

ENHANCING STUDENTS' ACADEMIC PERFORMANCE IN ISLAMIC STUDIES VIA PARENTAL INVOLVEMENTS IN NORTH-CENTRAL NIGERIA

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ABSTRACT

Islamic Studies or Islamic Education has become one of major subjects learnt by Muslim students in various secondary schools in Nigeria in general and North-Central Nigeria in particular. Less attention is given to empowering students' academic performance in Islamic Studies specifically through parental involvements in secondary schools in North-Central part of Nigeria. This paper primarily aims at examining an empowerment of students' academic performance in Islamic Studies specifically through parental involvement in the North-Central Nigeria. The paper uses quantitative research and questionnaire is being used as instrument for data collection. The population is drawn among secondary school students while a sample 100 respondents was conveniently selected. The validity and reliability of the instrument is also established through the opinions of experts and the report of Cronbach'Alpha for internal consistency of the instrument is also established respectively. For data analysis, SPSS version 23.0 is being used. The findings of the paper anticipate that the majority of the respondents strongly believe that their parental involvements especially in the aspects of education, occupation and income are culminated factors towards empowering students on their academic performances in Islamic Studies. In conclusion, it is vitally paramount that for better performance in Islamic Studies by the students of various secondary schools in the North-Central Nigeria, the parents' involvement should not be underrated. It is thereby recommended that both the schools and home should play a collaborative effort towards helping the students to maximally perform well in Islamic Studies in particular and other subjects in general.

Keywords: Parental participation, Islamic Studies, academic performance, Islamic education,

INTRODUCTION

Parental involvement in students' academic performance has been regarded as one of tools used to determine or measure the success of learners. Hafiz *et.al*, (2013) explained that Parents have a crucial role to play in the academic performance of their children since the success of children associated with parental participation. Parents are the first educators for the upbringing of children and they should take good care of them by equipping and preparing them for the future challenges. (Abdullah Nasih Ulwan, 1988). It is the prime duty of parents is to encourage and guide the children in order to become a successful person in the society. Henderson & Mapp (2002) & (Hill and Craft, (2003) shown that, parents play a great contribution in the school, home, and community where parental involvement has linked with the higher achievements of children in social skill. More so, the performance of learners via parental participation enhancing

them to contribute effectively in the school activities. In addition, Parental involvement not only enhances academic performance, it also shows the way children behave in classroom since children's behaviour toward classroom conduct can be affected by the parents' encouragement in a child's education (Chen, 2008 & Christenson, 2006).

Several Studies have investigated parental involvement in relation to students 'academic performance in various subject like Mathematics, English and among others. (e.g., Obayan 2003, Olayinka 2004, and Ojimba 2013) declares that Parents are the pedestal of any society, community, and nation. They further illustrated that for any society to growth; home must be considered as its backbone for the academic performance of the learners However, little attention is given to an empirical research with respect to parental participation in fostering students' academic performance in Islamic Studies in Nigerian secondary schools in general and North-Central in particular is not consistent and encouraged (Oloyede, 2012; Abdur-Rafiu, 2014 & Rafiu, 2015). For instance, research have shown that, over 60% of secondary school students achieve below C grade in Islamic Studies (Abdur-Rafiu, 2014 & usman, 2015) this contributed to the failure of leaners and slowed down their performances particularly in Islamic Studies.

Therefore, literature asserts that, Islamic education as a system of training that develops the Muslims sensibility in such a way that their attitudes, actions, decisions, approaches and knowledge toward life guided by the moral values of Islam. Through Islamic teaching, the attitude and behaviour of a submissive believer as an individual and a member of the society would be evolved (Ajidagba, 2002; Zaiton, 2012). Thus, Islamic education starts with erudite Muslims with the aims of propagating Islam to the various part of the country. Moreover, in the year 1085 C.E, Islam extended to the northern region called Kanem-Bornu Empire and it was later reached to Hausa land, Kano and Kastina by the beginning of the 14th century C.E. (Azeez, 2004). Islamic Studies in senior secondary schools referred to as an academic subject offered in the school setting and it is compulsory for every Muslim as stipulated in Nigeria policy in education. (NPE 2005).

Onward, one of factors that can be used to measure or determine students' academic performance is parental education. It is further emphasised that, students' academic performance is being attached with parental knowledge. The finding of Ogunlade (1995) shown that children of unlettered parents perform woefully in the class compared with their mates from the educated parents. Parental education contributes immensely to the performance of learners in achieving the educational goals. Meanwhile, the level of qualification acquired by the parents influence the academic performance of their children; since the home is one of paramount factor determines the performance of students (Alokan, Osakinle & Onijingin 2013).

