

Influence of Parental Factors on Upper Basic Students' Performance in Social and Islamic Studies in Ilorin, Nigeria

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ABSTRACT

Parenting is the process of promoting and supporting the physical, emotional, social, and intellectual development of a child from infancy to adulthood. The study therefore examined the influence of parental factors on upper basic students' academic performance in Social and Islamic Studies in Ilorin, Nigeria. A descriptive survey research design was adopted for the study. The sample for this study was all upper basic Social and Islamic Studies students in Ilorin. Systematic random sampling was employed to select seven upper basic schools in Ilorin. Purposive sampling technique was used to select 180 upper basic 2 Social and Islamic Studies students. A Pro-Forma was used as the instrument for data collection. Data analysis was done using ANOVA and Scheffe-Post Hoc analysis for research hypotheses. The result of the study showed that there was a significant difference in the academic performance of upper basic students' in Social and Islamic Studies based on parental educational level and Socio-economic Status, the parental educational level. The finding of the study revealed that there was no significant difference in the academic performance of upper basic students' in Social and Islamic Studies based on parental occupation and marital status. Based on these findings, it was recommended among other that parents should create enough time with their children especially in the area of communication concerning school activities, expectations of academic performance, the importance of achieving good results and they should always ask, and give encouragement to the children about the importance of homework.

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INTRODUCTION

The teaching of Social and Islamic Studies in our secondary schools is embedded with many obstacles in its implementation and these have contributed immensely to the fall in the standard of performance in public examination. It is worth to emphasize that the field of Islamic Studies is related to the Social Studies in human relation, moral education and social control aspects of the two curricula. Teaching and learning of social and arts subject have significant roles towards human development in a developing nation since Social Studies is embedded in our life and society, economical, ecologic and societal influences (Abdullahi & Olokooba, 2019). The performance of students in Social and Islamic Studies is closely related to their theoretical and practical knowledge and experiences while some are taught in isolation from the process of discovery or the conceptual applications. This however, depends solely on the subject at various classes and

also on particular factors within and without the teaching and learning environment (Hume 2011; & Felder 2013).

Ella, Odok, and Ell (2015) defined family as a small kinship or structural group with the function of natural socialization of the new born. Similarly, family is defined as a primary social group of parents, offspring and possibly other members of the household According to Charles (2013), the socio-economic of a child has most commonly determined by combining parent's educational level, occupational status, and income level. Social class and Socio-economic status of the parents determine the type of school and the standard of training they desire for their children. The occupation or profession of the parents, the educational level and whether the mothers are working or non-working mothers places them at an advantage or disadvantage to evaluate their children's academic work and monitor their progress.

Status is often determined by the individuals' Social Studies attainment, though it is sometimes ascribed on the individual. Farkhanda and Ehtesham, (2013) identified three distinct socio-economic groups or status which are common in many countries. They are: upper class- which is made up of rich business men and top government officials among others; middle class- which consists of skilled workers, professionals and middle ranked government workers and the lower class- which is made up of manual workers, petty trader and low income government officials.

Bakker, Denessen, and Brus-Laeven (2007) described the socio-economic status of a child as a parental factor that most commonly determined by combining parent's educational level, occupational status, and income level. Social class and Socio-economic status of the parents determine the type of school and the standard of training they desire for their children. The occupation or profession of the parents, the educational level and whether the mothers are working or non-working mothers places them at an advantage or disadvantage to evaluate their children's academic work and monitor their progress. Status is often determined by the individuals' Social Studies attainment, though it is sometimes ascribed on the individual. Charles (2013) identified three distinct socio-economic groups or statuses which are common in many countries. They are: upper class- which is made up of rich business men and top government officials among others; middle class- which consists of skilled workers, professionals and middle ranked government workers and the lower class- which is made up of manual workers, petty trader and low income government officials

Bakker, et al (2007) opined that the lower income families may be aware of the importance of education in the society, but at the same time, they are also aware of their limited resources to measure up with such educational demands. According to the author, a family that can scarcely provide for the basic needs of the family which include food, shelters and clothing will hardly motivate the academic excellence of their children, instead they will pressurize their children to seek for job opportunities with the little education they acquired so far to support the family. The implication of the agreement is that for families are likely to give their children poor academic background because of lack of financial support.

