



Parental Background as a Correlates of Students' Academic Achievements in Islamic Studies in North-Central Nigeria

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ABSTRACT

Recent findings have assessed the relationship between parental background and students' academic achievement in senior secondary schools in North-Central Nigeria. This study was designed to suite quantitative research using survey method. Its correlations were carried out based on the underlining dimensions of students' parental backgrounds namely: education, occupation, income and involvement and their academic achievement in Islamic Studies. A survey questionnaire was used to collect data from 384 respondents in secondary school in North-Central part of Nigeria. The validity of instrument was acquired after series of modifications by three measurement and evaluation experts. For the reliability of instrument which is a pre-test, was conducted for the questionnaire and the results from it were used to calculate the reliability coefficient which was 0.76. The SPSS vision 23.0 was used for data analysis. The outcome of this finding indicated and showed that, majority of the Islamic Studies learners believe that parental background aspects such as the education of their parents, occupation, income and parental involvement with the means of 3.34 (education); 2.85 (occupation); 2.68 (income) and 3.47 (involvement) are correlated with student' academic achievement in Islamic Studies. However, it is recommended that the government should provide enabling environment and enough facilities to the various schools in North-Central in order to foster students' academic achievement Islamic Studies.

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INTRODUCTION

Education is being offered in different societies by individuals and government all over the world for citizen in every country. This is to ensure sound education. Many factors have been put into consideration whereby parental backgrounds of the students play a vital role in achieving academic attainment (Ebong, 2015). Thus, academic achievement of students is an instrument used to measure achievement in every educational institution which is associated with parental background. Nigeria is a country where different kinds of people live together harmoniously by practising three major religions which are Christianity, Islam and Traditional religion. This study was conducted in the North-central part of Nigeria, one of the six geo-political zones of the country. In the country, achievement of students in Islamic Studies have not been encouraging (NFE 2010). Therefore, there is a need to understand the contributory factors to poor educational achievement of students in the country especially in Islamic Studies with the aim of proffering a lasting solution.

Various studies have recorded the existence of some relationships between parental

background and students' academic achievement (Ojimba, 2013; Aliyu, Ajidagba, Rauf, 2015 & Abdul-Raheem, 2015). So, the North-Central is comparatively disadvantaged in terms of learner s' academic achievement, especially in Islamic Studies. It has been established that the achievement of students, especially in Islamic Studies, has not been encouraging. Similarly, over 60% of secondary school students achieve below C grade in Islamic Studies (Abdur-Rafiu, 2014; Usman, 2014).

However, Research has shown that there is positive connection between parental backgrounds such as socio-economic status, educational status, parents' level of income, family size and students' academic attainment (Ogbugo-Ololube, 2016). It has been further stated that the achievement of learners associated with parents' socio-economic background and their average level of income. It was also asserted that there was a statistical correlation between students' academic score and parents' educational background. Recent finding has shown that parental background such as family size, parents' qualification and parents' level of income are linked and significant to children's academic

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achievement in any educational setting (Abdul-Raheem, 2015).

Furthermore, the finding of Bonsaksen, (2016) showed that Parental background characteristics may be the factors associated with students' outcomes. He asserted further that parental low level of education, low income and less familiarity with their wards influence students from aspiring for higher educational system.

Literature has shown that the influence of parental education is persistently and significantly contributing to academic attainments of children throughout their lives (Vista & Grantham, 2010). They further emphasised that the impact of parental educational level enhances the child's educational outcome and minimises the chances of dropping out of school among teenagers. The education of the parents contributes tremendously to the achievement of students and it is an important factor that influences children's academic success (Ozurumba et al., 2007; Omoregbe, 2010). In addition, parent education has been recognised as an important variable that determines students' academic achievement (Hamilton-ekeke&Dorgu, 2014). They further emphasised that upbringing of child determines his or her achievement in any institution he attends.

Nonetheless, the level of education and occupation of parents are associated with academic attainment of children. In this research, parents' background such as occupation and income are extremely linked to their children's success in education (Jeynes, 2017). It was further stated that students whose parents are more concerned with their schooling are more likely to be motivated and have good achievement in school. Occupation of parents determines their income which is used in catering for the basic needs of family members. Among these needs include the type of school that their children attend. This, in turn, influences their academic grades in the school setting (Aliyu & Mohd, 2016).

Onward, the students' academic achievement and parental perceptions of children's ability and effort have not been fully recognised and established yet (Lee, 2012). Literature has established that parental anticipation is connected with their attribution toward children's behaviour and attainment (Georgiou, 1999). Phillipson & Phillipson (2010) averred that through daily interactions, parents communicate their attributions for children's achievement. Parental concentration has been observed as one of the implements used in determining or measuring the success of learners

in classroom activities. As a result of this, the parental background is perceived to be an important factor, especially in Nigerian context. Thus, this study has attempted to find out whether the parental background of education, occupation, income and involvement correlate with students' academic achievement in Islamic Studies in North-Central Nigeria or not. Hence, the component or dimension of parental background is the independent variables or facilitators of the study. Meanwhile, the dependent variable to be used for this study shall be academic achievement.