Nevertheless, There are recent findings such as Goldstein (2014); Usaini & Abubakar, (2015) and Ekeodu, (2016) shown that parental occupation is one of such variables or criteria used to determine students' academic performance. They further believed that students can be assessed through the occupation of their parents and types of job which parents engaged in, can be a determinant key to the students' performance. Aliyu, Ajidagba and Rafiu (2013) found that parents' types of occupation were not significant enough to influence the academic performance of children; but chance and natural ability played by the parents are more significant.

The financial aspect of the parent is also another features that stimulus the performance of the student. Aghus and Makhbul (2002) show that, the students who have the financial backing by their parents tend to perform better and have a more Cumulative Grade Point Average (CGPA) in their academic grade than the students who have no financial support. Parental income determines the performance of students which play important role in fostering students' leaning activities in the classroom setting (Caro, McDonald & Willms 2009). In the light of this, it can be argued that, assessing the each of underlining aspects of parental involvement such as education, occupation and income in relation to academic performance of learners cannot be ignored. It was further revealed that, parental occupation has a great impact on academic performance of their children. For instance, an educated parents or academics profession who has broad knowledge about what is going on in academic field devote more time to cross-check the work or assignment of their children after school hours, which may not applicable to uneducated parents. Occupation of parents determines their income which used to cater for basic needs of family members include the type of school that their children will attend which influence their academic grades in the school setting. Therefore, the aims of this finding is to investigate the secondary school students' performance in Islamic Studies based on the each underlining factors of parental involvement such as education, occupation and income. This study addressees the following research hypotheses;

- 1 there is no relationship between parents education and students' performance in Islamic Studies
- 2 there is no relationship in the performance of students in Islamic Studies based on the parental occupation
- 3 is there any significant relationship between parents income and students' performance in Islamic Studies

METHODS

This paper uses quantitative research design. The population comprised secondary school students whereby a sample of 100 respondents was conveniently selected. The instrument (questionnaire) tagged as: "Correlation between Students' Academic Performance and Parental Involvement" (COSAPPI) was used for data collection among the respondents. The instrument contained 36 items measuring different constructs. A 4-Likert scale namely: strongly disagree (SD), disagree (D), agree (A) and strongly agree (SA). The validity was established through the opinions of experts and reliability of the instrument was carried out reporting Cronbach's Alpha for internal consistency of the instrument. Pilot test was conducted whereby the reliability of the instrument is as follows: Academic Performance=.810; Education=.757; Occupation=.748 and Income=.765. For data analysis, SPSS version 23.0 was used whereby correlation between students' academic and underlining dimensions of Parental Involvement in students' Learning of Islamic Studies.

DATA ANALYSIS AND RESULTS OF THE STUDY

Literature establishes importance of data analysis in an empirical research (Creswell, 2005). Hence, this paper used correlation as a technique for data analysis in this paper. Thus, correlation between students' academic performance and each underlining factor of parental involvements

(education, occupation and income). Correlation co-efficient between students' academic performance and each of the aforementioned factors of parental involvement were assessed. With the data obtained from the respondents (n=100), there was no any case of missing. Based on the data output, it was shown that the correlation levels generated 36.8 with level P-value $0.000 < 0.05$. Since the P- value (0.000) is less than the level of significant (0.05), the null hypothesis is rejected. Therefore, this indicates that there is a significant relationship between parental educational background and students' academic performance in Islamic Studies. The co-efficient of the two factors obtained from Pearson Correlation was determined by square root whereby the r value (i.e.0.368), this indicates that there is 74% of shared variance. With the total number of 74% of shared variance, it is an indication of the percentage of scores obtained from the respondents in the North-Central part of the country. Table 1 shows students' academic performance and parental educational background:

Table 1: Students' Academic Performance and Parental Educational Background

Variables	N	Mean	SD	Df	P	Sig	Decision
Parent Education	100	23.65	3.56				
				98	.368	.000	Rejected
Academic Performance	100	21.93	2.91				

More so, based on the computation of data in table 2, it was found that the correlation levels generated 0.365 with P-value $0.000 < 0.05$. Since the P- value (0.000) is less than the level of significant (0.05), the null hypothesis is hereby rejected. Therefore, this shows that there is a positive and significant correlation between parental occupation and students' academic performance in Islamic Studies. The co-efficient of the two factors obtained from Pearson Correlation was determined by square root whereby the r value (i.e.0.365), this specifies that there is 70% of shared variance.

Table 2: Students' Academic Performance and Parental Occupation

Variables	N	Mean	SD	Df	P	Sig	Decision
Parent Occupation	100	18.94	4.90				
				98	.365	.000	Rejected
Academic Performance	100	21.93	2.91				

Furthermore, Based on the outcome of this finding in table 3, it was revealed that the correlation levels yielded 0.477 with P-value $0.000 < 0.05$. Since the P- value (0.000) is less than the level of significant (0.05), the null hypothesis is highly rejected. Therefore, the finding reports that there is a significant relationship between parental income and students' academic performance in Islamic Studies. The co-efficient of the two factors obtained from Pearson Correlation was determined by square root whereby the r value (i.e. .477), this shows that there is 95% of shared variance.