Qaiser, Ishtiaq, Farid, and Zaib-un-Nisa (2012). also noted that in all socio-economic groups, parents face major challenges when it comes to providing optimal care and education for their children and these challenges are more pronounced in poor families. This, according to them, is because sometimes, when the basic necessities are lacking, parents must place top priority on housing, food, clothing and health care, regarding education materials and books as luxuries. They added that poor families may also have inadequate or limited access to community resources that promote and support children's development and school readiness. They further asserted that these disadvantages can negatively affect families' decisions regarding their children development and learning. This situation may also expose the infants in poor families to a greater risk of entering kindergarten schools unprepared, unlike their peers from rich families.

The researcher intends to dwell on how parenting variables such as socio-economic background of parents, occupation of parents, parenting styles, age of parent and marital status influence the academic

performance of Social and Islamic Studies students. During the researcher teaching practice he observed so many behaviors among learner of which some were influenced by their parents. Some of these behaviors include truancy, avoiding of Social and Islamic Studies classes, lateness to Social and Islamic Studies class, non-challant attitude towards Social and Islamic Studies as a subject among others.

Therefore, the researcher wishes to address the factors that influence these behaviors in secondary school students most of which is caused by their parents. Some scholars have argued that the immediate and remote causes of a student performance can be traced or cause by his/her family. Education is seen as an instrument par excellence for development and as such, it is the engine that promotes development. Aside from the intellectual capability of a child, the academic performance of a child is also largely determined by the family socio-economic status. The family is the bed rock of any society; it is also the foundation for the academic achievement of the child. The recent wave of moral decadence and all sorts of anti-social behavior could be traced to poor home background. The Planned Parenthood Federation of Nigeria (PPFN) believes that a good family life is essential for health and happiness of individuals' citizenship, community life and national prosperity.

Other researchers have focused only on other variables that are teachers and students based and neglected parental factors that affect students' academic performance. Researchers have treated this study in different fields such as Geography, Mathematics, and Social and Islamic Studies but this research was based on Social and Islamic Studies students. Again many researchers which treated parental factors and its influence only focused only on a single variable but this research covered several variables.

METHODS

The research type for this study was the descriptive survey. It is a form of descriptive research which involved a group of people considered to be representative of the entire group (Nwosu 2012). Since the research is using information from the selected sample of the population, the achievement score of the students in the four selected secondary schools in Ilorin by some parental concepts in these schools are obtained. The population of this study consisted the entire Public upper basic schools in Ilorin, Kwara State. Ilorin has three Local Government areas namely: Ilorin West, East, South Local Government areas. Simple random sampling techniques were used to select schools for the study in other to give every school equal chance of being selected. Out of 21 existing public schools in Ilorin, Kwara State, seven schools were randomly selected for this study. Sample of the study comprise of 180 upper basic Social and Islamic Studies students from all the seven schools that was selected for this study.

The instrument used was pro-forma to obtain certain information from students on influence of parental factors on students' performance in Ilorin, Kwara State. The instruments consist of two sections (Section A and Section B), Section A contain Parental Level of Education, Parental Socio economic status, Parental Occupation, Parental Marital Status. Section B contain Students' Year, Gender and Grades are on the pro-forma while below the instrument is the school stamp and signature.

The pro-forma was subjected to validation to ensure that relevant data were collected for each school. The researcher gave the final data collected from each school to the vice-principal academic for verification to ensure it validity and accuracy. This measuring instrument is said to reliable because it measures consistently under varying conditions and at different time the student performance. Also, the researcher gave the final data collected to the vice-principal academic of each school to ascertain the reliability of the result by cross checking with those under its custody.