Purpose of the Study

The purpose of this study is to investigate the relationship between parental background and students' academic achievement in senior secondary schools in North-Central Nigeria. Specifically, the study was designed:

1. To assess the relationship between parental education and students' academic achievement in Islamic Studies in secondary schools in north-central Nigeria.
2. To find out the relationship between parental occupation and students' academic achievement in Islamic Studies in secondary schools in north-central Nigeria.
3. To examine the level of correlation between parental income and students' academic achievement in Islamic Studies in secondary schools in north-central Nigeria.
4. To find out if there is any significant relationships between parental involvement and students' academic achievement in Islamic Studies in secondary schools in north-central Nigeria.

Research Questions

1. What is the relationship between parental education and students' academic achievement in Islamic Studies in secondary schools in north-central Nigeria?
2. Is there any significant relationship between parental occupation and students' academic achievement in Islamic Studies in secondary schools in north-central Nigeria?
1. What is the level of correlation between parental income and students' academic achievement in Islamic Studies in secondary schools in north-central Nigeria?
3. Is there any significant relationship between parental involvement and students' academic achievement in Islamic Studies in secondary schools in north-central Nigeria?

Research Hypotheses

H0₁. There is no significant relationship between the achievements of secondary school students in Islamic Studies based on their parental education.

HO₂. There is no significant correlation between the achievements of secondary school students in Islamic Studies based on the occupation of parents.

HO₃. There is no significant correlation between the achievements of secondary school students in Islamic Studies based on their parental income.

HO₄. There is no significant relationship between the achievements of secondary school students in Islamic Studies based on their parental involvement.

METHODOLOGY

The design used for this paper was cross-sectional design. Cross-sectional approach deals with logical method to obtain a complete and constant conclusion from logical generalization of an established reality (Sekaran, 2003). Consequently, 384 Islamic Studies students in secondary school from North-Central which constitutes seven states were selected as samples. In determining the stratum, the population of each state was divided by the entire population of 165,909 multiply by the total number of sample of 384. Explicitly, 23 respondents were selected from Abuja, 49 students from Kwara, 65 respondents from Kogi, 69 respondents from Benue, 65 students from Nasarawa, 54 from Niger, and 59 respondents were selected from Plateau for this study in line with the sample size formula of mugo (2010). Furthermore, the questionnaire was used

for data collection tagged Students’ Questionnaire on Parental Background (SQPB).

The questionnaire contains 35 items on dimensions of parental background such as education, parental income and involvement which is also divided into three parts. Seven of the items measured the parental education, seven measured occupation, seven items are for income, eight items measured parental involvement and lastly 6 items measured academic achievement. The questionnaire was used with a four-point Likert scale where 4= strongly agree (SA). 3= Agree (A). 2= Disagree (D) and 1= strongly disagree (SD). The validity was established through the opinions of experts, the reliability of the instrument was carried out by using SPSS version 23.0 to show Cronbach’s Alpha for internal consistency of the instrument as follows: Academic achievement=810; Education=757; Occupation=748, Income=765 and involvement =777.

DATA ANALYSIS AND RESULTS OF THE STUDY

The Pearson correlation moment coefficient was used for analysis of each of the underlining factors of parental backgrounds (education, occupation, income and involvement) with students’ academic achievement.

HO₁: There is no significant relationship between the achievements of secondary school Student in Islamic Studies based on parental education

Table 1: Pearson’s Product-Moment Correlations between Students’ Parental Education and their Academic achievement in Islamic Studies.

		X₁	Y
Parent Education (X₁)	Pearson Correlation	1	.287**
	Sig. (2-tailed)		.000
	N	384	384
Achievement (Y)	Pearson Correlation	.287**	1
	Sig. (2-tailed)	.000	
	N	384	384

P<0.05

The result of table 3 revealed that there is positive correlation between the achievement of secondary school students in Islamic Studies based on their parental level of education with r=.287. Meanwhile, it shows low correlation between the parental level of education and their academic achievement in Islamic Studies. Since the significant level of .000 (2tailed) was found to be less than 0.05 level of significance, the null hypothesis 1 which states that there is no significant relationship between the achievement

of secondary school student in Islamic Studies based on parental education was rejected. This indicates that there is a significant correlation between the achievements of secondary school students in Islamic Studies based on parental education.

HO₂: Is there any significant correlation between the achievements of secondary school students in Islamic Studies based on the occupation of parents?

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Table 2: Pearson’s Product-Moment Correlations between Students’ Parental occupation and their Academic achievement in Islamic Studies

		X₁	Y
Parent occupation (X₁)	Pearson Correlation	1	.256**
	Sig. (2-tailed)		.000
	N	384	384
Achievement (Y)	Pearson Correlation	.256**	1
	Sig. (2-tailed)	.000	
	N	384	384

The table 2 presented that there is no significant correlation between the achievements of secondary school students in Islamic Studies and the occupation of parents. It was shown from the table that there is a low positive correlation between parental occupation and student’s academic achievement in Islamic Studies with $r = .256$. The P-value (0.000) was found to be less than 0.05 level of significance with degree of freedom 384. Thus, the null hypothesis 2, which states that there is no significant correlation between the

achievements of secondary school students in Islamic Studies based on the occupation of parents, was rejected. Hence, there is a positive correlation between the achievements of secondary school students in Islamic Studies based on parental occupation.

