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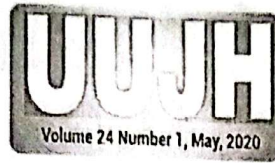
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Influence of Family Background on Secondary School Students' Academic Performance in Islamic Studies in Ogbomoso, Nigeria

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Abstract

The main purpose of this study was to examine the influence of family structures and types on students' academic performance in Islamic Studies in Ogbomoso, Nigeria. This study adopted a descriptive survey method. Two schools were sampled from each of the five Local Government Areas in Ogbomoso. Test items drawn from WAEC past questions served as research instrument. The data collected were analysed using percentage and t-test statistics. The results of the study showed that students' performance in Islamic studies at senior secondary school was generally poor. There was significant difference in the academic performance of students from single parent family background and those from both parents' family background in Islamic Studies. There was significant difference in the academic performance of students from polygamous family background and those from monogamous family background in Islamic Studies. Gender has no influence in the academic performance of students from single parent family background in Islamic Studies. In line with the findings of the study, it was recommended among others that school counselors should be employed in all schools and that they should provide necessary assistance to students, especially those from single parent family to enable them overcome their emotional concerns.

Keywords: Family, Parents, Background, Secondary School, Academic Performance, Islamic Studies, Nigeria

Introduction

Man, as a social being is endowed with different abilities to explore his environment and possibly to improve the lives of mankind. Parents are the first educator of a child because a child's education starts with his/her upbringing. As such, an individual's education entails being influenced by socio-economic and educational backgrounds of his parents.

Education is one of the keys to national development and the fulfillment of national philosophy and goals. It is the vehicle upon which all dimensions of progress of a given society rest. Education has both intrinsic and extrinsic values, which makes it instrumental in the development of human attainment of good life and overall societal development (Okunloye, 2009).

Abiri (2005) defined education as a process by which the values of society are transmitted across generations through a well-defined method such as knowledge, skill, attitudes, beliefs and the development of the society. For any community to develop economically, politically and morally, both male and female members of such community need a very sound education that will make such individual a useful member of the society. It is noted that education is the totality of the experience made available to an individual in order to make him develop an all-round personality and be useful to himself as well as his community (Jimoh, 2004).

Education is a set of activities which entails handing down the ideas, value and norms of the society across the generations. Education does not end at the acquisition of knowledge, it transcends to the ability to apply the acquired knowledge (Oladosu, 2009). Education is a process by which the values of a society are transmitted through a well-defined method. In Islamic realm, education denotes the process by which the values spelt out in the Holy Qur'an and the traditions of Prophet Muhammad (SAW) are handed over from generation to generation (Oladosu, 2009).

The basic aim of education in Islam is all round development of man. Islam perceives man as the khalifah - which means the representative of Allah (God) on earth and he is endowed by the Almighty Allah with the ability to distinguish between right and wrong options. Thus, the ultimate goal of education, from inception is to build the individual who will act as Allah's khalifah or at least put him on the path leading to such an end (Abdur-Rafiu, 2013).

Abdur-Rafiu (2013) further described Islamic studies as a subject that is offered at all levels of Nigerian education system and it revolves around the study of Islam generally. Its various definitions also centered on the worship of Allah (Abdur-Rafiu, 2009). At the inception of the 6-3-3-4 system of education, Islamic Studies was a core

subject at the Junior Secondary School Level, but elective at the Senior Secondary. In the 1998 edition of the National Policy on Education, the subject became elective at both levels of Secondary education. However, with the publication of another policy in 2004, the subject became core at the Junior Secondary Level but elective subject at the Senior Secondary Level (Ajidagba, 2005).

The fact that education transforms the helpless infant into a matured adult makes education to be significant and remarkable. This transformation is achieved through the contributions of various institutions and bodies. The various institutions that contribute to upbringing and education of the individuals are referred to as agencies of education. They include the home (family), school, religious institutions, peer group, mass media and the community. In addition, the institutions mentioned above, influence students' academic performance in school subjects either positively or negatively (Badu, 1991).

