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HOME VARIABLES AS DETERMINANTS OF SECONDARY SCHOOL STUDENTS' PERFORMANCE IN ISLAMIC STUDIES IN KWARA STATE, NIGERIA

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Abstract

Home is one of tools used to determine learner's activities. Little attention is given to students' academic performance in Islamic Studies specifically through home environment factors in secondary schools in kwara state. This paper primarily aims at investigating factors that determine students' academic performance in Islamic Studies specifically through the home variables in kwara state. The paper uses quantitative research and questionnaire is being used as instrument for data collection. The population is pinched among secondary school students while 366 respondents was selected as sample. The validity and reliability of the instrument is also established through the views 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 states that the majority of the respondents strongly believe that, home factors or variables such as education, occupation and income are determinants toward their academic performances in Islamic Studies. In conclusion, it is crucially shown that for better performance in Islamic Studies by these secondary schools students in kwara state, the home features towards learning and teaching Islamic Studies subject should not be undervalued. It is thereby recommended that both the father and mother should work hand in

hand towards the achievement of their children in Islamic Studies in particular and other subjects in general.

Keywords: *Home, school, Islamic Studies, academic performance,*

Introduction

The home is a place where children are nourished and trained. It is the first upbringing of a child as the first environment within a family. The home is the traditional nuclear family, smallest unit and cosmos of the larger environment. Thus, the family is a universal organization and it is hard to imagine how society can function without the family. (Anderson, 2002)

The finding shown that, the home is in charge of child caring, supporting and preparing child for adulthood which determine his/her future goals. (Agbo, 1997) The home is the child's place of contact with the society where children are expected to learn initial education and socialization from parents and other important member of the family. Moreover, The research of Maduewesi, & Emenogu, (1997) and Agulanna, (1999) found that, home is foundation for the child before the child goes to the formal school, and the personality that the child exhibits in school was decided by the home. They further stated that, child's physical, mental and moral development has greatly influenced by the family. It was further shown that, parents are being anticipated to ensure the total development of their children (Maduewesi, & Emenogu, 1997; Agulanna, 1999). In 1999 to 2012, the Findings have shown that, the way parents training their wards in the United States were well high that connected with students' academic grades. (Noel, Stark, & Redford, 2013; United States Department of Education, 2010). Little attention has been given to the home on the students' academic performance specifically in Islamic Studies. Thus, the purpose of this study is to investigate the home environment factors such as education, occupation and income of parents in relation to students' academic performance specifically in Islamic Studies in Kwara state

Recent finding shown that, home consist of family size, parents qualification and parent income which are related and significant to children's academic performance in any educational setting (Abdu-Raheem 2015). Abdu-Raheem (2013) asserted that, many students who had poor grades were caused due to lack of home management practices such as marital breakdown and family background which eventually lead to drug abuse and other anti-social behaviours in secondary schools. Undoubtedly, performance of students is connected with parents interests. Muruwei, (2011) asserted that, educated home supports and show great interest in their children academic achievement and choice of their career.

Furthermore, findings of Udida, Ukway and Ogodo (2012) shown that, home sizes are important factors in determining students' academic outcomes. It was stressed further that, student's academic performance is determined by the parents' socio-economic background. For instance, parents with high income can take full responsibilities of their children education compared with parents that earn meager salaries. They stated that, students whose parents had recognised jobs, higher levels of educational attainment and who were exposed to more educational and cultural resources at home tended to perform better than their counterparts without such opportunities (Udida, Ukway and Ogodo 2012)

Findings of Shute, Hansen, Underwood and Razzouk (2011) asserted that, parental involvement are categorised into home and school activities that linked with students' educational outcomes. They further shown that, home activities are reading at home, checking homework, and home rules and supervision while school activities are contacting school personnel, attending school meeting, and volunteering at school, both home and school activities can determine the students' academic grades in educational setting.

Although, the home has been recognized as important variable that determines students' academic performance. The studies have shown that, family is considered as important factors that go a long way in determining the upbringing of the child, which could be linked to his/her academic performance in school. (Hamilton-Ekeke, & Dorgu 2014). Bliss, (2004) believed that many students from low socio-economic homes perform inactively in classroom teaching because their home environment is not assisting them intellectually which eventually lead to drop out in school.

Thus, home is very crucial as it determines the members of a family and indecates the outcome of their activities. According to Ayodele, (2006) the society where the children find themselves go a long way in determining their learning ability and ultimately their academic performances in school. Hence, a balanced home environment offers emotional security to a child and help him or her to achieve educational goals. According to shown that home varriables such as Parent's income, occupation and parent's education level have been used as predictors of learner's academic performance. More so, Studies had shown that, children's improvement is pliable and the home influences during infant period is crucial. (Duncan, Morris, and Rodrigues 2011) they further suggested that, if parent's income increased by \$1,000 and continued for 2-5 years, it would help and promote academic standard of children from 5% to 6%.

Research Questions

The following research questions would be answered in the study:

1. What is the difference in the performance of secondary school students in Islamic Studies based on the western educational qualification of the parents?
2. Is there difference in the performance of secondary school students in Islamic Studies based on the occupational statu of the parents?
3. What is the difference in secondary school students' performance in Islamic Studies based on the income status of the parents

Research Hypotheses

H_{01} : There is no significant difference in the performance of secondary school students in Islamic studies based on the western education qualification of the parents.