The primary instrument used in the study is the last term examination results of the schools 2020/2021 session. The results were collected by the class teachers in each school. The researcher visited seven upper basic schools covered in the study for the purpose of collecting students' results. For the purpose of data analysis, percentage was used to describe the demographic characteristics of the respondents, analysis of

variance (ANOVA) was used to analyze the research questions with corresponding hypotheses postulated at 0.05 alpha level.

RESULTS AND DISCUSSION

Hypothesis 1: There is no significant difference in the academic performance of upper basic students' in Social and Islamic Studies based on parental educational level.

Table 1. ANOVA summary of difference in the academic performance of upper basic students' performance in Social and Islamic Studies based on parental educational level

Source Of Variance	Sum Of Square	Df	Mean Of Square	F	Sig.	Decision
Between Groups	6242.626	4	1560.656			H ₀₁
Within Groups	28529.224	135	211.328	7.385	0.00	Rejected
Total	34771.850	139				

Source: Fieldwork 2021

Table 1 shows an F-value 7.3850 with calculated significant 0.00 at 0.05 alpha level. Since calculated significance 0.000 was lower than 0.05 alpha level, hypothesis one is thus rejected. This implies that there was a significant difference in the academic performance of upper basic students' in Social and Islamic Studies based on parental educational level.

Table 2. Scheffe's post hoc table for difference in the performance of upper basic students' performance in Social and Islamic Studies based on parental educational level

Qualification	N	SUBSET FOR ALPHA = 0.05				
		1	2	3	4	5
Diploma	33	35.48				
NCE	26		41.23			
SSCE	36			41.94		
OND/HND	26				45.92	
B.Sc./B.A./B.Ed.	19					57.58

Source: Fieldwork 2021

Table 2 shows the Scheffe's post hoc for difference in the academic performance of upper basic students' in Social and Islamic Studies based on parental educational level and it was revealed that the five qualifications groups were significantly different B.Sc./B.A./B.Ed. had the highest mean score of 57.58 in subset 5, followed by OND/HND with a mean score of 45.92 in subset 4, SSCE with a mean score of 41.23 in subset 3, NCE with mean a score of 41.23 in subset 2, while diploma has the least mean score of 35.48 in subset 1.

Hypothesis 2: There is no significant difference in the academic performance of upper basic students' in Social and Islamic Studies based on parental socio-economic status

Table 3. ANOVA summary of difference in the academic performance of upper basic students' performance in Social and Islamic Studies based on parental socio-economic status

Source Of Variance	Sum Of Square	Df	Mean Of Square	F	Sig.	Decision
Between Groups	1899.739	2	949.870			H ₀₂
Within Groups	32872.111	137	239.942	3.959	0.021	Rejected
Total	34771.850	139				

Source: Fieldwork 2021

Table 3 shows an F-value 3.959 with calculated significant 0.021 at 0.05 alpha level. Since calculated significance 0.021 was lower than 0.05 alpha level, hypothesis two is thus rejected. This implies that there was a significant difference in the academic performance of upper basic students' in Social and Islamic Studies based on parental Socio-economic Status.

Table 4. Scheffe's post hoc table for difference in the performance of upper basic students' performance in Social and Islamic Studies based on parental socio-economic status

Socio-Economic Status	N	Subset For Alpha = 0.05		
		1	2	3
81,000 and Above	22	37.59		
31, 000 – 80,000	66		41.48	
18,000 – 30,000	52			47.62

Source: Fieldwork 2021

Table 4 shows the Scheffe's post hoc for difference in the academic performance of upper basic students' in Social and Islamic Studies based on parental socio-economic status and it was revealed that the three socio-economic status groups were significantly different 18,000 – 30,000 had the highest mean score of 47.62 in subset 3, followed by 31,000 – 80,000 with a mean score of 41.48 in subset 2, 81,000 and above with a mean score of 37.59 in subset 1.