Other factors influencing students' academic performance range from social, economic, political, religious and cultural phenomena (Cramer, 2002). Home or parental factor is also a crucial point dictating educational achievement of children. Home background is classified as advantage or disadvantage depending on parent's level of educational attainment, father or mother's occupation and social class. A home tagged as 'advantaged' promotes high academic achievements at school while the corresponding home tagged as 'disadvantage' does not (Badu, 1991).

One important task of parenting is the children socialisation. This task requires parental expectations and guidance that change with the development of the child to encourage positive child outcomes. The socially competent child can be described as possessing independence, social responsibility, vigour, and achievement orientation, which is the drive to seek intellectual challenges and solve problems efficiently and persistently (Cramer, 2002).

Parent is of paramount importance to the overall achievement of a child, male or female. This importance is manifested in all facets of a child's life. Thus, the parent is one of the major determiners of a child's course in life. Parents are becoming isolated from their children and finding it difficult to keep a careful watch on what needs to be done to help them succeed in school. Many families are not even led by a parent, but by a grandparent, guardian, or some other adult (Omotere, 2012).

Yusuf, Agbonna & Yusuf (2011) attested to the fact that the family background of the student is one of the factors that affect students' academic performance. The relationship between a student and his or her parents has been noted to have an influential impact on the student's performance in school and on his/her life, generally.

Omotere (2012) noted that in what is sometimes called a traditional Nigerian

family environment, parents were able to monitor the school work of their children carefully and actively participated in Parents-Teachers Association meetings purposely to monitor the progress of their children. Report cards were valued and trusted in the home as an accurate reflection of academic achievement. Parents were able to keep in touch with the school and the life of their children in the school, and to monitor success or lack thereof. When children came home from school, homework was completed, assignments finished, and other school works were done. With the changes in family life and indeed in societal makeup, schools are now finding it increasingly difficult to keep parents informed of and actively engaged in the day-to-day progress of their children (Deslandes & Bertrand, 2005).

Family structure in terms of single and two parent families has been noted to have a significant influence on students' performance and mental development. This is because providing a supportive learning environment at home requires parents' time as much as financial resources (Ushie, Emelca, Ononga & Owolabi, 2012). Furthermore, Ushie *et al* added that single-parent families have an average lower income than two-parent families and are thus more constrained in ensuring adequate financial resources to meet their children's learning needs.

Furthermore, many children have been hindered from reaching their optimum level in academic pursuit due to some negative factors from home. These include lack of parental encouragement, lack of conducive environment, poor finance and housing, poor feeding, ill-health and lack of interest on the part of the students. Children whose school needs (physical and emotional) are not provided for at home may forever remain underachievers and this could affect the general development, both physical and human resources of the country. Effects of poor academic performance during the school years are often carried over to the adulthood, with a higher proportion of school drop-outs, behavioural problems and even delinquency among this population (Akomolafe & Olorunfemi-Olabisi, 2011).

Statement of the Problem

Over the years, there have been several hues and cries about the falling standard of education, moral decadence of the students and poor performance in public examinations in the country.

Oloyede (2012) noted that students' enrolment and academic achievement for Islamic studies at the SSCE is not commensurate with the students' enrolment and academic achievement for Christian Religious studies. He further states that the

performance of students who registered and took Islamic studies at the WASSCE in the year (1994 – 2011) has not been encouraging as the percentage of those below credit level was more than the percentage of those who passed at credit level.

Various studies have been carried out on the influence of family structures and types. For instance, Badu (1991) focused his research on relationship between home environment, attitude to school and academic achievement of secondary school students in Niger State. Nzewunwah (1995) investigated the effects of single parenthood on the academic performance of students. Agulanna (1999) studied family structure and prevalence of behavioural problems among Nigerian adolescents. Stephen and Ceci (2001) studied impact of broken home on academic performance of secondary school students in English Language. Uwaifo (2008) worked on the effects of family structure and parenthood on the academic performance of Nigerian University students.