H0₃: Is there any significant correlation between the achievements of secondary school Student in Islamic Studies based on the parental Income?

Table 3: shows Pearson’s Product-Moment Correlations between Students’ Parental Income and their Academic achievement in Islamic Studies

		X₁	Y
Parent Income (X₁)	Pearson Correlation	1	.358**
	Sig. (2-tailed)		.000
	N	384	384
Achievement (Y)	Pearson Correlation	.358**	1
	Sig. (2-tailed)	.000	
	N	384	384

Table 3 above indicated there is a relationship between students’ achievement in Islamic Studies and their parental income. It was shown from the result that the significance of 0.000 (2-tailed) was found to be less than 0.05. Therefore, the null hypothesis 3 that states Is there any significant correlation between the achievements of secondary school student in Islamic Studies based on the parental income, was

not retained. Thus, there was a moderate correlation between the achievements of secondary school students in Islamic Studies based on parental income.

H0₄: There is no significant relationship between the achievements of secondary school Student in Islamic Studies based on the parental involvement.

Table 4: shows Pearson’s Product-Moment Correlations between Students’ Parental Involvement and their Academic achievement in Islamic Studies

		X₁	Y
Parent Involvement (X₁)	Pearson Correlation	1	.352**
	Sig. (2-tailed)		.000
	N	384	384
Achievement (Y)	Pearson Correlation	.352**	1
	Sig. (2-tailed)	.000	
	N	384	384

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Based on the computation of data in Table 10, it was found that Pearson generated .352 with P-value $0.000 < 0.05$, since p-value 0.000 less than 0.05 level of significance. The null hypothesis was hereby rejected. Therefore, this shows that there was a moderate positive relationship between the achievements of secondary school students in Islamic Studies based on parental involvement.

DISCUSSION OF FINDINGS

Based on this outcome, it has been indicated and shown that the achievement of students in North-Central Nigeria correlated with parental backgrounds such as level of education, occupation, income and parental involvement. More so, the result of this finding patently showed that educational background of the parent are related to academic grades of students in Islamic Studies with means of 3.34. This outcome is in line with the submission of Vista & Grantham (2010) who maintained that parental education is persistently and significantly contributing to academic attainments of children throughout their lives. They further emphasised that the impact of parental educational level enhances the child's educational outcome and minimises the chances of dropping out of school among teenagers. It is also similar to that of Ozurumba et al. (2007) and Omoregbe (2010) who observed that education of the parents contributes tremendously to the achievement of students and it is an important factor that influences children's academic success.

Furthermore, the result of this study also revealed that there is a statistical correlation between academic achievements of students in Islamic Studies based on parental occupation. The students who were brought up by serving civil servant background such as doctors, lawyers, teachers, lecturers etc. perform better than those who were not from civil servant background homes (bricklayer, driver farmer). This finding supports the outcome of Jeynes (2017) which revealed that students whose parents are more concerned with their schooling are more likely to be motivated and have good achievement in school. Occupation of parents determines their income which is used in catering for the basic needs of family members. Among these needs include the type of school that their children attend. This, in turn, influences their academic grades in the school setting (Aliyu & Mohd, 2016).

From the outcome of this paper, it has been stated that income of parents is linked with students' academic attainments in Islamic Studies. This paper indicated that students whose parents

are provided with school materials to aid their activities in school did well than students whose parents are with low income. This corroborated the outcome of Wood (2002) who maintained that students whose Parents earn below 18,000 are much more likely to agonise from hunger, fatigue, irritability, headaches, ear infections, flu and colds. These illnesses could possibly inhibit a learner's focus and concentration than students from high-income parents who have favourable environment and availability of educational materials.

Similarly, there was a significant connection between achievements of Islamic Studies students and parental participation. Parental contribution is one of the variables that are connected with students' academic achievement. This finding is in agreement with the study of Georgiou (1999) who established that parental anticipation is connected with children's behaviour and attainment. This is further in line with the submission of Aliyu and Mohd (2016) that parental concentration has been observed as one of the implements used in determining or measuring the success of learners in classroom activities.

CONCLUSION

Parental backgrounds of secondary school students in North-Central, Nigeria is linked with academic achievement of students and this cannot be undermined. The outcome of this paper shows that Parental backgrounds such as education, occupation, income and parental involvement are crucial variables that ally with students' academic achievement in Islamic Studies. More so, students from good backgrounds performed better particularly in Islamic Studies as well as in other subjects.

RECOMMENDATIONS

It is recommended that the government should provide enabling environment and enough facilities to the various schools in North-Central in order to foster students' academic achievement Islamic Studies. Not only that, Parents should maximize their earnings or income with the major aim of supporting their children with the necessary educational materials or resources that can improve the academic achievement of the children in Islamic Studies.

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