Hypothesis 3: There is no significant difference in the academic performance of upper basic students' in Social and Islamic Studies based on parental occupation.

Table 5. ANOVA summary of difference in the academic performance of upper basic students' performance in Social and Islamic Studies based on parental occupation

Source Of Variance	Sum Of Square	Df	Mean Of Square	F	Sig.	Decision
Between Groups	598.497	2	299.248			H ₀₃
Within Groups	34173.353	137	249.441	1.200	0.304	Rejected
Total	34771.850	139				

Source: Fieldwork 2021

Table 5 shows an F-value 1.200 with calculated significant 0.304 at 0.05 alpha level. Since calculated significance 0.304 was greater than 0.05 alpha level, hypothesis three is thus not rejected. This implies that there was no significant difference in the academic performance of upper basic students' in Social and Islamic Studies based on parental occupation.

Hypothesis 4: There is no significant difference in the academic performance of upper basic students' in Social and Islamic Studies based on parental marital status

Table 6. ANOVA summary of difference in the performance of upper basic students' in Social and Islamic Studies based on parental marital status

Source Of Variance	Sum Of Square	Df	Mean Of Square	F	Sig.	Decision
Between Groups	113.019	3	37.673			H ₀₄
Within Groups	34658.831	136	254.844	0.148	0.931	Rejected
Total	34771.850	139				

Source: Fieldwork 2021

Table 6 shows an F-value 0.148 with calculated significant 0.931 at 0.05 alpha level. Since calculated significance 0.931 was greater than 0.05 alpha level, hypothesis four is thus not rejected. This implies that there was no significant difference in the academic performance of upper basic students' in Social and Islamic Studies based on parental marital status.

The findings of this study revealed that there was a significant difference in the academic performance of upper basic student in Social and Islamic Studies based on parental educational level. This finding supports that of Ahmad and Naeema (2013) who reported that fathers who have tertiary education tend to have more warmth toward their child, regardless of the child's gender. It is consistent with findings of Qaiser, et al (2012) who also found that there was significant effect of father's educational level on the academic achievement of secondary school students in Pakistan. It shows that father's educational level affects the academic achievement of students.

Another finding revealed that there was a significant difference in the academic performance of upper basic students' in Social and Islamic Studies based on parental Socio-economic Status. This finding is incongruent with that of Farkhanda and Ehtesham (2013) who concluded that family income were the main predictors of the type of school that children attend and provision of learning materials for effective learning.

In addition, finding revealed that there was no significant difference in the academic performance of upper basic students' in Social and Islamic Studies based on parental occupation. This finding is in dissonance with that of Charles (2013) who found out that there was a significant relationship between father job grade and student academic performance. Qaiser, et al (2012) also found that there was significant effect of father's occupational level on the academic achievement of secondary school students in Pakistan. It shows that father's occupational level affects the academic achievement of students. Also, Qaiser, et al (2012) also found that there was significant effect of mother's occupational level on the academic achievement of secondary school students in Karak district, Pakistan.

Findings further revealed that there was no significant difference in the academic performance of upper basic students' in Social and Islamic Studies based on parental marital status. This finding is congruent with that of Ella, et al (2015) reported that there was no significant difference in the academic performance of upper basic students' in Government in public secondary schools in Calabar Municipality, Cross River State.

CONCLUSION

The findings of this study revealed that there was a significant difference in the academic performance of upper basic students' in Social and Islamic Studies based on parental educational level and Socio-economic Status, while finding revealed that there was no significant difference in the academic performance of upper basic students' in Social and Islamic Studies based on parental occupation and parental marital status. It was noticed in the study that parental educational level and parents socio-economic contributes a lot to the success of students in school. This seem true, because an educated parent will quickly discover the nature of teaching and learning that is going on in the school through what the child normally says at home or do.

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