In addition, Akomolafe and Olorunfemi-Olabisi (2011) worked on the impact of family type on secondary school students' academic performance in Ondo State, Nigeria. Kasoma (2012) investigated the Influence of broken homes on pupil academic performance in selected schools in Mbala District, while Ushie, Emeka, Ononga and Owolabi (2012) investigated the influence of family structure, on students' academic performance in Agege Local Government Area, Lagos State, Nigeria. Adesehinwa (2013) investigated effects of family type (monogamy or polygamy) on students' academic achievement in Nigeria.

However, none of these and other studies known to the researchers had conducted investigation on influence of family background on students' academic performance in Islamic Studies in Nigerian schools in general and Ogbomoso in particular. The present research wishes to study the influence of family structures and types on secondary school students' academic performance in Islamic Studies in Ogbomoso, in which little or no attention has so far been paid. This constitutes a gap in knowledge, part of which the study aims at filling.

Purpose of the Study

The main purpose of this study was to examine the influence of family structures and types on students' academic performance in Islamic Studies in Ogbomoso, Nigeria. Specifically, the study aimed at examining the following:

1. The general level of academic performance of secondary school student in Islamic Studies in Ogbomoso;
2. The difference in the academic performance of students from single parent background and those from both parents (father and mother) background in

- Islamic studies;
3. The difference in academic performance of students from polygamous family background and those from monogamous family background in Islamic Studies;
 4. The difference in the academic performance of male and female students from single parent family background in Islamic Studies;
 5. The difference in the academic performance of male and female students from both parents' family background in Islamic Studies;
 6. The difference in the academic performance of male and female students from monogamous family background in Islamic Studies; and
 7. The difference in the academic performance of male and female students from polygamous family background in Islamic Studies.

Research Questions

The following research questions were addressed in the course of the study:

1. What is the general level of academic performance of secondary school students in Islamic studies in Ogbomoso?
2. Would there be difference in the academic performance of students from single parent family background and those from both parents (father and mother) background in Islamic studies?
3. Would there be difference in the academic performance of students from polygamous family background and those from monogamous family background in Islamic Studies?
4. Is there any difference in the academic performance of male students from single parent families and male students from both parents' family background in Islamic Studies?
5. Is there any difference in the academic performance of female students from single parent families and female students from both parents' family background in Islamic Studies?
6. Is there any difference in the academic performance of male students from monogamous family background and male students from polygamous family background in Islamic Studies?
7. Is there any difference in the academic performance of female students from monogamous family background and female students from polygamous family background in Islamic Studies?

Research Hypotheses

The following null hypotheses were formulated and tested in the study:

- Ho₁: There is no significant difference in the academic performance of students from single parent family background and those from both parents (father and mother) family background in Islamic studies.
- Ho₂: There is no significant difference in academic performance of students of polygamous family background and those from monogamous family background in Islamic Studies.
- Ho₃: There is no significant difference in the academic performance of male students from single parent families and male students from both parent family background in Islamic Studies.
- Ho₄: There is no significant difference in the academic performance of female students from single parent families and female students from both parents family background in Islamic Studies.
- Ho₅: There is no significant difference in the academic performance of male students from monogamous family background and male students from polygamous family background in Islamic Studies.
- Ho₆: There is no significant difference in the academic performance of female students from monogamous family background and male students from polygamous family background in Islamic Studies.

