.05). Hence, the hypothesis four (Ho₄) was rejected. This shows that parental care and commitment has a significant influence on secondary school students' academic performance in Islamic Studies in Oyo North, Nigeria.

DISCUSSION OF FINDINGS

The first finding of this study revealed that home status has a significant influence on secondary school students' academic performance in Islamic Studies. This finding is in line with Ajila (2007), who stated that home affects the individual since the parents are the first socializing agents. This is because the family background and the context of the child affect his or her reaction to the real-life situation and his/her level of academic performance. In the same vein, Ayodele (2007)

maintains that the environment where a child finds himself/herself goes a long way in determining his/her learning ability and ultimately his/her academic performance in school.

The second finding of this study revealed that parents' level of education has a significant influence on secondary school students' academic performance in Islamic Studies. This finding supports the submission of Taiwo (2014) that educational status of parents affects the demand they make on their children. She adds that elite parents understand the role of individual differences among their children and this help them to accommodate and encourage their children.

Another finding of this study revealed that there was a significant influence of parents' level of occupation on secondary school students' academic performance in Islamic Studies. This finding corresponds with Narad and Abdullah (2016) who maintain that economic status of parents and their academic background are factors that influence academic performance. Berhamu (2011) also revealed that parents' education and socio-economic status have significant effect on students' academic performance in Mathematics and English Language.

The last finding of this study revealed that parental care and commitment have a significant influence on secondary school students' academic performance in Islamic Studies. This finding agrees with Adebayo (2008) who points out that educated parents are equipped by virtue of their education to take cognizance of the fact that parents- students – schools – community relationship is important in order to promote educational attainment and academic achievement of their children, and so they make the partnership a priority. Also, Matinez (2015) emphasises that students with high level of parental involvement in their academic significantly perform better than those students with no parental involvement in English Language and Mathematics.

CONCLUSION

This study focused on home background and secondary school students' academic performance in Islamic Studies in Oyo North Senatorial District, Nigeria. Based on the findings highlighted in the preceding chapter and the foregoing discussion in this chapter, it can be concluded that there is a relationship between home status and secondary school students' academic performance in Islamic Studies. Therefore, the home plays a vital role in a child's upbringing. The study was able to establish that home status, parental educational background, parents' occupation, home supports for children's education, parental care and commitment have a significant influence on secondary school students' academic performance in Islamic Studies.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations are made:

- Parents/guardians should strive to perform their parental responsibilities so as to ensure good and proper upbringing of their children/wards.
- Parents/guardians should endeavour to develop good relationship with their children/wards in and outside the home to encourage their learning ability.
- Both educated and uneducated parents/guardians should have good knowledge and techniques of monitoring children/wards' educational activities at home.

- Parents/guardians should try to make provision for educational and welfare needs of their children/wards as it aids their learning abilities.
- Islamic Studies teachers should take cognizance of the various backgrounds of their students in the classroom thereby employing methods and techniques of teaching that would cater for those background differences.
- Government at all levels should also expedite actions by improving on intervention programmes that may have impacts in alleviating the challenges of home backgrounds in academic settings. E.g. free education programmes, provision of teaching and instructional aids, feeding programme etc.

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