Table 3: Students' Academic Performance and Parental Income

Variables	N	Mean	SD	df	P	Sig	Decision
Parent income	100	23.30	3.40				

Academic Performance	100	21.93	2.91	98	.477	.000	Rejected
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DISCUSSION OF FINDINGS

Based on this study, it has been established that there is exist relationship between the learners who brought up from educacated families and students who came from uneducated home. The direct clarification of this study is that, parents with many qualifications such as (ordinary diploma, higher national diploma, first degree etc.) and who have an experience of what is going on in literate life, provide and assist their wards in every ramification of life. In situation whereby parents who want their children to be educated, assist them with numerous equipment so that they will be useful for themselves and come up with good grades in educational setting which is not likely to applicable to their mates. (Children from uneducated parents). Education of parent goes a long way with general performance of students especially in Islamic Studies. This is in line with outcomes of Alokun, Osakinle & Onijingin (2013) and Ogunlade (1995) agreed that, parental education is significantly influenced and correlated with academic performance of students. They further noted that, parents who acquired knowledge used it, to assist their offspring in many way. The outcome of this findings also in support with study of Kamau, (2013) shown that, when the learner comes from educated home, he or she may provide with good instructional materials to encourage or stimulate him or her to establish similar interests and perform well in the school. In addition, the findings of this study also corroborate with the submission of Bullock (1975) shown that educated parents tutor their progeny after the school hour which enhance their academic grades. It is further established with view of odu (1987) and Abdulkadir (2004) who disclose that many Nigerian parents overlook their families due to illiterate.

Furthermore, the outcome of this results also show that there is a statistical relationship between the performance of learners in Islamic Studies and parents occupation. This finding is line with the recent finding of Usain & Abubakar (2015) said that parental occupation play important contributions in empowering academic performance of children. It was further shown that, the students whose parents with respected occupation like teachers, lecturers, lawyers, medical doctor etc. accomplished their educational goals. The success of the students is being associated with the parental career which is corroborated with the findings of oyetade (2014) asserted that, job engaged by parents predict child performance. It was added that, when the parents have a prestigious job, they will provide adequate facilities for their children education, and this would make it possible for the children to do well in their educational attainments. In contrast with finding of Hill et al. (2004) who argued that, parents' occupation has not influenced in the students' performance only rather than to provide for children whose parents with a low background to compete with their mates who came from high educated home under the same academic environment. It is also different with finding of Musa, (2011) show that parental occupation does not affect the performance of students in some subjects.

Onward, it is revealed that correlation between parental income and academic performance of students are significant. Parents who are financially buoyant and floatable provide the fundamental needs for their offspring which include food, shelters and clothing; this would stimulate the academic merit of their children compeared with parents who are not, due to their financial hardship. The finding of Aghus and Makhbul (2002) shown that the students who have financial backing by their parents empower them in their academic performance. Also the

finding concur with study Checchi (2000) supported that students whose parents earn low income influence their performance than their counterpart whose parents provide all necessary aids for their educational accomplishment. Similarly, this study also established with the finding of Eze (2002) found that when a child gets proper care, well-being and encouragement through their parental income, it could be influenced their academic performance in the school setting.

CONCLUSION

It is very crucial that, for the good performance of secondary schools students in Islamic Studies in the North-Central Nigeria, the parents' participation should not be disregarded. It contributes to the improvement of the academic grades of children. The finding of results show that the education, occupation and income were so significant in fostering performance of students. Hence, they are the key variables used in raising and measuring students' performance in the school setting. In addition, it can be inferred from this results that, children from civilized parents enhanced their performance in Islamic Studies in North-Central particular and Nigeria in general. The each of underlining factors of parental involvement such as education, occupation and income in total learning of secondary school students in North-Central Nigeria play vital role in measuring academic grades of learners

More so, Proof from the finding has led the researcher to decide that education, occupation and income of parents were significant correlated with academic performance of children. It is further noted that, parents who had ordinary national diploma and upward provide and guide their wards in achieving educational goals which is not pertinent to uneducated families. It is further emphasised that occupation and income are also correlated with academic performance of students. Similarly, the types of jobs that parents do determine the income they are likely to earn which is influence the performance of their children in the schools. Based on the outcome of this findings, the following recommendations were made that both the schools and home should play a supportive effort towards enhancing students academic performance particularly in Islamic Studies and other subjects in general. It is therefore recommended that the Government should provide the facilities that can make leaning of Islamic Students effective in the various levels. This finding can also be useful to any part of country who are continued exploration to look for ways of addressing the causes of poor academic performance of learners via parental under listed factors such as education, occupation and income.

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