Method

This study adopted a descriptive survey method. The population for this study consisted of all senior secondary school students that are offering Islamic Studies in Ogbomoso, Oyo State. The target population consisted of students offering Islamic Studies in Senior Secondary School in Ogbomoso. Ogbomoso is made up of five local government areas namely; Ogbomoso South, Ogbomoso North, Ogo-Oluwa, Orire and Surulere. Two schools were randomly selected from each of the five Local Government areas in Ogbomoso. Four hundred (400) Secondary School Students of Islamic studies were sampled. Simple random sampling technique was employed to select forty (40) students out of the students offering Islamic Studies in each of the selected Secondary Schools. Senior Secondary School Three (SSS3) students were used. Also, students were grouped into intact and single-parent structures; and monogamous and polygamous family types.

The researchers made use of two different instruments in gathering data in this study. A questionnaire on the influence of broken homes on students' academic

performance (IOBHOSAPQ) adapted from Kasoma (2012) was used to collect students' demographic data and 50 adopted test questions of 2014 West African Senior Schools Certificate Examination on Islamic Studies was administered to ascertain the level of students' performance in Islamic Studies. Also, frequency counts and percentage were used to describe the demographic data of the respondents and answer research questions raised for this study. While t-test statistics was used to test null hypotheses 1,2,3,4,5 and 6.

Data Presentation and Analysis

Table 1: Demographic Characteristics of the Respondents Variables

Variables	Freq	%
Gender: Male	160	40
Female	240	60
Total	400	100
Family Structure: Single parent	176	44
Both parents	224	56
Total	400	100
Family Type: Polygamous	96	24
Monogamous	304	76
Total	400	100

In Table 1 above, out of the 400 Islamic studies students that were sampled, 160 (40%) were males, while 240 (60%) were females. This means that there are more female respondents than male respondents i.e. female had the larger percentage than the male. In addition, it shows that by family structure, out of 400 Islamic students student sampled, 176 (44%) were from single parent family background, while 224 (56%) were from both parents' family background.

Apparently, Table 1 shows that by family type, out of 400 Islamic students sampled, 96(24%) were from polygamous family background, while 304 (76%) were from monogamous family background. This implies that there are more students from monogamous family background than students from polygamous family background in Islamic studies in Ogbomoso.

Research question one (1) was answered with the result of the test and percentage, while other six research questions have corresponding hypothesis which were tested using t-test statistics at alpha level of 0.05.

Research Question 1: What is the general level of academic performance of students in Islamic studies?

Table 2: Students performance in Islamic Studies

Grade	Freq	%
A	30	7.5
B	64	16
C	86	21.5
D	132	33
F	88	22
TOTAL	400	100

Hypothesis Testing

All six hypotheses formulated earlier were tested with the use of independent t -test at alpha level of 0.05.

H_{01} : There is no significant differences in the academic performance of students from single parent family background and those from both parent (father and mother), family background in Islamic studies

Table 3: T-test Analys is of Academic Performance of Islamic Studies Students Based on Family Structure

Significance Level = P 0.05

Variable	Frequency	Mean	SD	df	Cal. t value	Critical t value	Rem
Single Parent	176	50.19	7.96	398	3.38	1.96	Signi
Both parents	224	59.75	11.79				
TOTAL	400						

Table 3 shows that the calculated t-value is 3.38 while the critical value is 1.96 with 398 degree of freedom and at alpha level of 0.05. Since the calculated t-value is greater than the critical value, the null hypothesis is rejected. The students from both

parents' family background have the mean score (59.75) which is greater than the students from single parent family background mean score which is (50.19). It can be rightly stated that family structure has influence on the academic performance of students in Islamic studies in Ogbomoso. Therefore, the (H_{01}) is rejected.

H_{02} : There is no significant difference in the academic performance of students from polygamous family background and those from monogamous family background in Islamic studies.