H_{02} : There is no significant difference in the performance of secondary school students in Islamic studies based on the occupational status of the parents.

H_{03} : There is no significant difference in secondary school students' performance in Islamic studies based on the income status of the parents.

Methodology

This paper uses quantitative research design. In this research, the design of this study was cross- sectional descriptive research design. Johnson (2011) viewed that descriptive research is a way of guarding information and sample collected from an individual through their responses to questions. The population comprised secondary school students in kwara state whereby a random sample of 366 was selected using Raosoft sample size calculator

Senatorial district of kwara state	Stratified random technique
NORTH	$989 \div 7533 \times 366 = 48$
CENTRAL	$4242 \div 7533 \times 366 = 206$
SOURTH	$2302 \div 7533 \times 366 = 112$
	366

For that reason, 48 respondents was selected from kwara north, 206 students was selected from kwara Central while 112 respondents was selected from kwara south. Therefore, the total of 366 respondents was randomly selected from 3 senatorial district of kwara state which is in line with sample size formula of Nwaogu (1991) and Mbokane (2009). Furthermore, the main instrument used to collect data for this finding was a researchers-designed questionnaire tagged home variables in students' performance questionnaire (HVSPQ). It was divided into two sections. The first section contained 8 items

that addressed the background of the respondents and section 2 had item statements that provide information on the home variables such as education, occupation and parental income. More so, The researcher used questionnaire with a four-point Likert scale where 4= strongly agree (SA). 3= Agree (A). 2= Disagree (D) and 1= strongly disagree (SD). The instrument was validated through options of experts and the reliability technique was employed reporting Cronbach's Alpha for internal consistency of the instrument using Pearson's Product Moment Co-efficient method at 0.05 level of significance. ANOVA was used to answer hypotheses formulated for this finding

Results

H₀₁: There is no significant difference in the performance of secondary school students in Islamic studies based on the western education qualification of the parents.

Table 1: ANOVA showing difference in in the performance of secondary school students in Islamic studies based on the western education qualification of the parents.

Sources	Sum of square	df	means square	F-value	Sig
Between group	71.761	5	469.1		
Within group	1958.533	360	6.339	59.46	0.000
Total	2030.294	365			S

Table 1 shows that the calculated f. Value is 59.46 with calculated alpha of 0.000 Computed at critical level of 0.05. Since the calculated alpha of 0.000 is less than critical alpha level of 0.05. Hypothesis is hereby rejected. This shows that there is a significant difference in the performance of secondary school students in Islamic studies based on the education qualification of the parents.

H₀₂: There is no significant difference in the performance of secondary school students in Islamic studies based on the occupational status of the parents.

Table 2: ANOVA showing difference in in the performance of secondary school students in Islamic studies based on the occupational status of the parents.

Sources	Sum of square	df	means square	F-value	Sig
Between group	931.661	5	344.465	94.97	0.000
Within group	798.533	360	4.539		
Total	1730.194	365			

Table 2 indicates that the calculated f. Value is 94.97 with calculated alpha of 0.000 Computed at critical level of 0.05. Since the calculated alpha of 0.000 is less than critical alpha level of 0.05. Hypothesis is hereby rejected. This reveals that here is a significant difference in the performance of secondary school students in Islamic studies based on the parental occupational status
 H_{02} : There is no significant difference in the performance of secondary school students in Islamic studies based on the parental income

Table 3: ANOVA showing difference in in the performance of secondary school students in Islamic studies based on the parental income

Sources	Sum of square	df	means square	F-value	Sig
Between group	841.725	5	458.474	68.37	0.000
Within group	878.423	360	458.474		
Total	1720.148	365			

Table 3 reveals that the calculated f. Value is 68.37 with calculated alpha of 0.000 Computed at critical level of 0.05. Since the calculated alpha of 0.000 is less than critical alpha level of 0.05. Hypothesis is hereby rejected. This implies that there is a significant difference in the performance of secondary school students in Islamic studies based on the parental income.

Discussion of Findings

It has been established that home variables such as parental qualification, occupation and income determine the students' performance in school. The three hypotheses generated for this finding shown that there is statistical difference in the performance of students based on the parent's education. This finding verifies the submission of Abdu-Rahcem (2015) who agreed that home size, parents qualification and parent income are related and significant to children's academic performance in any educational setting.

It also similar to the study of who found that parent's educational level, parents' home and school based involvements are associated to children's achievement in Korean families.

The result of this finding also in line with studies of Udida, Ukway and Ogodo (2012) shown that, home sizes are important factors in measuring the students' academic attainments. Similarly, it is agree with the study of Eze (2002) found that when the children get proper care, well-being and motivation through their parents or home, it could be enhanced and boosted their academic performance in the school setting.

Conclusion and Recommendation

It is very important that, for the better performance of secondary schools students in Islamic Studies in kwara state, the home factors such as parent education, occupation and income should not be overlooked. Home variables contribute a lot to the academic grades of children. The results of this finding show that, the variables like education, occupation and income of parents were so significant in fostering performance of students. Hence, they are the vital variables that used in raising and measuring students' performance in the school setting. In addition, it can be deduced from this study that, students from civilized home enhanced and motivated their performance in Islamic Studies in kwara state in general. It is thereby recommended that both the father and mother should work hand in hand towards the achievement of their children in Islamic Studies in particular and other subjects in general.

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