Table 4: T-test analysis of academic performance of Islamic studies students based on the family type

Variable	Freq	Mean	SD	Df	Cal. t value	Critical t value	Rem
Polygamous	96	52.29	10.48	398	2.45	1.96	Significant
Monogamous	304	63.79	14.34				
TOTAL	400						

Table 4 shows that the calculated t-value is 2.45 while the critical value is 1.96 with 398 degree of freedom and at alpha level of 0.05. Since the calculated t-value is greater than the critical value, the null hypothesis that states that there is no significant difference in the academic performance of students from polygamous family background and those from monogamous family background in Islamic studies lies in the rejection region. The students from monogamous family background have the mean score (63.79) which is greater than the students from polygamous family background mean score (52.29). Therefore, the null hypothesis 2 is rejected. It can be rightly stated that, family type has influence on students' academic performance in Islamic Studies in Ogbomoso.

H_{03} : There is no significant difference in the academic performance of male and female students form single parent family background in Islamic Studies.

Table 5: T-test analysis of academic performance of male and female students from single parent family background in Islamic Studies

Variable	Freq	Mean	SD	Df	Cal. t value	Critical t value	Rem
Polygamous	96	52.29	10.48	398	2.45	1.96	Signi ficant
Monogamous	304	63.79	14.34				
TOTAL	400						

Table 4 shows that the calculated t-value is 2.45 while the critical value is 1.96 with 398 degree of freedom and at alpha level of 0.05. Since the calculated t-value is greater than the critical value, the null hypothesis that states that there is no significant difference in the academic performance of students from polygamous family background and those from monogamous family background in Islamic studies lies in the rejection region. The students from monogamous family background have the mean score (63.79) which is greater than the students from polygamous family background mean score (52.29). Therefore, the null hypothesis 2 is rejected. It can be rightly stated that, family type has influence on students' academic performance in Islamic Studies in Ogbomoso.

H_{03} : There is no significant difference in the academic performance of male and female students form single parent family background in Islamic Studies.

Table 5: T-test analysis of academic performance of male and female students from single parent family background in Islamic Studies

Variables	Frequency	Mean	SD	df	Cal. t value	Critical t-value	Remark
Male	80	50.38	12.20	174	0.09	1.69	Not Significant
Female	96	50.29	11.42				
Total	176						

Table 5 shows that calculated t value is 0.09 while the critical t value is 1.96 with 174 degree of freedom and at alpha level of 0.05. Since the calculated t value is less than the critical t value, the null hypothesis 3 that states that there is no significant difference in the academic performance of male and female students from single parent family

background in Islamic Studies in Ogbomoso is accepted. Therefore, it can be rightly stated the gender has not affected academic performance of students from single parent family background in Islamic studies.

H_{02} : There is no significant difference in the academic performance of male and female students from both parents' family background in Islamic Studies.

Table 6: T-test analysis of academic performance of male and female students from both parents' family background in Islamic studies

Variables	Frequency	Mean	SD	df	Cal. t value	Critical t-value	Remark
Male	80	64.96	12.86	222	2.99	1.96	Significant
Female	144	53.25	10.88				
Total	224						

Table 6 shows that the calculated t value is 2.99 while the critical t value is 1.96 with 222 degree of freedom and at alpha level of 0.05. Since the calculated t value is greater than the critical value, the null hypothesis 4 is hereby rejected and the alternative hypothesis is accepted. That a significant difference exists in the academic performance of male and female students from both parents' family background in Islamic studies. Since male students from both parents' family background have the mean score (64.96) which is greater than female students from both parents' family background mean score, which is (53.25). It can be rightly stated that, gender has influence on academic performance of students from both parents' family background in Islamic studies.

H_{03} : There is no significant difference in the academic performance of male and female students from monogamous family background in Islamic studies.

Table 7: T-test analysis of academic performance of male and female students from monogamous family background in Islamic Studies

Variables	Frequency	Mean	SD	df	Cal. t value	Critical t-value	Re-mark
Male	120	62.4	10.68	302	2.17	1.96	Significant
Female	184	55.06	7.18				
Total	306						

Table 7 shows that the calculated t value is 2.17 while the critical t -value is 1.96 with 202 degree of freedom at alpha level of 0.05. Since the calculated t value is greater than the critical t value, the null hypothesis 5 is hereby rejected. That a significant difference exists in the academic performance of male and female students from monogamous family background in Islamic Studies. Since male students have mean score (62.40) which is greater than female students mean score (55.06). Therefore, it can be rightly stated that, academically, male students from monogamous family background perform better than their opposite sex in Islamic Studies.

H_{06} : There is no significant difference in the academic performance of male and female students from polygamous family background in Islamic studies.

Table 8: T-test analysis of academic performance of male and female students from polygamous family background in Islamic Studies

Variables	Frequency	Mean	SD	df	Cal. t value	Critical t -value	Remark
Male	40	51.8	13.93	94	1.11	1.96	Not Significant
Female	56	50.29	12.93				
Total	96						

Table 8 shows that the calculated t value is 1.11 while the critical value is 1.96 with 94 degree of freedom at alpha level of 0.05. Since the calculated t value is less than the critical value, the null hypothesis 6 is hereby accepted. That there is no significant difference in the academic performance of male and female students from polygamous family background in Islamic studies accepted.

Discussion of Findings

One of the findings of this research stated that students' academic performance in Islamic Studies was generally poor. This finding is in agreement with Ajidagba (1998) and Oloyede (2012) who observed that the performance of students in Islamic studies has not been encouraging. In addition, another finding of this research revealed that there was significant difference in the academic performance of students from single parent family background and those from both parents' family background in Islamic Studies. This was in conformity with the findings of Uwaifo (2008) who found that significant differences existed between the academic performance of students from single parent family and those from two-parent family structure. This is also in

conformity with Olufemi-Adewuyi (2009) and Kasoma (2012) whose studies revealed that family background showed positive relationship with students' academic performance. This finding is however in disagreement with Ushie *et al* (2012) who observed that there is no significant difference in the academic performance of students from single parent families and those from single parent families and those from two parent families.

Another finding of this research revealed that significant difference exists in the academic performance of students from polygamous family background and those from monogamous family background in Islamic studies. This finding is in consonance with Igwesi (2003); Akomolafe & Olorunfemi-Olabisi (2011) and Adeschinwa (2013) whose studies revealed that a significant difference exists between the academic achievement students from monogamous homes and those from polygamous homes.

Another finding of this study revealed that there is no significant difference in the academic performance of male and female students from single parent family background in Islamic Studies. This showed that gender has no significant influence in the academic performance of male and female students from single parent family background in Islamic Studies. This is in disagreement with the work of Uwaifo (2008) who observed that there is significant difference in the academic performance of male and female students from single parent compared to two types of family structure.

More so, the findings of this study revealed that significant difference exist in the academic performance of male and female students from both parents family background. This is in conformity with Frempong & Ayia (2006) who observed that female students are less successful in learning, due to their low interest and confidence in learning and their low academic expectation.

Another finding of this research revealed that gender has significant influence on the academic performance of male and female students from polygamous family. This finding is contrary to Adeschinwa (2013) who observed that gender did not significantly affect academic achievement of students from monogamous and polygamous families.

Recommendations

In view of the results obtained, it could be concluded that the findings of this study revealed that students' performance in Islamic Studies is influenced by family background. Sequel to this, the following recommendations are made:

1. Parents and students should be enlightened on the importance and prospect of Islamic Studies. And qualified Islamic Studies teachers should be employed in all schools.

2. School counselors should be employed in all schools and that they should provide necessary assistance to students, especially those from single parent family to enable them overcome their emotional concerns.
3. Teachers and other stakeholders in Nigeria's education industry should organise periodic seminars and workshops for students, parents, teachers and school administrators, designed on how best they can assist their children to attain maximum success, irrespective of their family background.
4. Islamic studies teachers should endeavour to make Islamic studies learning interesting, taking into consideration individual differences in ability, family background and gender.

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